

School Resources Management and Improvement of Elementary Schools in Sto. Angel District, Division of San Pablo City

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Abstract

The school has different resources that are needed in the pursuit of achieving its goal as an institution. However, due to the vast array of responsibilities of the school, particularly the school heads, other areas of resources have been neglected. Thus, this study determined the relationship between school resources management and the improvement of elementary schools in Sto. Angel District. Through administering a researcher-made questionnaire and data gathering were made and treated using simple descriptive statistics such as Mean, Standard Deviation, and Pearson Product Moment Correlation, it has come to a revelation that school resources management correlates with the school improvement. Particularly, the study found out that material resources, fiscal resources, and human resources, were positively correlated with school culture, school partnerships, and teachers' performance. Additionally, the study found that partnership and tie-ups were positively correlated with all four aspects of school improvement. This finding suggests that school partnerships and collaboration with external organizations can be valuable resources in promoting school improvement. The findings also highlight the need for schools to ensure that they have adequate material, fiscal, and human resources, as well as to engage in partnerships and collaborations with external organizations. However, further research is needed to fully understand the complex relationships between school resources and students' performance.

Key words- *school improvement , school partnerships, school resources, students' performance, teachers' performance*

1. Introduction

The use of resources demonstrates how well schools perform and meet performance goals. To ensure the best possible achievement of the intended institutional development, school principals are then required to devote quality time and attention to these. These also indicate that the school system as a whole will be successful in meeting the requirements of its students and teachers by continuing to provide professional development services for instructors. However, the vast array of responsibilities placed in the hands of school principals, who serve in a variety of capacities as administrators, managers, supervisors, and leaders, clearly define the level of attention they are capable of giving to the efficient and effective management of school resources.

The position of the school principal must drastically change in the wake of social reforms due to the remarkable development in society and education across the globe. Consequently, there is a substantial correlation between their outstanding leadership skills and overall student accomplishment in grades K–12 (Du Bois, 2012). Public secondary schools go through an evolutionary phase where they go from being small to being medium to becoming enormous based on the number of students and staff they have. Such a state denotes the change of the educational institution as evidenced by the efficient use of resources.

The same problem might be linked to transformative leadership used by school administrators whose vision is focused on boosting institutional productivity and taking into consideration the resources available. Due to the enhancement of learning and the physical plant and facilities of schools for accommodating learning, the growth of basic education is linked to the use of leadership and management techniques. The administrative abilities of school administrators are consistently closely linked to institutional effectiveness in terms of the

implementation and execution of educational policies. This highlights the fact that school management experiences frequently highlight the inherent moral, social, and legal responsibilities that every school manager bear.

In light of these circumstances, school administrators are required to take a more balanced approach to the growth of human, material, and financial resources in order to be able to handle the problems of school management and administration. According to DepEd Memorandum No. 12, Series of 2014, schools without financial staff may apply for bonding with the Bureau of Treasury, draw cash advances from their supervising and directing Schools Division Offices (SDOs), and disburse funds in accordance with current budgeting, accounting, procurement, and auditing rules and regulations. This is because schools without financial staff may draw cash advances from their SDOs for their maintenance and other operating expenses (MOOE) requirements. Financial management facilitates meeting payment deadlines, as was also said. Additionally, it keeps better track of the processes for billing and collecting debt.

School administrators should use DepEd resources to expand the budgetary resources of their schools in order to pursue institutional development without compromising student access or academic standards in the district. When schools implement ways to improve linkage and network notably with parents of students as important internal stakeholders, they can remain focused on achieving their social goal and performance reviews must be conducted on a regular basis. This went beyond implementing innovative and imaginative plans that consider stakeholders' incentives.

In light of the aforementioned circumstances, the school principal will continue to be the driving force behind educational growth and the advancement of excellent basic education as evidenced by increased performance. To ensure high-quality K–12 curriculum implementation, school leaders must work extra hard to manage their institutions' resources. The limitation they face, nevertheless, stems from the parents' and students' perceptions that, because senior high schools were introduced, finishing high school does not signify the end of fundamental education. However, it is thought that the extra time would give them the information and abilities they need to be globally competitive (Crisol & Alamillo, 2014).

