

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 8, 3155 – 3165

<http://dx.doi.org/10.11594/ijmaber.05.08.18>

Research Article

Managing School Resources and Financial Competencies of Secondary School Administrators in the Delivery of Basic Education Services

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Article history:

Submission 31 July 2024

Revised 08 August 2024

Accepted 23 August 2024

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ABSTRACT

In order to improve school performance, school leaders must be more effective and efficient in their administration, and their management skills must be enhanced. As a result, this study aimed to determine if there was a link between school administrators' financial competencies in managing school resources and the financial management practices of the Schools Division of Quezon. The descriptive-correlational technique of research was used to conduct the study with 372 school administrators and teachers in the Division of Quezon to analyze the link between the independent and dependent variables. Descriptive and Inferential analyses were carried out using SPSS. The findings revealed that managing school resources was highly practiced by the respondents, such as record management, financial management, school facilities and equipment, staff management, and school safety for disasters. In terms of financial management, the respondents highly practiced budgeting, auditing, finance and resource management mobilization, financial reporting, and inventory management. On matters of school administrators' financial management, the respondents were highly competent in the areas of securing financial resources, fiscal management, the use of technology in the management of operations, coordinating with others, and professionalism. Furthermore, the result confirmed the significant correlation between the financial management competencies of the school administrators in managing school resources and financial management practices. Also, there were single and combined related variables of financial management competencies that demonstrated significant effects and served as predictors for managing school resources and financial management. Annual orientation, seminars, and workshops for school administrators in SDO Quezon on financial management, technology, awareness, codes, facilities, and professional development improve performance. Technical help, mentorship, and benchmarking are also essential.

Keywords: *Managing School Resources, Financial Management Practices, Financial Competencies, School Administrators*

How to cite:

Hernandez, M. P. (2024). Managing School Resources and Financial Competencies of Secondary School Administrators in the Delivery of Basic Education Services. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(8), 3155 – 3165. doi: 10.11594/ijmaber.05.08.18

Introduction

Education is a crucial indicator of a nation's advanced thinking and the key to its future. A well-managed educational system leads to desired results, and every society's quality is largely based on its educational system. Administration is necessary in every organization, involving individuals working together in a hierarchical structure to utilize tools, equipment, and human and material resources. Schools can encourage excellence in education by having an organized curriculum, supportive infrastructure, skilled human resources, and smart financial management. The school administrator plays a vital role in the education department, as they manage, lead, are administrators, supervisors, and counselors. Financial management is a crucial resource in a school, covering costs and managing financial management. The Department of Education provides additional funding to public schools to upgrade their physical assets and educational resources. Implementing programs to strengthen the curriculum and increase capacity is essential for achieving their vision and purpose. School administrators have the authority to handle finances for resource allocation and steer the educational system toward the completion of projects and activities that would increase school quality. They must ensure that financial resources are used in an ethical, efficient, effective, and economical manner since quality spending produces quality. These administrators are held accountable for the learning outcomes and whatever outputs a school may produce, which could have an impact on the community of the school and those it affects (Guarino et al., 2009).

The DepEd No. 12 s. 2014 operates similarly, with all School Division Offices (SDOs) allotting the MOOE allotment and other available funds equally among the implementing schools, both elementary and secondary. The formula used by the Department of Budget and Management (2001–2005) is as follows: a school's MOOE = fixed amount + allowable amount (allowable sum x number of classrooms) plus (allowable sum x number of teachers) plus (allowable sum x number of learners).

The Department of Education mandates the establishment of a Bids and Awards Committee

(BAC) with regard to the procurement procedure. In accordance with DepEd Order No. 69, s. 2012, the school administrator must form a committee if there isn't already one. Based on R.A.'s chain provision (9184) and the DepEd Financial Management Operations Manual, both of which have been authorized, the school administrator is responsible for establishing internal control and auditing to promote transparency of all expenditures in accordance with the Annual Procurement Plan (AIP) created prior to the start of the school year. This means ensuring the school uses its financial resources in a way that is effective, efficient, economical, and transparent.

In accordance with DepEd Order No. 60, Series of 2011, the Department of Budget and Management directly issued and released DepEd's regional offices, and implementing units will receive the funding allocated for MOOE, whereas non-implementing schools will receive their budgetary allotments from the Division Office. However, for these autonomous implementation units, all of the expenses should be liquidated to DBM by the schools to guarantee that the funds are utilized effectively. For the program's proper execution, guidelines were developed.

