

Schools' resource management operations and the learners' academic performance

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Abstract

This study aimed to explore the relationship between the school's management operations and the learners' academic achievement in the Public School in Lumban Sub-Office, Division of Laguna. Employing a descriptive research method, a self-made survey questionnaire with 30 questions on a five-point rating scale was administered study and one hundred twenty-five (125) elementary teachers. The questionnaire, validated by three master teachers, assessed the level of resource management relative to five areas namely, community partnerships, equipment, facilities, instruction, and facilities. Results indicated that school heads' manifestation of their competency in school resource management operations was outstanding in all areas namely: community partnerships, equipment, facilities, faculty, and instruction. However, the learners' academic achievement level was found to be satisfactory. Significantly, the hypothesis is not sustained since there is a positive significant correlation between the level of schools' resource management operations and the learners' academic achievement as to consolidated mean percentage score. It implies that as the resource management skills of school heads increase the performance of learners also improves. Therefore, the null hypothesis stating that there is no significant relationship between the level of resource management of school heads and the learners' academic achievement is rejected. Recommendations included by the school heads should engage in ongoing professional development to enhance resource management, leadership, and best practices. While academic performance is generally excellent, targeted interventions like tutoring, enrichment activities, and personalized learning plans can help improve lower scores. Documenting and sharing best practices in resource management and teaching methods will maintain consistency across schools. Establishing a central repository of successful strategies and fostering collaboration will benefit all students. Further research is needed on how resource management by school administrators impacts teacher performance.

Keywords: School resource management; learners' academic performance; school heads' competency; facility; community partnership; instruction; equipment and facilities

1. Introduction

School resource management operations practices play a very important role in the success of educational institutions. Its importance is identified in how well school heads perform in their workplace. More often school heads are evaluated on how wisely they use the school resources and also learners' academic achievements, which are influenced by local and national policies as well as the growing and demanding challenges from the external environment.

School heads are in charge of the school and all activities that take place, which include curriculum, instruction, processes, and co-curricular activities that ultimately lead to learner achievement. In congruence with the theory of Lindberg, has also been proven that the management practices of schools have a significant impact on the effectiveness of schools.

It is undeniably true that the performance of school leaders is crucial for school success and that the design of the role of the school head is important and affects role performance (Lindberg, 2019).

It is further explained that many educational systems now pay attention to school resource management training to achieve their goals efficiently. The purpose of the study was unfolded' firstly, to assess the effects of management training on learners learning outcomes and secondly, to ascertain the extent to which school head attitudes mediate the relationship of school management training and learners' learning outcomes. The findings of their study further revealed that training is vital in equipping school heads with desired school management skills thus enabling them to manage their respective schools effectively.

Management of school resources in this time of adversity requires not only those public resources to be used in line with educational objectives but also that resource management is perceived to be effective by stakeholders and the public. To this end, it is important for leaders and education administrators at different levels of the system to be clear in their communications and transparent in their use of resources. This includes establishing transparency requirements whereby information about resource use at the different levels is made publicly available. At the local and school level this requires particular attention to keeping parents and the local community as well as teachers and teacher unions informed about resource decisions (Faherty & Gendron, 2019).

Furthermore, transparency requirements need to specify the types of information that are to be disclosed. This would include not only information about the resources used but also evidence of their impact on learning (e.g., learners' achievement results).

As pointed out by Okendu (2019) asserted that the idea that human and material resources are to be assembled by educational administration, within the school for effective teaching and learning cannot be over-emphasized. All staff, system teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education.

The researcher wanted to further explore the relationship of school resource management operations and the learners' academic achievement in Lumban Sub-office, Division of Laguna.

1.1. Background of the Study

The school head manages school operations and resources to ensure a safe caring, and effective learning environment. It is expected that the school head: a) effectively plans, organizes, and manages the human, physical, and financial resources of the school and identifies the areas of need and ensures that school operations are aligned with legal frameworks such as provincial legislation, regulation, and policy; as well as school authority policy, directives, and initiatives c) utilizes principles of teaching, learning and learner development to guide management decisions and the organization of learning.

The role of a school head is to provide strategic direction in the school system. School heads develop standardized curricula, assess teaching methods, monitor learners' academic achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, and oversee facilities. Other important duties entail developing safety protocols and emergency response procedures.

Most school heads' jobs typically work long hours and attend many events and meetings outside the normal school days school head find it rewarding to work with children and families, but the job can also be stressful. school heads are under intense pressure to meet achievement standards, solve budget shortfalls, prevent bullying, continually update technology, and hire qualified teachers.

Leadership has long been studied in education. The terrain of the school principalship has many dimensions. Navigating a school culture, enhancing instruction, operations, resources, and community contexts all while developing a shared vision, and acting with integrity and influence are just some of the responsibilities of today's school head. In its most simple definition, a school budget describes a district's plan for the upcoming year as related to anticipated revenues and expenditures.

The researcher is a public school head who works hand in hand with her teachers in accomplishing the mission, vision goals, and objectives of the Department of Education to its clientele, the learners. As she leads the learners and works with her teachers, she learned how important the role of a school head is in delivering quality education to the learners. Thus, it can be said that the school heads' level of resource management plays a vital role in the success of the learners relative to their academic achievement.

With the assumption that the level of school heads' management of resources plays a very important role that may create a great impact in the academic achievement of learners, the researcher was motivated to conduct an in-depth study about the level of management of school resources and its impact to the academic achievement of learners.

1.2. Conceptual Framework

To provide direction to the present study, a research paradigm has been conceptualized. This is presented in Figure 1.