On the basis of the aforementioned circumstances, it is imperative to carry out this study on the determination of resource management in terms of human, physical, and financial resources of public elementary schools in the Schools Division of San Pablo City, specifically the District of Sto. Angel.

1.1. Background of the study

The purpose of this study is to look into the school resources management of school leaders in terms of material, fiscal, human resources and partnership ties up in relation to school improvement.

Basically, there are 65 schools in the school's division of San Pablo City. Hence, the researcher will focus on her district. Sto. Angel District comprises of ten schools such as Antonia Manuel Magcase Elementary School, Concepcion Elementary School, Dolores Elementary School, Guerilla Elementary School, San Buenaventura Elementary School, San Diego Elementary School, San Lorenzo Elementary School, San Pedro Elementary School, Santa Catalina Elementary School, and Sto. Angel Elementary School. All of the schools mentioned above are governed by a school head and a district supervisor.

The management of school resources is significantly influenced by school heads. They act as the institution's representative and set the tone in every way. With all the abilities and teamwork, the school will function so smoothly. They are the ones who develop the school's mission and vision and plan how the projects and activities will be carried out in order to accomplish the objectives for school improvement as a whole.

The researcher, being a teacher in the Division of San Pablo City agreed to the fact that promoting school improvement will benefit not only the ten schools in Sto. Angel District but the 65 public elementary schools in the area.

1.2. Theoretical Framework

The framework for this inquiry was the formal models of educational management. Bush (2011) assumed a hierarchical organizational structure and that specified objectives were pursued through a rational process. Managers are responsible to sponsoring authorities for the operation and implementation of defined

policies in their organizations, and the formal positions they hold provide them authority and control.

When it comes to the management of educational organizations, educational management can be viewed as a discipline because it focuses on very well-organized and effective resource utilization (Bush, 2011, p.1). The effectiveness of education depends heavily on the availability of school resources. According to the System Resource Theory of Yutchman and Seashore (1967), an organization's effectiveness is determined by its capacity to obtain resources and use them to accomplish organizational goals.

This study also considered the set of standards for Philippine school administrators that define what makes for good school leadership. Through DepEd Order 24, series of 2020, the Department of Education accepted the aforementioned standards and conveyed them to school leadership. The five leadership domains that school administrators must exhibit present the characteristics of a school leader in the twenty-first century. The PPSSH framework places the student at the center of educational monitoring. It indicates that in addition to fostering secure, devoted, and encouraging learning communities, rigorous curricula, instruction, and evaluation techniques are expected of school leaders.

The administration of school operations and resources, the focus on teaching and learning, the development of oneself and others, and relationship-building are the five leadership qualities that school leaders must have in order to succeed.

One of these areas that is important in the current situation is managing school operations and resources. By emphasizing the school head's responsibility in overseeing school systems and procedures, it highlights the school head's commitment to upholding efficiency, effectiveness, and justice in carrying out duties to maximize organizational health.

1.3. Findings

Table 1. Perceived School Resources Management as to Material Resources

INDICATORS	MEAN	SD	VERBAL INTERPRETATION
1 Utilizes the use of textbooks, instructional materials, manipulatives, and computer equipment for teaching-learning activities.	3.80	0.42	Highly Observed
2 Maintains cleanliness and orderliness in classrooms and other infrastructure to support efficient delivery of instruction.	3.88	0.33	Highly Observed
3 Provides internet connectivity for all the school personnel for instruction and communication purposes.	3.74	0.49	Highly Observed
4 Assesses the adequacy or availability of learning materials based on the teachers' and learners' need for effective teaching-learning process.	3.74	0.44	Highly Observed
5 Maximizes the utilization of physical facilities to sustain the school's support/assistance to needy community like Gulayan sa Paaralan project; reading nook for slow readers; and others.	3.73	0.45	Highly Observed
OVERALL	3.78	0.34	Highly Observed

Legend: 1.0-1.49 (Not observed), 1.50-2.49(rarely observed), 2.50-3.49(observed), 3.50-4.00(highly observed)

Table 1 presents the mean scores, standard deviation, and verbal interpretation of the respondents' perception on the school resources management specifically in material resources.