The capacity of financial management professionals across the department is standardized and systematically applied. Being proficient in budgeting, accounting, and asset management will give school districts a methodical way to manage their financial resources. According to Galigao (2019), the DepEd central office and school heads continue to be involved in direct management and operations, including procurement, health and nutrition, project management, and physical facility construction.

To accomplish educational goals and objectives, school leaders must be able to manage the school's money. According to the researcher's observations, school heads allocate between 51 and 75% of the MOOE budget to each activity or program included in the AIP. They always give security and utility services priority, but they had issues with complaints and incorrect information regarding how to spend and allocate MOOE. To promote cooperation and teamwork for the benefit of the

school and students as a whole, transparency, accountability, and the maintenance of harmonious relationships are essential.

Objectives of the Study

This study was conducted to: 1) present to what extent the level of practice of the school operation resources managed by the secondary school administrators in terms of record management, financial management, school facilities, school safety of disaster preparedness, mitigation and resiliency; and emerging opportunities and challenges ; 2) determine the level of practice in financial management employed by the school administrators in terms of budgeting, auditing, finance and resource management mobilization, financial reporting and inventory management; 3) describe the level of competence of the secondary school administrators in financial management in terms of budgeting, auditing, finance and resource management mobilization, financial reporting and inventory management; and 4) test on which of the financial management competencies related variables singly or in combination significantly predict the school heads managing school resources in terms of securing financial resources, fiscal management; use of technology in the management of operations; coordinating with others; and professionalism.

Methodology

This study employed a descriptive method of research, specifically correlational in nature.

It involved the participation of 372 secondary school administrators and teachers from the Division of Quezon. To proceed with the present study, the researcher formally requested approval to conduct the study in the said Public Secondary Schools and addressed this to the Schools Division Superintendent of the Division of Quezon; second, upon approval, the researcher asked the Schools Division Superintendent for a letter of endorsement to concerned public secondary school principals and District Supervisors to administer and distribute the questionnaires. The set of questionnaires was answered by the secondary school administrators and teachers. After completing the questionnaire, the researcher collected it. The responses gathered were then analyzed statistically and interpreted. On the other hand, to ensure validity and reliability, the instrument was subjected to a validation process for internal consistency using Cronbach's Alpha. In order to provide answers to the research problem posted in the study, the following statistical tools were used by the researcher. The mean and standard deviation were used to determine the level of practice of the school administrators and teachers on managing school resources and financial management competencies. Meanwhile, to identify the factors that significantly predicted financial management, regression analysis was used. The hypothesis was tested at a p.05 significant level.

Results and Discussion

1. An analysis on the level of practiced on managing school resources as perceived by the school administrators in the Division of Quezon

Table 1. Summary of Respondents' Practice on Managing School's Operation Resources

Indicators	Mean	SD	VI
1. Record Management	4.24	0.74	Highly practiced
2. Financial Management	4.24	0.73	Highly practiced
3. School Facilities	4.20	0.76	Highly practiced
4. Management of Staff	4.19	0.75	Highly practiced
5. School Safety of Disaster preparedness, mitigation and resiliency	4.19	0.77	Highly practiced
6. Emerging Opportunities and Challenges	4.17	0.76	Highly practiced
Overall	4.21	0.69	Highly practiced

Table 1 shows that school administrators were very skilled at managing the school's operational resources as a whole. The findings showed that all measures of resource management at the school were handled by administrators with a high level of practice. This shows that administrators play a critical role in making sure that all learners have access to a safe and respected learning environment. They also demonstrate characteristics of a school leader in the twenty-first century, such as strategic leadership, administration of the institution's operations and finances, attention to teaching and learning, improvement of oneself and others, and the development of professional networks.

A school head is responsible for determining the resources needed for policy implementation, including labs, equipment, libraries, textbooks, teaching aids, and teacher reference books. They also oversee fencing, clearing land, painting, repairing walls, furniture, and construction. They supervise tools and supplies, ensuring they are updated and examined annually. In 2018, Ezeubor et al. conducted a study focusing on the staff personnel administrative strategies used by school administrators to promote teacher job satisfaction. They found that school administrators must outsource funds either internally or externally to provide teachers with a secure working environment that enables them to demonstrate their best qualitative teaching.