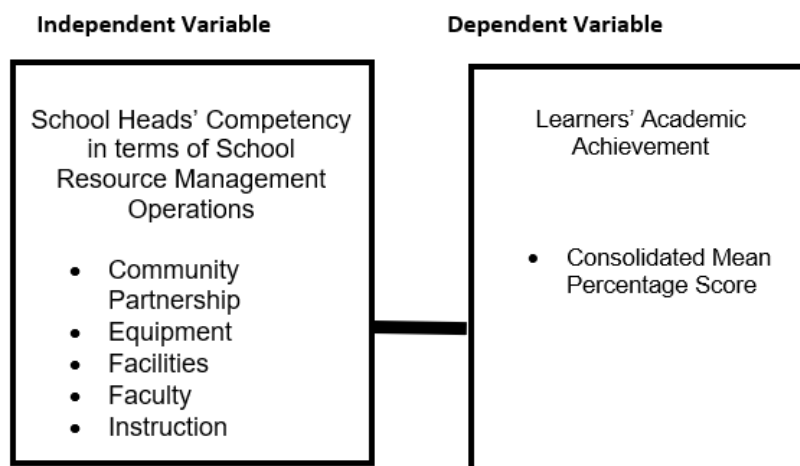


Figure 1: Research Paradigm

This figure presents the conceptual framework of the study. The first frame shows the level of School heads' competency in school resource management operations. It was assessed in five (5) dimensions which were (1) community partnership, (2) equipment, (3) facilities, (4) faculty, and (5) instruction. The second frame is about the academic achievement of the learners through the results of the mean percentage score. The first frame presents the independent variable of the study while the second frame pertains to the dependent variable.

1.3. Statement of the Problem

This study aimed to determine the level of school heads' management of school resources and its relationship to learners' academic achievement.

Specifically, it sought answers to the following questions:

- * What is the mean level of school heads' competency in school resource management operations as to:
 - Community Partnerships;

- Equipment;
- Facilities;
- Faculty; and,
- Instruction?

* What is the level of learners' academic achievement in Lumban Sub-office relative to their mean percentage score?

* Is there a significant relationship between the level of school heads' competency in resource management operations and the learners' achievement as to mean percentage score in Lumban Sub-office?

1.4. Review of Related Literature and Studies

This section presents literature and studies both from foreign and local sources which are relevant to this investigation. They are reviewed to support the problems being studied.

1.4.1. Resource Management Operations

Resources management practices in schools play a crucial role in the success of educational institutions. Its importance is identified on how well school heads perform in their workplace. More often are school head evaluated on how wisely they use the school resources and also learners' academic achievements, which are influenced by local and national policies as well as the growing and demanding challenges from the 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 the school heads is important and affects role performance (Lindberg 2019).

According to Peterson (2019) underscores that a strong partnership between school and community results in a win-win situation for both. It is also emphasized that the resource management operations relative to community partnership create a positive effect, which usually nurtures and sustains continual improvement of schools that will be beneficial to learners as their primary clientele. 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.

Resource management is a crucial aspect that demands meticulous strategic planning and efficient organization to harness the potential of available resources fully. Resource management in education covers many things, not just time. It also means being good with money, using energy wisely, and handling stuff well. When learners do this smartly and carefully, they get more done and feel less stressed. It's like having a secret key to doing better in school while still having time for fun and relaxation.

Time is a valuable resource for learners. Efficient time management involves setting priorities, creating schedules, and avoiding procrastination. Managing finances is essential for learners. It involves budgeting, tracking expenses, and making informed decisions about spending. Learners often face challenges in maintaining high levels of energy and motivation. Effective energy management involves practising self-care, getting sufficient sleep, engaging in physical activities, and avoiding burnout. It ensures a healthy balance between academic commitments and personal well-being. Resource management in Education is of great significance for learners as it plays a crucial role in their academic success and personal development. Effective resource management in education enables learners to make the most efficient use of their available time, energy, and materials (Amber 2023).

Resource management in education directly impacts academic performance. Learners who effectively manage their resources are more likely to complete and achieve better grades. By allocating time appropriately and utilizing study materials effectively, learners can enhance their learning outcomes. Poor resource management often leads to stress, anxiety, and overwhelm. Learners who struggle with managing their time and energy may find themselves overwhelmed by academic pressures. Resource management

nurtures essential skills that are valuable beyond academics. learners who master this skill learn to prioritize tasks, make informed decisions, develop discipline, and improve self-motivation (Amber, 2023).

The veritable concepts of resource management have been deciphered by Stanley (2019) to the point of digging deeper into the dual words as rooted in French and Latin words “resource” 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 of ignorance, 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.

According to Lion (2019) Parental Involvement, parents can help develop healthy self-esteem in children, enabling them to collaborate with others, pursue individual activities, and persevere despite personal challenges. Parents can help children feel safe and loved through their support, encouragement, and displays of affection. Involved parents can teach children how to form positive, constructive relationships that do not revolve around harmful behaviors or substances. Parents also can be proactive by discussing peer pressure and bullying tactics and offering strategies as to how to handle related encounters. By helping children develop strong relationships, parents can ensure their child's social development and personal safety (U.S. Department of Health and Human Services).

The statements provided by Okendu (2019) emphasizes that the integration of human and material resources by educational administration within the school system is crucial for effective teaching and learning. In secondary schools, school heads act as administrators, supervisors, and sometimes instructors, participating in teaching activities when necessary. All staff, both teaching and non-teaching, should understand their roles in improving and developing instruction. This can be achieved by effectively utilizing the resources allocated to schools to meet educational goals.

Regarding educational resources, NOUN (2019) highlights the importance of various resources, including teachers, community members, real objects, models, chalk and display boards, school buildings, and other essential materials like pencils, pens, and exercise books. These resources are vital for creating a conducive teaching-learning environment. Their use can provide more valuable and effective guidance to teachers than relying solely on personal efforts without these materials.

According to Agabi (2020) observes that the resources provided by the Government for the 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. Consequently, the best alternative is prudence in the use of available resources. That must be efficiently utilized, with this, more services are provided through balanced usage and adequate maintenance of the available facilities than when inefficiency, non-utilization, under-utilization, and over-utilization abound.