The respondents' overall mean score is 3.78 with 0.34 SD and with a verbal interpretation of highly observed indicating that the material resources were managed properly by the school. It can be concluded that material resources in the respondents' schools were properly utilized and effectively managed through proper coordination and planning of school manager and staff that leads to attaining the purpose of its goals. This is further affirmed by Tarig (2008) as cited by Osuji and Iheanyichukwu, according to him, management of material resources is a process of proper coordination of work activities so that it will be completed efficiently and effectively.

Specifically, the highest mean score was obtained by indicator 1, which pertains to the school's proper utilization of textbook instructional materials, manipulatives, and computer equipment for teaching-learning activities, with a highly observed mean score of 3.80, with 0.42 SD. This implies that materials for teaching-learning process was the top priority of the school. Meanwhile the lowest mean score was obtained by indicator 5, which pertains to utilization of physical facilities to sustain the school's support/assistance to needy community like Gulayan sa Paaralan project; reading nook for slow readers; and others, with a highly observed mean score of 3.73, with 0.45 SD.

Table 2. Perceived School Resources Management in terms of Fiscal Resources

INDICATORS	MEAN	SD	INTERPRETATION
1 Answers queries and concerns relative to the fund allocation and procurement.	3.78	0.41	Highly Observed
2 Establishes a committee to ensure adherence to the policies and guidelines to fund allocation and procurement.	3.78	0.42	Highly Observed
3 Grants funds/financial assistance to teachers when attending seminars and other events for teaching and learning development.	3.60	0.52	Highly Observed
4 Reports to stakeholders the monthly allocation and procurement through monthly disbursement meetings.	3.73	0.50	Highly Observed
5 Posts financial statements in transparency board for transparency and accountability.	3.79	0.50	Highly Observed
6 Establishes income generating project to procure additional library resources, projectors, and other instructional learning network.	3.69	0.53	Highly Observed
Overall	3.73	0.39	Highly Observed

Legend: 1.0-1.49 (Not observed), 1.50-2.49(rarely observed), 2.50-3.49(observed), 3.50-4.00(highly observed)

Table 2 presents the data of the perceived school resources management as to Fiscal Resources by the respondents. It displays the mean score, SD and verbal interpretation.

As shown in the table, the overall mean score is 3.73, with 0.39 SD as Highly Observed verbal interpretation. The data shows the positive perception of the respondents on how they witnessed and exercised management of fiscal resources in their school. Indicator 5 obtained the highest mean score of 3.79, with 0.50 SD, and with Highly Observed verbal interpretation. It pertains to posting of financial statements in transparency board for transparency and accountability. It indicates the consistency of each school in updating their bulletin boards to report on financial matters for everyone to see. A good practice that has been exercised

by public schools over the period of time.

On the other hand, the lowest mean score of 3.60, with 0.52 SD was obtained by indicator 3 but still with Highly Observed verbal interpretation, which is about granting funds/financial assistance to teachers when attending seminars and other events for teaching and learning development. This implies that the respondents perceived and observed that this indicator as the least priority of the school when it comes to fiscal resources management.