2. An analysis on the level of practiced on financial management as perceived by the school administrators in the Division of Quezon

Table 2. Summary of Respondents' Practice on Financial Management

Indicators	Mean	SD	VI
1. Budgeting	4.14	0.77	Highly practiced
2. Auditing	4.16	0.75	Highly practiced
3. Financial and Resource Management Mobilization	4.16	0.78	Highly practiced
4. Financial Reporting	4.12	0.82	Highly practiced
5. Inventory Management	4.12	0.77	Highly practiced
Overall	4.14	0.74	Highly practiced

Table 2 shows that the overall practice of financial management was highly practiced by the school administrators. The results suggest that all of the indicators mentioned were observed and practiced by the school administrators. The financial management of school administrators is successful because they have an in-depth understanding of the fundamental processes involved in managing the school's

accounts, the budgeting process, and the systems and controls required to make sure that the money at the school is not being misused. Clarke (2008) highlights school financial management involving planning, execution, accounting, reporting, and asset protection, utilizing formal education, training, and experience for administrators.

3. An analysis on the level of competence on financial management as perceived by the school administrators in the Division of Quezon

Table 3. Summary of Respondents' Competence on Financial Management

Indicators	Mean	SD	VI
1. Securing Financial Resources	4.14	0.90	Highly competent
2. Fiscal Management	4.17	0.89	Highly competent
3. Use of Technology in Management of Operations	4.18	0.87	Highly competent
4. Coordinating with others	4.20	0.85	Highly competent
5. Professionalism	4.20	0.83	Highly competent
Overall	4.19	0.87	Highly competent

Table 3 shows that the school administrators' overall competence in financial management was highly competent. It was discovered that the school administrators and teachers of public secondary schools agreed with all of the indicators, including securing financial resources, fiscal management, using technology to manage operations, and coordinating with others. The results reveal that school administrators showed significant skill in all of the financial management metrics. School administrators are capable of managing several important jobs, especially those involving financial administration, thanks to their knowledge, commitment, and tenacity. This only means that school leaders must not only be academically and technically competent but also possess passion and guts in order to manage

school activities, events, and projects successfully and excellently.

Despite the fact that all public-school administrators and employees are expected to perform their duties with the utmost decency and accountability, Espiritu (2020) reports that some school heads lack the tools or commitment to follow the fundamental laws and policies governing their financial management. Additionally, in their function as fiscal managers for the schools, they are directly responsible for the effective use of public resources. It is encouraged that school administrators take part in re-orientation and other appropriate development programs to increase their professional and ethical fitness in carrying out their financial management tasks.

Table 4. Correlations Between the Financial Management Competencies and School Administrators Management of School Resources

Management of School Resources	Financial Management Competencies					Total MSR
	Securing Financial resources	Fiscal Management	Use of Technology	Coordinating with Others	Professionalism	
Record Management	.764**	.671**	.738**	.722**	.718**	.345**
Financial Management	.770**	.733**	.730**	.746**	.743**	.356**
School Facilities	.800**	.731**	.760**	.784**	.761**	.397**
Management of Staff	.816**	.708**	.786**	.778**	.763**	.363**
School Safety of disaster preparedness....	.791**	.680**	.723**	.733**	.728**	.366**
Emerging Opportunities and Challenges	.815**	.727**	.738**	.773**	.755**	.341**
OVERALL	.870**	.778**	.819**	.830**	.818**	.397**

Table 4 shows the significant correlation between financial management competencies and school administrators management practices. The table suggests that the management style used by school leaders can actually influence the effectiveness and quality of a school's performance. The effectiveness and efficiency of the services offered by the schools depend on record management. The right planning, allocation of funds, and administration of staff will emerge from the proper use of school statistics and information such as enrollment, student-teacher ratio, achievement level, and other key data.

The school administrators conduct an analysis of the various data and ensure that the

development of all projects is possible in order to create a project that is data-based. The annual improvement plan and the annual procurement plan, which are aligned with this school improvement plan (SIP), contain the funds designated for the specified projects. Consequently, all of the activities will be in terms of financial management; no project will receive funding if it is not performed by the schools in accordance with the demands of the students, teachers, and nonteaching staff. The leadership of the school heads in employing correct school records and information has allowed other school functions, like finance and management, to be well treated by the employees.