The school budget and accompanying process provide school districts and their leaders with an opportunity to justify the collection and expenditure of public funds.

School physical resource management has a direct impact on the learning environment and is considered a key determinant of educational outcomes. It is therefore critical that school physical resource management practices aligned with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing a clean and safe environment for teaching and learning. It also involves the provision of adequate facilities for teaching and learning.

The current study also builds upon and is closely linked to earlier research that underscores the critical role of internal school dynamics and leadership in shaping educational outcomes. Pascual and San Miguel (2021) emphasized the influence of school culture on teachers' work values, noting that a positive, well-managed institutional environment enhances teacher commitment and performance, which in turn can affect student learning. Moreover, school leadership has been identified as a stabilizing force during crises. Organizational behaviour can even have influence on students' emotional quotient, particularly to each of the five dimensions

of EQ, according to Pascual (2022). In their study on school leaders' resilience amidst the pandemic in Laguna, Pascual and San Miguel (2021) found that effective leadership practices helped sustain educational operations despite unprecedented challenges. Similarly, San Miguel (2022) highlighted the adaptive strategies of school leaders in the District of Victoria, illustrating how strong leadership contributed to maintaining academic continuity during disruptions. These prior findings suggest that the efficient management of school resources—whether human, physical, or financial—can significantly influence both the operational stability and the academic success of learners, thereby framing the current study within a broader discourse on institutional effectiveness and educational achievement.

1.4.2. Community Partnership

Community Partnership refers to the interplay between employees and health specialists within a locality to establish the necessary resources for employees to adopt healthier lifestyles. Company vitality rests squarely on the efficacy of its personal performance or as optimal scale and general health is after an integrated contributor to that goal. Employers can make recommendations to employees about the relative importance of adopting healthy lifestyles, but it ultimately boils down to persistence, resolution, and personal will to ensure responsibility for healthy habits.

Employers affiliated with community health programs and services will work concertedly to introduce practical solutions for employees to apply. This definition was written in the context of workplace safety setting a policy to the superintendent of the school recommends a policy to the boards of school directors. The NSBA states that the appropriate staff reviews each policy before making any recommendations to the superintendent or school board. (National School Boards Association 2025)

By integrating these collaborative efforts and thorough policy review processes into school resource operational management, schools can create a safer and healthier environment for students and staff, ultimately enhancing the overall quality of education and well-being

According to Sepanik & Brown (2021), Schools and districts are increasingly tasked with providing more services to students without additional resources. Partner organizations can support by offering programs and services that enhance learning environments and foster connections with families and communities. These partnerships can aid school transformation at the program, staff, and policy levels, incorporating practical advice from successful district leaders. Partners can offer academic enrichment, tutoring, behavior support, health and social services, and family and community engagement

Engagement with local communities can help schools support learner's well-being and improve academic achievement. Local communities include a wide range of actors, such as families, town halls, libraries, museums, social services and training centers. School leaders play an important role in building connections with local community actors and mobilizing community resources to enrich the school curriculum and promote well-being among both learners and school staff. Such partnerships enable the exchange of good practices and innovative ideas that can be implemented to the benefit of the entire educational community. (European Commission, 2023).

Research suggests that the involvement of the wider educational community (learners, families, local communities, etc.) in school activities can help improve the academic achievement of learners. School leaders encourage the active participation of local community actors in decision-making processes and the organization of school activities. These school-community partnerships have been especially beneficial in rural areas where schools have few economic resources and learners have few opportunities. By taking advantage of resources within the community, schools in rural areas can establish a culture of cooperation and collaboration with local community actors and give learners a sense of belonging European Commission, (2023).

Building relationships with parents and in the community can help the school tremendously. Benefits include donations, personal time, and overall positive support for the school. It is a vital part of any school head's job to nurture their relationships with parents and community members.

Visions from the different authors serve as bases for conceptualizing the research problem. It likewise gives direction to the study and significantly supports the major drive of this research.

Community engagement happens when schools and communities work together to create solutions. The key is engaging community perspectives from people with diverse backgrounds and identities, including a variety of racial/ethnic identities, nationalities, languages, religions, genders, sexual orientations, abilities, and socioeconomic statuses. Imagine a community with strong leaders striving to improve learner's health, support families, and create a shared responsibility for learners (Society for Public Health Education (SOPHE), 2019).

As learners' activists across the country make news, there's another kind of learner engagement that we shouldn't overlook: community engagement. There's tremendous power in establishing partnerships between schools and local community organizations, especially with nonprofit or mission-driven organizations. These community partners gain enthusiastic volunteers, while learners are able to engage in authentic educational experiences with the chance to affect their communities in positive ways.

A shared vision will help partners work together toward mutual success. This vision should align with the community partner's mission, but also consider the learners' well-being and academic outcomes. To encourage effective communication and collaboration among partners, both parties should agree on who will own the relationship and who can communicate progress and challenges to improve the experience. With some partnerships, learners can even take the lead to gain valuable leadership experience. Loria (2019).

By partnering a school district with a university or college, nonprofit agency, and healthcare provider among other partners, schools can address the holistic needs of learners with wrap-around services and support that promote lifelong success. A "community school" is both a physical place, as well as a set of partnerships between a school and other community resources. These long-term partnerships also cultivate community involvement where community members can see the importance and impact of a community-supported school. By connecting leaders who bring a culture of shared governance and collective decision-making, these partners anchor the school as a community asset and a place for holistic support. This includes expanding learning opportunities for learners before and after school, on weekends and during the summer, as well as offering access to a range of health and social services that are provided on the school's campus Florida College Access Network, (2020).

1.4.3. Learners' Academic Achievement

One of the most effective strategies for achieving a goal is communication. Vergara, (2019) explored issues of how strategies are produced and implemented in the context of Rio de Janeiro. Furthermore, it aims to explore events caused by school strategies. Based on a taken-for-granted premise the participatory methods are market-oriented planning leads to accelerated development. This study calls for a critical examination of how such approaches and carried in practice.