Table 3. Perceived Resources Management in terms of Human Resources

INDICATORS	MEAN	SD	INTERPRETATION
1 Initiates varied activities for staff development such as School Learning Action Cell (SLAC) and conferences.	3.91	0.28	Highly Observed
2 Encourages teachers to pursue post graduate studies, trainings, and seminars for professional growth by giving them considerations to be excused from school activities if there will be conflict in schedules.	3.85	0.36	Highly Observed
3 Initiates activities that promote camaraderie among all teaching and non-teaching personnel such as Gender and Development(GAD) and team building activities.	3.83	0.42	Highly Observed
4 Encourages participation in research conferences that foster critical thinking and analytical skills by granting financial assistance for registration and transportation	3.77	0.48	Highly Observed
5 Collaborates with the school head and teachers in assessing conditions/situations/factors for professional development to attain the students' high performance and healthy environment.	3.85	0.36	Highly Observed
6 Assesses teachers' ability before assigning ancillary work.	3.70	0.51	Highly Observed
7 Gives incentives to teachers for every contest won or other activities that give pride to the school.	3.62	0.63	Highly Observed
8 Conducts recognition program for teaching and non-teaching personnel.	3.73	0.48	Highly Observed
Overall	3.78	0.34	Highly Observed

Legend: 1.0-1.49 (Not observed), 1.50-2.49(rarely observed), 2.50-3.49(observed), 3.50-4.00(highly observed)

The data presented in Table 3 pertains to the perception of the respondents when it comes to the resources management of the school as to human resources. Indicator 1 ranked the highest mean score of 3.91 with 0.28 SD, with a verbal interpretation of Highly Observed. This indicator is about the school's initiative to

conduct varied activities for staff development such as School Learning Action Cell (SLAC) and conferences. This could mean that the school is regularly conducting SLAC and other conferences as mandated by the department of education. As stated in DepEd Order No. 35, series 2016 titled "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning", SLAC serves as the professional learning community for teachers that will aid them to improve practice thus leading to learner achievement.

Meanwhile, Indicator 7 has the lowest mean score of 3.62, with 0.63 SD, Highly Observed verbal interpretation. This pertains to giving of incentives to teachers for every contest won or other activities that give pride to the school. Though highly observed, it was the least priority of the school based on the respondents' perception.

Overall, the high mean scores of all indicators indicate that the perceived school resources management as to human resources was efficiently managed by the school, particularly the school head and staff. The school sees to it that all the aspects for improvement, development, and relationship as to human resource were all attended and addressed.

Table 4. Perceived School Resources Management as to Partnership and Tie-Ups

INDICATORS	MEAN	SD	INTERPRETATION
1 Addresses feedback from external environment to establish interactive relationship between schools and external individuals.	3.78	0.41	Highly Observed
2 Conducts parent-teacher conference to involve external forces in making institutional decision of the entire organizational growth.	3.83	0.38	Highly Observed
3 Fosters various decision that are both beneficial to school and community.	3.82	0.38	Highly Observed
4 Includes external concern in developing strategic plan in achieving institutional goals and objectives.	3.75	0.45	Highly Observed
5 Ensure healthy interactional relationship among various external individuals/agencies to sustain the benefits received by the school such as medical/dental mission and feeding program.	3.80	0.40	Highly Observed
6 Conducts partnership appreciation program to recognize stakeholders' contribution towards the growth and welfare of the school.	3.79	0.43	Highly Observed
Overall	3.80	0.36	Highly Observed

Legend: 1.0-1.49 (Not observed), 1.50-2.49(rarely observed), 2.50-3.49(observed), 3.50-4.00(highly observed),

Based on Table 4 on the perceived school resources management as to Partnership and Tie-ups, the highest mean score of 3.83, with 0.38 SD and with verbal interpretation of Highly Observed was obtained by indicator 2. This pertains to the conduct of parent-teacher conference to involve external forces in making

institutional decision of the entire organizational growth. The respondents' perception reveals that parent-teacher conference is conducted regularly and further affirmed the partnership between the school and the parents. Parents take a big part in the attainment of the learners' development which is the school's primary concern, therefore, the school and the parents should work together to attain its goal.

On the other hand, indicator 4 which states "The school Includes external concern in developing strategic plan in achieving institutional goals and objectives" has obtained the lowest mean score of 3.75, with 0.45 SD, and with verbal interpretation as Highly Observed.