In addition, other school operations, such as financial and staff administration, are well taken care of due to the school administrators' leadership in using correct school records and information. For many school heads, managing finances is a problem, especially in the new normal.

Additionally, by reallocating the modest MOOE budget to create the educational resources that students need and controlling school expenses without the help of alternative funding sources like the canteen share, income-generating projects, donations, and purchasing

safety supplies for the school staff, the capacity of the administrators is put to the test. To ensure that no money is wasted and that the school's ability to aim high and achieve better is not hampered by financial challenges, these administrators must be intelligent and skilled.

Suleman's (2015) research found that budgeting is essential for an organization's growth since it improves operations. According to research by Hunjra et al. (2010), financial management and organizational success have a positive and significant association

Table 5. Correlations Between the financial Management competencies and School Administrators' financial management Practices

Financial Management Practices	Financial Management Competencies					Total FCM
	Securing Financial resources	Fiscal Management	Use of Technology	Coordinating with Others	Professionalism	
Budgeting	.814**	.721**	.734**	.798**	.761**	.375**
Auditing	.812**	.788**	.756**	.792**	.761**	.344**
Finance and Resource Mgt	.828**	.792**	.741**	.803**	.771**	.327**
Financial Reporting	.788**	.747**	.754**	.752**	.736**	.339**
Inventory Management	.836**	.794**	.784**	.783**	.765**	.332**
Overall FCM	.864**	.815**	.798**	.831**	.803**	.364**

Table 5 shows the significant correlation between the financial management competencies and the school administrator's financial management practices. This demonstrates that school administrators have acquired the financial management skills and procedures necessary to determine the school's current financial status. The cooperation of the financial management committee at schools has increased through the sharing of best practices. This makes it possible for interested parties to successfully implement their financial education strategy by merging prior experiences into recognized, effective ways through the implementation of different programs and activities utilizing other schools' resources.

This indicates the competence of school administrators in managing finances. It has been proven that having the appropriate abilities

can give school administrators an edge in handling, managing, and practicing school finances. They use it to maintain financial control over the school, develop financial reports for reporting requirements, and produce the most precise budget possible. It enables them to keep a close check on all expenses and revenue in order to afford an excellent education and steer clear of money mismanagement. The financial inconsistencies, fraud, and corruption that are harming our educational system can be easily found by routine audits. If this is done, the money granted to the schools will be spent efficiently, and the established educational goals and objectives will be met.

It would be crucial for school administrators to consistently improve their own professional development through the acquisition of competencies aimed at enhancing their

capacity to efficiently practice and manage the resources of a learning environment. The school administrators will be able to better manage budgetary resources in response to the teachers' needs for performance and instruction.

According to the study by Simatwa, Mobegi, and Ondigi (2012), financial management is vital and essential at a school in order to instill

good governance, accountability, and openness in dealing with public finances. Additional elements that enhance financial management procedures are the budget, internal controls, financial reporting, and inventories. The effect of financial management techniques on organizational performance was viewed in perspective, according to Ahmed, Babar, and Kashif (2010).

Test of Significant Predictors for Financial Management Competencies

Table 6. Significant Predictors of Managing School Resources and Financial Management Practices as to Securing Financial Resource Competency

Financial Management Competencies	Managing School Resources and Financial Management Competencies	β	Beta	Model Summary
Securing Financial Resources	Record Management	.128	.105	R ² = .898
	Financial Management	.178	.146	Adj R ² = .803
	Practices in Managing School Resources	.620	.474	
	Financial Reporting	.278	.254	F = 252.922
	Inventory Management	.176	.151	Sig. 0.001
	Financial Management Practices	.703	.570	

Table 6 shows that there are six related variables of managing school resources and financial management practices that registered as the most potential predictors, singly or in combination, of financial management competencies in terms of securing financial resources.

The model suggests that managing school resources and financial management practices significantly predict securing financial resources. Securing financial resources for school planning and development requires secondary school finance managers, such as administrators, to have the ability to locate diverse sources of funding for the daily funding of extracurricular activities and academic programs. The ability to create enough financial resources is the most important condition for the effective execution of the curriculum and the delivery of high-quality education (Okumbe, 2007). This can be done by establishing and coordinating well-organized school-based income-generating activities, such as lending school buildings, vehicles, and playgrounds to neighboring communities that require the equipment (Amos & Koda, 2018).