In communicative planning theory, there is a critical instance towards rational models used in planning systems, the findings of this paper present how neoliberal ideology has formed urban development in Rio de Janeiro and how it contains a rational rhetoric. It further presents wages of how participating methods can reinforce oppressions and injustices serving a top-down approach rather than the opposite. Likewise, communication gives much information to accelerate the status of an organization.

Learners' achievement is the measurement of the amount of academic content a learner learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their learners. Achievement is usually assessed through frequent progress and comprehension checks and examinations, however, there is no consensus on how it is best evaluated or which elements of it are most important.

Learners' achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic achievement are strongly correlated with differences in personality and intelligence. As well, learners' levels of self-efficacy, self-control and motivation also impact levels of achievement Top Hat, (2019).

Both learners' achievement and learners growth have their own advantages, and their relative significance can depend on the context and purpose. Policymakers and stakeholders will soon have more debate on this subject.

Learners' achievement involves evaluating their proficiency and determining if they have met specific learning standards or benchmarks. This type of assessment is often used to hold schools accountable for achieving set standards and goals. High levels of proficiency are essential for preparing students for college and future careers.

As stated by Johnson (2022) The focus on learners' achievement is based on the belief that students need to demonstrate a certain level of knowledge and skills to succeed academically and in their future endeavors. In contrast, learners' growth assesses academic progress over time, considering their initial levels. This approach helps evaluate how effectively teachers and schools are promoting advancement, especially for lower achievers. It provides a fair assessment by recognizing progress regardless of the starting point, which is valuable for evaluating instructional practices and interventions.

A comprehensive assessment system that combines both achievement and growth measures offers a holistic view of learners and school performance. This approach allows educators and policymakers to make informed decisions about instruction, curriculum, and resource allocation, taking into account the diverse needs and starting points of learners.

The significance of learners' achievement and Learners growth varies based on the intended use of the data and goals of the assessment. In the education system, a balance is often sought between the two approaches. It is crucial to ensure that learners reach proficiency in core subjects (achievement) while also acknowledging the progress they make over time (growth). To provide a more accurate assessment of a school's quality and the effectiveness of its instruction, it is crucial to include critical thinking, creativity, and non-cognitive skills such as problem-solving and communication. Additionally, we must also consider a learner's growth and maturation in their ability to understand, manage, and express their emotions, as well as their capacity to establish and maintain healthy relationships with others Professional Educators of Tennessee (2023).

2. Research Design and Procedure

This chapter presents the research design, respondents of the study, sampling technique, data gathering procedure, research instrument and statistical treatment utilized in conducting the research.

2.1. Research Design

This study used the descriptive research design through survey questionnaires and documentary analysis. Descriptive research according to Best and Khan et.al (2019) is concerned with conditions or relationships that exist at the time of the study and explores the causes of particular phenomena.

The survey method was utilized to describe and interpret the level of school resource management operations of elementary school heads relative to the following areas namely: community partnerships, equipment; facilities; faculty; and instruction.

Document analysis was employed in analyzing the results of the mean percentage score.

The survey questionnaire was used to collect data about people's behavior, practices, attitudes, perceptions, and the like (Best, 2019). It is concerned with the results of a census study, public opinion survey, fact-finding survey, status studies questionnaires, and interview studies among others. It involves analysis of relationships and differences between non-experimental variables. It is concerned with beliefs, points of view or attitudes

that are held by members of the organization. It is non-experimental because it deals with non-manipulative variables, events, and conditions.

The entire population of public school school heads was utilized as the respondents of the study. All nine (9) school heads in Lumban Sub-Office were the respondents of the study and one hundred twenty-five (125) elementary teachers were to determine the level of resource management relative to five areas namely, community partnerships, equipment; facilities; faculty; and instruction. Cluster random sampling was utilized by the researcher to determine the number of teacher respondents needed in every school in Lumban Sub-office.

2.2. Research Instrument

The primary data-gathering instrument used in this study was the survey questionnaires. The researcher crafted a modified adopted survey as the tool to determine the level of practice of the elementary school head in school resource management operations relative to five areas namely; community partnership, equipment, facilities, instruction, and facilities.

To determine the learners' academic achievement, the mean percentage score (MPS) were secured.

In the questionnaire, a five-point rating scale indicated below was used to determine of the selected respondents.

Scale	Range	Verbal Interpretation
5	4.22 – 5.00	Highly manifested
4	3.42 – 4.21	Evidently manifested
3	2.61 – 3.41	Moderately manifested
2	1.81 – 2.60	Rarely manifested
1	1.00 – 1.80	Not evidently manifested

2.3. Research Locale

The schools where the researcher conducted her research study were the public elementary schools in Lumban Sub-Office, Division of Laguna where the researcher was assigned.

2.4. Population and Sampling Techniques

The respondents of the study in determining the level of resource management relative to five areas namely: community partnership, equipment, facilities, instruction, and facilities that school heads practice were the school heads of the Lumban Sub-Office.

With regard to teachers' perception of the level of resource management of the elementary school heads. The researcher used Slovin's formula to get the random sample with a 5% margin of error. There were one hundred twenty-five (125) teacher respondents who were surveyed with the level of resources management of school heads according to the assessment of the teacher respondents.

The entire population of public school elementary teachers were utilized as the respondents of the study. Elementary teachers in the Lumban Sub Office were the respondents of the study to determine the level of resource management relative to five areas namely; community partnership, equipment, facilities, instruction, and facilities. Random sampling was utilized by the researcher to determine the number of teacher respondents needed in every school out of the nine (9) public elementary schools in Lumban Sub-office.