Overall mean score of 3.80, with 0.36 SD and with verbal interpretation as Highly Observed reveals that there is a strong partnership between the school and the internal and external stakeholders. Decision making in matters of the school, different programs and activities, and recognition of partners were all exercised by the school of each respondent.

Table 5. Perceived Improvement of School Environment in terms of School Culture

INDICATORS	MEAN	SD	INTERPRETATION
1 Establishes learning communities among teachers that serve as venue for continuous development.	4.70	0.48	Outstanding
2 Addresses problems like bullying among students through conferences and home visitation.	4.71	0.45	Outstanding
3 Celebrates students' individuality and diversity through different programs and projects.	4.62	0.49	Outstanding
4 Creates an advisory program that strengthen student-teachers relationship.	4.68	0.49	Outstanding
5 Establishes a school-community partnership that supports the different programs and projects of the school.	4.73	0.45	Outstanding
Overall	4.69	0.41	Outstanding

Legend: 1.0-1.49 (Needs Improvement), 1.50-2.49(Fairly Satisfactory), 2.50- 3.49(Satisfactory),3.50-4.49(Very Satisfactory), 4.50 5.0(Outstanding)

Based on Table 5, the school's overall improvement in terms of school culture falls under Outstanding verbal interpretation with an overall mean score of 4.69 and a standard deviation of 0.41. Among the five indicators, the highest mean score was obtained in "Establishes a school-community partnership that supports the different programs and projects of the school." with the mean of 4.73 and 0.45 SD, followed by " Addresses problems like bullying among students through conferences and home visitation" with the mean of 4.71 and 0.45 SD, and " Establishes learning communities among teachers that serve as venue for continuous development" with the mean of 4.70 with 0.48 SD. On the other hand, the lowest mean score was obtained in " Celebrates students' individuality and diversity through different programs and projects." And "Creates an advisory program that strengthen student-teachers relationship " with the mean of 4.62 and 4.68 with 0.49 SD, respectively.

As stated in the Glossary of Education Reform (2013), school culture plays a vital role in the school's overall performance. It can be a hindrance or an advantage for school improvement. When a school established a positive culture, great opportunities for school improvements will likely occur. On the other hand, if the school inveterate a negative culture, school performance will be unlikely low. The data presented in the table reveals that the school provided a positive culture based on the high mean scores of each indicator. It can be concluded

that positive culture was one among the many factors of school improvement in terms of its performance.

Table 6. Perceived School Improvement in terms of School Partnership

INDICATORS	MEAN	SD	INTERPRETATION
1 Parents' participation rate in the different programs and projects exceeds the previous year.	4.63	0.48	Outstanding
2 Donations from different stakeholders exceeds the previous years	4.62	0.49	Outstanding
3 Fund-raising projects are initiated by the School Parent-Teacher Association (SPTA)	4.68	0.47	Outstanding
4 Barangay Officials/ School Parent-teacher Association (SPTA)/ School Pupil Government (SPG) are involved in planning and decision-making of matters in the school	4.69	0.50	Outstanding
5 Donations to the school are from different organizations and philanthropists.	4.70	0.46	Outstanding
Overall	4.66	0.43	Outstanding

Legend: 1.0-1.49 (Needs Improvement), 1.50-2.49(Fairly Satisfactory), 2.50- 3.49(Satisfactory),3.50-4.49(Very Satisfactory), 4.50-5.0(Outstanding)

The table presents data on the Perceived School Improvement in terms of School Partnership. According to the data, the overall mean score for the perceived school improvement in terms of school partnership is 4.66 with a standard deviation of 0.43. This indicates that the respondents perceived partnership in school is outstanding in all the indicators and that reflects their strong partnership with the different stakeholders.

The highest mean score was obtained in "donations to the school are from different organizations and philanthropists" (M=4.70, SD=0.43), while the lowest mean score was obtained in "donations from different stakeholders exceeds the previous years" (M=4.62, SD=0.49).