In the school setting, an income-generating project, or IGP, is a school activity that is carried out in a context where there is a need to raise money for the organization's financial stability. This is carried out by schools as part of a project that intends to establish, for instance, a fish farm and begin vegetable gardening, or gulan sa paaralan, on the school's land. This will give the school all the equipment and supplies required to start this endeavor and sustain its needs. In the end, school administrators with financial resource mobilization skills generate more money to ensure an adequate supply of teaching and learning resources for their particular school, as opposed to just relying on government capitation (Galabawa, 2015; Kuboja, 2019). By requesting donations from communities and organizations with an interest in education, such as parents, through fundraising activities, these institutions can raise additional funding in the interim. Additionally, among the social cooperation funds from which they may benefit are grants from UNESCO, local banks, and USA-Aid (Chonjo, 2018; Paul, 2018).

Table 7. Significant Predictors of Managing School Resources and Financial Management as to Fiscal Management Competency

Financial Management Competencies	Managing School Resources and Financial Management Competencies	β	Beta	Model Summary
Fiscal Management Competency	Budget	.514	.448	R ² = .838
	Financial Reporting	.396	.367	Adj R ² = .7
	Managing School Resources	.342	.246	F=216.329
	Financial Management Practices	1.618	1.344	Sig. .001

There are four related variables related to managing school resources and financial management practices that registered as the most potential predictors, singly or in combination, of financial management competencies in terms of fiscal management competencies.

The presented study validated the conclusions. For a school to achieve its goals and thrive, administrators must learn the skills required to manage the institution's vital resources successfully. Thus, better organizational administrators carefully and effectively handle school resources, including financing, supplies, equipment, and e-learning, including computers and educational software. For efficient financial administration, internal infrastructure and technology have been established. All utilizable resources—human,

material, physical, and financial—must be wisely managed for education to succeed. Planning, allocating, and managing the institution's resources effectively

Usman (2016) claims that the provision of adequate educational resources, their full utilization, and proper management in order to cut costs and improve the standard of teaching and learning practices in the educational setting constitute one of the fundamental requirements for the implementation of academic goals and objectives in the educational system. Managing school resources and accomplishing educational goals and objectives include making the most of all available resources. It mobilizes and provides all of the resources to make sure they are being utilized fully and effectively.

Table 8. Significant Predictors of Managing School Resources and Financial Management Practices as to the Use of Technology in the Management of Operations Competency.

Financial Management Competencies	Managing School Resources and Financial Management Practices	β	Beta	Model Summary
Use of Technology in Management of Operations Competency	Record Management	.267	.224	R ² = .844
	Management of Staff	.322	.278	Adj R ² = .709
	Auditing	.174	.152	F=225.98
	Inventory Management	.31	1.3	Sig. .001

There are four related variables of managing school resources and financial management practices which registered as the most potential predictor singly or in combination of financial of financial management competencies in terms Use of Technology in Management Operations.

These finding states school principals as technology leaders are required to have a long-term vision and commitment to coordinating and allocating required resources for the school. The model reveals that school quality

and efficiency are highly predicted by the management competencies of school heads with regard to staff management.

Makore and Shukuru (2017) stated that the best method to increase the quality of education is to invest in teachers. According to Swaleha (2013), teachers need to be well informed, motivated, and carefully supervised in order to maintain their interest and make them enthusiastic, dedicated, and committed in the performance of their tasks and responsibilities.

Table 9. Significant Predictors of Managing School Resources and Financial Management Practices as to Coordinating with Others Competency.

Financial Management Competencies	Managing School Resources and Financial Management Practices	β	Beta	Model Summary
Coordinating with Others	Financial Reporting	.893	.772	R ² = .856
	Managing School Resources	.494	.397	Adj R ² = .731
	Practice in Managing School Resources	.329	.317	F = 336.302

There are three related variables of managing school resources and financial management practices which registered as the most potential predictor singly or in combination of financial of financial management competencies in terms of Coordinating with Others.