2.5. Statistical Treatment of Data

Data obtained in the survey questionnaires both for the school head level of school resources management operations were tallied, tabulated, and statistically treated. The mean scores per area resource management in every indicator were computed using the mean formula per category, (Ferguzon & Tanake, 2019).

To determine the level of school heads' competency in resource management operations. The mean and standard deviation were used.

To determine learners' achievement in Lumban Sub-Office relative to mean percentage score.

To determine the significant correlation between the level of school heads' competency in resource management operations and the learners' achievement, Pearson Product moment correlation were used.

3. Results and Discussion

This chapter shows the presentation, analysis and interpretation of data relative to the variables of the study. This part discusses the findings of the study based on the research question.

3.1. Resource Management Operations of School Heads

In this study, the level of resources management operations of school heads, which are categorized as to community partnerships, equipment; facilities; faculty; and instruction.

The level of the resource management of school heads relative to community partnerships was shown in Table 1.1, which shows the mean, standard deviation, remarks and verbal interpretation.

Table 1.1. presents the level of school heads' competency in resource management operations relative to community partnerships, the third statement "Implement Adopt A School Program to acquire funds and resources to improve the physical facilities of the school" got the highest Mean (M) = 4.67, Standard Deviation (SD) = 0.63 and with a remarks of strongly agree. While the second statement "have a strong partnership with stakeholders" got the lowest Mean (M) = 4.52, Standard Deviation (SD) = 0.67, and with a remarks of strongly agree.

Table 1.1
Level of the School Heads' Competency in Resource Management Operations Relative to Community Partnerships

The school head.	Mean	SD	Remarks
1. develop harmonious relationship with the community and local government unit	4.55	0.67	Strongly Agree
2. have strong partnership with stakeholders.	4.52	0.61	Strongly Agree
3. implement Adopt A School Program to acquire funds and resources to improve the physical facilities of the school.	4.67	0.53	Strongly Agree
4. have regular donors during Brigada Eskwela	4.59	0.63	Strongly Agree
5. have existing services in school rendered by the different religious sector and companies through memorandum of agreement/understanding.	4.55	0.67	Strongly Agree
Weighted Mean: SD	4.58	0.63	
Verbal Interpretation	Highly Manifested		

Legend

Scale	Range	Remarks
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

With a Weighted Mean (WM) = 4.58, Standard Deviation (SD) = 0.63 which is verbally interpreted as highly manifested. The level of the resources management of school heads relative to community partnerships is very evident based on the results given by the respondent; it also indicates that the school heads and teachers' answers are almost the same.

The finding is true with the premise of Peterson (2019) that a strong partnership between school and community results in a win-win situation for both. He also emphasized that management of resources relative to community partnerships creates a positive effect, which usually nurtures and sustains continual improvement of schools that will be beneficial to students as their primary clientele. 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.

3.2. School Heads' Competency in Resource Management Operations relative to Equipment

Table 1.2 presents the level of school heads' competency in resource management operations relative to equipment. The table indicates the mean, standard deviation, remarks, and verbal interpretation. It is very evident that all the indicators were found to be highly manifested.

The table reveals that the first statement "has an inventory of all the equipment issued by DepEd and donated by stakeholders" got the highest Mean Score (M) = 4.69, Standard Deviation (SD) = 0.57 and with a remark of strongly agree. While the fourth statement "provides guidelines and mechanics on the proper use of equipment" got the lowest Mean Score (M) = 4.51, Standard Deviation (SD) = 0.66 and with a remark of strongly agree.

Table 1. 2.
Level of the School Heads' Competency in Resource Management Operations Relative to Equipment

The school heads, .	Mean	SD	Remarks
1. has an inventory of all the equipment issued by DepEd and donated by stakeholders.	4.69	0.57	Strongly Agree
2. ensures that all the equipment is well taken care by the property custodian.	4.64	0.61	Strongly Agree
3. utilizes the different equipment issued by DepEd for the students to use in instruction.	4.60	0.67	Strongly Agree
4. provides guidelines and mechanics on the proper use of equipment	4.51	0.66	Strongly Agree
5. allots funds for procurement of equipment needed by the teachers and pupils to facilitate learning.	4.53	0.76	Strongly Agree
Weighted Mean : SD	4.60	0.66	
Verbal Interpretation	Highly Manifested		

Legend

Scale	Range	Remarks
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

With a Weighted Mean (WM) = 4.60, Standard Deviation (SD) = 0.66, which is verbally interpreted as highly manifested. The level of the school resources management of school heads relative to equipment is very evident based on the results given by the respondent; it also indicates that their answer is almost the same.

The study found that Carlson (2019) seconded the result of the study and stressed out that school heads have very satisfactory performance in managing their schools since they have custodians who are also teachers who safely keep the different equipment to facilitate learning.

3.3. School Heads' Competency in Resource Management Operations relative to Facilities

Table 1.3 presents the level of school heads' competency in resource management operations relative to facilities. The table indicates the mean, standard deviation, remarks and verbal interpretation. All indicators in this category of school resources management were found to be highly manifested according to the respondents.

The table discloses that the first statement "regularly monitors the cleanliness and functionality of the facilities" got the highest Mean Score (M) = 4.73, Standard Deviation (SD) = 0.59 and remarks of strongly agree. While the fifth statement "works closely with the stakeholders in enhancing the physical facilities of the school" got the lowest Mean Score (M) = 4.61, SD = 0.63 and with a remark of strongly agree.

With a Weighted Mean (WM) = 4.66, Standard Deviation (SD) = 0.61, which is verbally interpreted as highly manifested. The level of the principal's resource management relative to facilities is very evident based on the results given by the respondents; it also indicates that their answers are almost the same.