The standard deviation values for all indicators ranges from 0.43 to 0.50, indicating that the responses were relatively consistent across the respondents. The verbal interpretation for all indicators was "strongly agree," indicating that the perceived school improvement in terms of school partnership is generally strong and already established. This affirms the conclusion made by Casto(2016), that the establishment of relationships between many stakeholders, enable the development of the organization, the students, and the community.

Table 7. Perceived School Improvement in terms of Teachers' Performance

INDICATORS	MEAN	SD	INTERPRETATION
1 There is an increased rate of enrolment in your class.	4.62	0.49	Outstanding
2 There is a decreased rate of absenteeism in your class.	4.73	0.45	Outstanding
3 There is a decreased rate of drop-out in your class.	4.67	0.50	Outstanding

4	There is a decreased rate of pupils being retained in your class.	4.62	0.50	Outstanding
5	There is an increased rate of promoted pupils in your class.	4.69	0.48	Outstanding
	Overall	4.67	0.49	Outstanding

Legend: 1.0-1.49 (Needs Improvement), 1.50-2.49(Fairly Satisfactory), 2.50- 3.49(Satisfactory),3.50-4.49(Very Satisfactory), 4.50 5.0(Outstanding)

Table 7 presents the results of the perceived school improvement in terms of teachers' performance. The table shows the mean score, standard deviation, and verbal interpretation of the indicators.

Based on the table, the highest mean score was obtained in the decrease rate of absenteeism in class (M=4.73, SD=0.45), followed by the increased rate of promoted pupils in class (M=4.69, SD=0.48), decreased rate of drop-out in class (M=4.67,SD=0.50) increased rate of enrolment in class (M=4.62, SD=0.49), and decreased rate of pupils being retained in class (M=4.62, SD=0.50). The overall mean is 4.67 with 0.49 SD. All are with outstanding verbal interpretations.

The results reflect that the school improvement in terms of teachers' performance was highly effective, as evidenced by the high mean scores obtained in all indicators. This may be concluded that the teachers' commitment to their work reflects students' performance as well. This further affirms that the students' progress reflects how the teachers perform. (Merlo, 2022). Their continuous studies and trainings on how to improve their classroom management skills, conducting remediation and enrichment activities, and home visitation activities contributes to their outstanding performance.

Table 8. Perceived School Improvement in terms of Students' Performance

INDICATORS	MEAN	SD	INTERPRETATION
A. The Mean Percentage Score (MPS) of the following subjects in your class.			
1 English	3.46	0.72	Satisfactory
2 Math	3.49	0.76	Satisfactory
3 Science	3.59	0.71	Very Satisfactory
4 Filipino	3.98	0.71	Very Satisfactory
5 Araling Panlipunan	3.91	0.67	Very Satisfactory
Overall	3.68	0.62	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement), 1.50-2.49(Fairly Satisfactory), 2.50- 3.49(Satisfactory),3.50-4.49(Very Satisfactory), 4.50 5.0(Outstanding)

The data presented in Table 8 shows the perceived school improvement in terms of students' performance. The table includes five indicators that were rated by the respondents, based on the mean percentage scores of their class in every subject.

The overall mean score for the perceived school improvement in terms of students' performance is 3.68 with 0.62 SD, indicating that the students' performance of the respondents is very satisfactory.

Among the five subject indicators, the highest mean score was recorded for indicator 4 which is the Filipino subject, with mean score of 3.98 with 0.71 SD. This may indicate that Filipino subject is the easiest since our native language was the medium of instruction. This may also true with indicator 5 which is Araling Panlipunan, the second highest mean score of 3.91 and 0.67 SD.

On the other hand, the lowest mean score was recorded for indicator 1 which is the English subject, with mean score of 3.46 and 0.72 SD. This may suggest that students find it hard to understand with the language

not familiar to them and very seldom used.

The standard deviation (SD) for all indicators ranges from 0.62 to 0.72, indicating that there is not much variability in the respondents' ratings. These findings suggest that the respondents' students' performance was generally the same.