Table 1.3.
Level of the School Heads' Competency in Resource Management Operations Relative to Facilities

The school heads.	Mean	SD	Remarks
1. regularly monitors the cleanliness and functionality of the facilities.	4.73	0.59	Strongly Agree
2. immediately acts upon the facilities which need repairs or replacement.	4.66	0.57	Strongly Agree
3. reports the need for facilities and request for funds under MOOE or Special Education Fund.	4.66	0.61	Strongly Agree
4. knows the process of bidding and procurement of facilities.	4.63	0.64	Strongly Agree
5. works closely with the stakeholders in enhancing the physical facilities of the school.	4.61	0.63	Strongly Agree
Weighted Mean : SD	4.66	0.61	
Verbal Interpretation	Highly Manifested		

Legend

Scale	Range	Remarks
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

Correlatively, in Sakurai's (2019) study, it was affirmed that securing safe learning facilities like disaster-resilient infrastructures, receives more attention related to the newly introduced target to measure the substantial reduction of disaster damage to critical infrastructures and description of basic services. Relox (2020) stressed that the school heads are well informed on how to ensure that the educational facilities are available, safe, secured, and satisfactory.

3.4. School Heads' Competency in Resource Management Operations relative to Faculty

Table 1. 4. presents the level of school heads' competency in resource management operations relative to faculty. The table indicates the mean, standard deviation, remarks, and verbal interpretation. It shows that the resources management of elementary School heads were highly manifested in all indicators.

The table discloses that the first statement, "monitor and evaluate the teacher's teaching performance through classroom observation," got the highest mean score (M) = 4.71, standard deviation (SD) = 0.54, and strongly agreeable remarks. While both the third statement "recognize teachers for their meritorious service and accomplishments" and the fourth statement "give tasks and responsibilities to teachers according to their talents, abilities and competencies" got the lowest Mean (M) = 4.61, Standard Deviation (SD) = 0.68 and 0.72 respectively and remarks of strongly agree.

Table 1.4.
Level of the School Heads' Competency in Resource Management Operations Relative to Faculty

The school heads.	Mean	SD	Remarks
1. monitor and evaluate the teacher's teaching performance through classroom observation. Strongly	4.71	0.54	Strongly Agree
2. provide opportunities for teachers to professionally grow and develop.	4.67	0.61	Strongly Agree
3. recognize teachers for their meritorious service and accomplishments. Strongly	4.61	0.68	Strongly Agree
4. give task and responsibilities to teachers according to their talents, abilities and competencies. Strongly	4.61	0.72	Strongly Agree
5. strictly adhere to the implementation of the rights and privileges of teachers (like 6 hours Strongly of teaching policy).	4.66	0.58	Strongly Agree
Weighted Mean: SD	4.65	0.63	
Verbal Interpretation	Highly Manifested		

Legend		
Scale	Range	Remarks
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

With a Weighted Mean (WM) = 4.65, Standard Deviation (SD) = 0.63 which is verbally interpreted as highly manifested. The level of school heads' competency in resource management operations relative to

faculty is very evident based on the results given by the respondents; it also indicates that their answers are almost the same.

The findings imply that managing resources such as the teachers or faculty plays a very important since every educational system at every level depends heavily on the human resources for execution of its program. Nwaka and Ofojebe (2019) concluded that teachers are critical resources for the effective implementation and realization of educational policies and objectives at the practical level of the classroom. Oduma (2019) added that a manager, whether in the private or public sector, underrates the critical role and underplays the importance of people in goal achievement. Correlatively, Omojunwa (2019) also underscored in his study that it is very evident that school heads manage the faculty well as a form of resource in the implementation of different educational programs and projects.

3.5. School Heads' Competency in Resource Management Operations relative to Instruction

Table 1. 5 presents the level of school heads' competency in resource management operations to instruction. The table indicates the mean, standard deviation, remarks, and verbal interpretation. All indicators in this area of resource management are highly manifested.

The table reveals that the first statement "monitor the teachers in managing instruction through classroom observation" got the highest Mean Score (M)= 4.73, Standard Deviation = 0.55, and with a remarks of strongly agree. While both the second statement "collaborate with the teachers in improving instruction" and the fourth statement "develop innovation in teaching and instruction" got the lowest Mean Score (M) = 4.63, Standard Deviation (SD) = 0.59 and 0.60 respectively and with a remark of strongly agree.

Table 1. 5.
Level of the School Heads' Competency in Resource Management Operations Relative to Instruction

The school heads.	Mean	SD	Remarks
1. monitor the teachers in managing instruction through classroom observation.	4.73	0.55	Strongly Agree
2. collaborate with the teachers in improving instruction.	4.63	0.59	Strongly Agree
3. facilitate and instruct teachers to use technology in teaching.	4.64	0.58	Strongly Agree
4. develop innovation in teaching and instruction.	4.63	0.60	Strongly Agree
5. plan, coordinate and implement new teaching strategies to better facilitate instruction.	4.64	0.60	Strongly Agree
Weighted Mean: SD	4.66	0.58	
Verbal Interpretation	Highly Manifested		

Legend

Scale	Range	Remarks
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

With a Weighted Mean (WM) = 4.66, the Standard Deviation (SD) = 0.58, which is verbally interpreted as highly manifested. The school head's level of resource management relative to instruction is very evident based on the results given by the respondent; it also indicates that their answer is almost the same.

According to Davis (2019), the findings aligned with his theory that school heads have sound systems of monitoring and evaluating instruction as resource management. It is also stressed that teachers become refined as they gain experience on the job. The educational system continues to educate the learners, problems with the use of appropriate instruction occur, and it becomes one of the burdens of the supervisor. With the same thought, Glickman (2019) stresses that searching for a single-instructional model effective for all learning content, students, and situations is futile. He also emphasized that effective instruction is seen as the teacher's ability to use various ways of teaching according to various learning goals and students' learning styles. A principal can help improve his subordinates by managing resources, by assisting teachers in acquiring teaching strategies consistent with their instructional goals and compatible with their general teaching styles that increase the students' capabilities to make wise decisions in varying contexts.

3.6. Resource Management Operations of School Heads

Table 1.6 presents the level of resource management operations of school heads in Lumban Sub-office. The table indicates the weighted mean, standard deviation, and verbal interpretation. It is very evident that all indicators are highly manifested.

Table 1.6.
Summary Table for the Level of the Resource Management Operations of School Heads

Indicator	Weighted Mean	SD	Verbal Interpretation
Community Partnerships	4.58	0.63	Highly Manifested
Equipment	4.60	0.61	Highly Manifested
Facilities	4.66	0.61	Highly Manifested
Faculty	4.65	0.63	Highly Manifested
Instruction	4.66	0.58	Highly Manifested
Grand Mean: SD	4.62	0.41	
Verbal Interpretation	Highly Manifested		

Legend		
Scale	Range	Verbal Interpretation
5	4.20-5.00	Highly Manifested
4	3.40-4.19	Evidently Manifested
3	2.60-3.39	Moderately Manifested
2	1.80-2.59	Rarely Manifested
1	1.00-1.79	Not Evidently Manifested

The table showed that both the indicator "facilities" and indicator "instruction" got the highest Weighted Mean (WM) = 4.66, Standard Deviation (SD) = 0.61 and 0.58 respectively, and with a verbal interpretation of highly manifested. While indicator "Community partnerships" got the lowest Weighted Mean (WM) = 4.58, Standard Deviation (SD) = 0.63, and verbal interpretation of highly manifested.

With a Grand Mean (GM) = 4.62, Standard Deviation (SD) = 0.41 which is verbally interpreted as highly manifested. The level of resource management of school heads is very evident based on the results given by the respondent; it also indicates that their answer is almost the same.

The said results imply that there is a high level of manifestation of resource management both for teachers and school heads especially in facilities and instruction which are affirmed by Lincoln (2019) where he concluded that school heads have the highest extent of practice of supervising instruction, which is a way of managing the resources well. It is seconded by Abdula (2019) who concluded in the study that teachers were fulfilled in their task because their school head have adequately provided the necessary instructional support and guidance.

3.7. Learners' Achievement in Lumban Sub-Office

Table 2 presents the level of the learners' academic achievement in Lumban Sub-office for School Year 2023-2024 in terms of consolidated MPS. The table indicated consolidated MPS by subject in each school and verbal interpretation. It is very evident that all the 9 elementary schools fall under the satisfactory level.

The table reveals that the achievement of School Heads with the Mean Percentage Scores (MPS) for the elementary school subjects indicate a generally satisfactory performance across the board. English, Science, Mathematics, Filipino, MAPEH, TLE, MTB/MLE, and Araling Panlipunan all fall within the "Satisfactory" category, with scores ranging from 81.43% to 84.35%. School G got the overall MPS of 85.38%, and verbally interpreted as Very Satisfactory indicating a highest level of performance.

Table 2. Learners' Achievement in Lumban Sub-office for School Year 2023-2024 as to Consolidated MPS

Subjects/ Elementary School	ENG	SCI	MATH	FIL	MAPEH	TLE	MTB/MLE	AP	TOTAL MPS	VI
A	79.98	82.85	82.53	80.46	79.30	78.80	78.95	78.43	80.16	S
B	78.98	80.15	79.45	82.18	82.47	83.61	79.09	83.97	81.24	S
C	81.23	81.55	81.48	84.22	82.63	84.44	84.54	80.57	82.58	S
D	86.97	80.14	78.87	85.67	79.44	79.29	81.05	82.63	81.76	S
E	84.77	83.12	80.95	86.84	79.99	79.89	84.08	79.00	82.33	S
F	83.78	84.17	84.65	87.65	82.88	77.51	83.65	82.54	83.35	S
G	85.55	85.77	83.52	84.90	84.51	86.52	87.38	84.88	85.38	VS
H	85.93	87.14	85.18	86.92	82.14	85.29	84.16	80.43	84.65	S
I	78.97	78.27	79.82	80.33	81.24	81.11	80.37	80.43	80.07	S
Total MPS (%)	82.91	82.57	81.83	84.35	81.62	81.83	82.59	81.43	82.39	S

Legend:

Range	Verbal Interpretation
90-100	Outstanding (O)
85-89	Very Satisfactory (VS)
80-84	Satisfactory (S)
75-79	Fairly Satisfactory (FS)
75	Did Not Meet Expectations (DNME)

Reference: DepEd Order No. 8, s. 2015

The school I got a score of 80.07%, verbally interpreted as "Satisfactory," while School A got the lowest MPS in English with 79.98%, and School D got the highest MPS in English with 86.97%. In Science, School I got the lowest MPS with 78.27%, and School H got the highest with 87.14%. For Mathematics, School I got the lowest MPS with 79.82%, and School F got the highest with 84.65%. In Filipino, School A got the lowest MPS with 80.46%, and School F got the highest with 87.65%.

Lastly, the table shows that the total MPS of 82.39% was verbally interpreted as satisfactory. This means that the level of the academic achievements of the pupils in Lumban Sub-office for School Year 2023-2024 is within the required standard.

This result was related to Reyes's (2019) findings, which concluded that students' academic achievement was generally very satisfactory, though it had no significant correlation with their attitude toward the use of media. Walters (2020) stressed that below-standard results are affected by numerous factors such as gender, teaching faculty, learning strategies, learning styles, economic status, tuition trends and study skills, and medium of instruction.

3.8. Correlation of School Heads' Competency in Resource Management and Learners' Academic Achievement

Table 3 presents the summary of the correlation between the school heads' competency in resource management operations and the learners' academic achievement in terms of consolidated mean percentage score. Results have determined that there were significant correlations between the school heads' competency in resource management operations and the learner's academic achievement.