Table 9. Relationship Between School Resources Management and Improvement of Elementary Schools in Sto. Angel District.

School Resources Management	School Improvement			
	School Environment		Teachers' Performance	Students' Performance
	School Culture	School Partnership		
Material Resources	.524**	.464**	.518**	-0.040
Fiscal Resources	.498**	.468**	.564**	-0.068
Human Resources	.534**	.486**	.489**	-0.059
Partnerships and Tie-Ups	.567**	.614**	.460**	-0.106

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows the correlations between different types of school resources management and various aspects of school improvement, including school culture, school partnership, teachers' performance, and students' performance.

The results reveal that there is a statistically significant positive correlation between school resources management and school improvement in all four areas with correlation coefficients ranging from .46 to .61. Specifically, the study found that material resources, fiscal resources, and human resources, were positively correlated with school culture, school partnerships, teachers' performance. Additionally, the study found that partnership and tie-ups were positively correlated with all four aspects of school improvement. This finding suggests that school partnerships and collaboration with external organizations can be valuable resource in promoting school improvement.

On the other hand, there was a no significant relationship between school resources management and students' performance. This finding is somewhat surprising, as previous research has consistently found a positive relationship between school resources and students' academic achievement. However, it is possible that the specific measures of school resources used in this study did not capture all of the factors that contribute to students' performance.

In conclusion, the results of this study suggest that school resources management is an important factor in promoting school improvement in various areas. The findings highlight the need for schools to ensure that they have adequate material, fiscal, and human resources, as well as to engage in partnerships and collaborations with external organizations. However, further research is needed to fully understand the complex relationships between school resources and students' performance.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine the relationship between the school resources management and improvement of elementary schools in Sto. Angel District.

Summary

1. Perceived School Resources Management in terms of Material Resources, Fiscal Resources, Human Resources, and Partnerships and Tie-ups

The perceived School Resources Management as to material resources, fiscal resources, human resources, and partnership and tie-ups are "highly observed".

2. Perceived level of improvement of school environment in terms of school culture, school partnership, and teachers' performance.

The perceived level of improvement of school environment in terms of school culture, school partnership, and teachers' performance are "outstanding".

3. Perceived level of improvement of school environment in terms of students' performance.

The perceived level of improvement of school environment in terms of students' performance are "very satisfactory".

4. Significant Relationship Between School Resources Management and Improvement of Elementary Schools in Sto. Angel District.

The results reveal that there is a statistically significant positive correlation between school resources management and school improvement in all four areas with correlation coefficients ranging from .46 to .61. Specifically, the study found that material resources, fiscal resources, and human resources, were positively correlated with school culture, school partnerships, teachers' performance. Additionally, the study found that partnership and tie-ups were positively correlated with all four aspects of school improvement. This finding suggests that school partnerships and collaboration with external organizations can be valuable resource in promoting school improvement.

Conclusion:

The findings gathered in the study led to the formulation of the following conclusion:

1. The null hypothesis stating that there is no significant relationship between the school resources management and improvement of elementary schools in Sto. Angel District, San Pablo City is not sustained.

Recommendations

Based on the above findings and conclusions, the following recommendations are suggested:

1. The schools may consider planning and developing its physical facilities to utilize them properly according to its purpose that will address the learners' needs.
2. Since the most important factors of students' development are the teachers, the school may allocate budget from the Faculty and student development fund from Canteen net income so they could support or give financial aid to teachers when attending seminars and other events for teaching and learning development. They may also consider allotting budget as incentives for teachers and pupils to every contest won.
3. The school may establish a program/project that may serve as overseer of the pupils' needs for learning and development.
4. The school may intensify its programs/projects/activities for the improvement of the learners in English and Math subjects.
5. The results of this study suggest that school resources management is an important factor in promoting school improvement in various areas. The findings highlight the need for schools to ensure that they have adequate material, fiscal, and human resources, as well as to engage in partnerships and collaborations with external organizations.
6. Further research is needed to fully understand the complex relationships between school resources and students' performance.

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