Table 3. Correlation between the Level of School Heads' Competency in Resource Management Operations and the Learners' Academic Achievement

Resource Management of School Heads	Academic Achievement of the Learners	r-computed	p-value	Degree of Correlation	Analysis
Community partnerships	Consolidated Mean Percentage	0.4576	0.000	Moderate	Significant
Equipment		0.4598	0.000	Moderate	Significant
Facilities		0.4657	0.000	Moderate	Significant
Faculty		0.4556	0.000	Moderate	Significant
Instructions		0.4659	0.000	Moderate	Significant

Legend:

Scale	Interpretation
+0.00	no correlation, no relationship
±0.01 - ±0.20	very low correlation, almost negligible relationship
±0.21 - ±0.40	slight correlation, definite but small relationship
±0.41 - ±0.70	moderate correlation, substantial relationship
±0.71 - ±0.90	high correlation, marked relationship
±0.91 - ±0.99	very high correlation, very dependable relationship
±1.00	perfect correlation, perfect relationship

Data from this study indicates that there is a moderate correlation, an insubstantial relationship between the resource management operations of the school head and the academic achievement of the learners. In a further analysis of the Pearson r coefficient, it was found that there is a significant relationship between the two variables.

Thus, the null hypothesis that there is no significant relationship between the level of schools' resource management of elementary school heads to the learners' academic achievement in Lumban Sub-office is

rejected at 0.05 level of significance. This means that as the resource management operations of elementary school heads go higher, they uplift the learners' academic achievement as well. This finding indicates that the resource management of school heads is a good indicator of the learners' academic achievement in terms of quarterly examination of the learners.

The Pearson-r value indicates also that the resource management operations of elementary school heads are a good indicator of the learners' academic achievement in terms of quarterly examination and has a positive significant correlation relationship.

This result implies that as the resource management skills of school heads increase the performance of learners also improves. This result is affirmed by Ahmed and Khanam. (2019) in their study. It was revealed that academic achievement was significantly correlated with time and study environment management, effort management, and seeking help from qualified others. High achievers were differed from low achievers in using time and study environment Management, effort management, peer learning, and seeking help from qualified others. In congruence with the results. Astillero (2019) in his study about the competence the school heads in educational institutions to students' academic achievement revealed that the school heads perform a very important role in the success and development of the academic achievement of the students.

4. Summary of Findings, Conclusions and Recommendations

This chapter presents the summary of findings, conclusion, and recommendations about the level of schools' resources management of school heads and relation to learners' academic performance as to consolidated mean percentage score.

4.1. Summary of Findings

This study was conducted to determine the relationship between school heads' resource management operations and learners' academic achievement in public elementary schools in Lumban Sub-office, Division of Laguna Specifically, it sought to identify the level of school heads' competency resource management operations as to, Community Partnerships; Equipment; Facilities; Faculty and Instruction.

The descriptive method of research was utilized in this study. The crafted a modified adopted survey questionnaire checklist given to the respondents comprising thirty (30) questions using a five-point rating scale. Three master teachers from the Lumban Sub-Office validated the questionnaire used in this study. This study involves the participation of hundred (125) teachers as respondents selected using a random sampling technique

In the light of the problems, the following are the findings:

The level of resource management of school heads was assessed through the different areas, namely, community partnerships, equipment, facilities, faculty, and instruction and its relation to the learners' academic achievements.

- The level of school heads' competency in resource management operations by school heads, specifically regarding equipment, is high. All indicators were found to be highly manifested, the study found that school heads' management of resources is highly manifested with strong agreement among respondents. The highest mean score was maintaining an inventory of equipment ($M = 4.69$) while providing guidelines for equipment use had the lowest mean score ($M = 4.51$). Overall, the ($WM=4.60$) response consistency reflects effective resource management practices in schools.
- The academic achievement of learners in the Lumban Sub-office for the School Year 2023-2024 is generally satisfactory, with all nine elementary schools meeting the required standards. School C had the highest overall performance, while School G had the lowest but was still satisfactory. The total Mean Percentage Score (MPS) for all schools was 76.30%, indicating satisfactory academic performance across subjects.

- The Pearson-r value indicated also that the school heads' competency in resource management operation of school heads and positive significant correlation with the level of learners' academic achievement with the null hypothesis, which stated there is no significant relationship, was rejected at the 0.05 level of significance. This implies that better resource management by school heads positively influences learners' academic achievement.

4.2. Conclusion

From the above findings, the following conclusions were realized:

- The high level of competency of school heads' resource management, particularly in maintaining and utilizing equipment, suggests that schools in the Lumban Sub-office are well-equipped and managed. This effective management likely contributes to the schools' overall operational efficiency.
- The Learners' academic achievements, as indicated by the consolidated MPS, show that all schools fall within the satisfactory level. This suggests that the educational strategies and resources in place are adequate to meet the required academic standards.
- The study found a significant positive correlation between school heads' resource management operations and learners' academic achievement. Consistent responses and uniform academic performance across schools suggest a standardized approach to education and resource use, ensuring all students receive similar quality education and support. Better resource management by school heads leads to higher academic achievement.

4.3. Recommendations

As a result of the conclusions, the following recommendations are given:

- School heads can improve community partnerships by engaging community members as equal stakeholders, leveraging local resources, defining shared goals, starting with small projects, and regularly evaluating progress. These strategies foster collaboration, trust, and mutual benefits.
- To enhance performance in Araling Panlipunan, school heads and teachers can use concrete, locally relevant materials, integrate technology for interactive learning, encourage collaborative projects, and implement a merit badge system to motivate students. Additionally, indigenizing instructional materials to reflect local culture and providing ongoing professional development for teachers can create a more engaging and effective learning environment.
- To boost academic achievement through resource management, school heads should set clear educational goals, analyze data to inform decisions, ensure equitable resource distribution, engage stakeholders in planning, invest in teacher professional development, and optimize budget allocation. These strategies help manage resources effectively, leading to better academic outcomes.
- Further studies relative to the resource management operations of school heads and its effect on the performance or competencies of the teachers be conducted.

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