Crowston (1997) defined coordination as the activity of tying together the operations of the organization's multiple departments. Since individual variations may occur owing to subjective perceptions of goals and roles, Ibukun (2008) saw coordination as the requirement to synchronize individual efforts to fulfill the organization's goals. According to Enikanselu and Oyende (2009), coordination is the systematic structuring of group actions to create cohesion in the pursuit of a single goal. In order for the teaching and learning processes to result in the desired outcomes, the work that people conduct within the educational system must be adequately coordinated.

The efficiency of synchronization improves teachers' ability to teach. According to Ibukun (2008), coordination improves production when capable individuals are chosen to lead units, and when the objectives and duties are outlined and shared with all employees. The organization's targeted outcomes are produced through this method, which also encourages interdepartmental cooperation and resource optimization.

Usman (2016) notes that one of the prerequisites that must be met in order for the education system includes suitable measures to ensure the achievement of academic targets and goals. Objectives for resource provision, full utilization, and correct use of educational resources to save costs and improve the quality of the teaching and learning process in the academic environment.

Table 10. Significant Predictors of Managing School Resources and Financial Management as to Professionalism

Financial Management Competencies	Managing School Resources and Financial Management Practices	β	Beta	Model Summary
Professionalism	Financial Reporting	.195	.193	R ² = .832
	Managing School Resources	.58	.481	Adj R ² = .69
	Practice in Managing School Resources	.619	.551	F = 276.137

There are three related variables of managing school resources and financial management practices that registered as the most potential predictors, singly or in combination, of financial management competencies in terms of professionalism.

The outcome implies that the secondary school system's administration employs both vertical and horizontal coordination

approaches since the school administrator is crucial to the institution's effectiveness. The horizontal coordination encourages the linking together of the top management members at the different departments, units, and sub-units of the organization for the purpose of taking common actions, whereas the vertical coordination ensures the linking together of the activities of the superiors and subordinates of the

various departments, units, and sub-units at different levels. This strategy improves the efficiency of teachers' instruction, encourages creativity, makes it easier for pupils to digest knowledge, and results in high-quality learning outcomes.

As stated by Rafid and Tinus (2019), the school principal can play a variety of roles in enhancing the quality of the school, including maximizing the potential and competence of the teaching and educational staff through supervision of learning, participation in training

sessions and/or improvement seminars, conducting teacher performance evaluations each semester, and conducting school self-evaluations annually. Because the school principal's performance as a quality education planner by involving all school human resources in managing school quality, as a school quality controller through various school quality evaluation activities, and as a person who can improve school quality through supervision, training, and education can have an impact on school quality improvement (Nurhayati et al., 2022).

Table 11. Significant Predictors of Managing School Resources and Financial Management as to Financial Management Competency.

Overall Financial Management Competency	Managing School Resources and Financial Management Competencies	β	Beta	Model Summary
Financial Management Competency	Managing School Resources	.465	.398	R ² = .832 Adj R ² = .69 F=276.137

The table shows the overall related variable of managing school resources and financial management practices, which registered as the most potential predictor of financial management competencies in terms of Financial Management competencies, which was managing school resources.

The results also indicate that the explanatory variable accounted for a significant variation in the mean of the outcome. Consequently, it was concluded that school administrators' financial management competencies positively influence the management of school financial resources. This outcome thus validates the claim made by Nwune, Nwogbo, and Okonkwo (2016) that management is the allocation of existing human and material resources for the accomplishment of desired goals and objectives. It is the effective and efficient use of resources that are already accessible, with a focus on achieving goals. According to Nkwoh (2011), evolving expectations of what leaders must know and be able to do have resulted from the realization that school principals must possess a diverse range of competences in order to effectively guide schools toward the achievement of educational goals. According to Carol and Ed-

ward (2004), competence is the ability to complete a task successfully by utilizing one's knowledge, abilities, attitude, and judgment. The capacity and expertise needed to complete a specific task

Conclusions

1. The findings of the study indicated that the level of practice in managing school resources of the school administrators significantly affects their financial competencies.
2. The level of practice employed by the school administrators in financial management practices has significantly influenced financial management competencies.
3. The level of competence of the secondary school administrators in financial management competency variables has significantly affected the level of practice both in managing school resources and financial management.
4. The perceived level of financial management competencies and related variables were found to have a significant relationship with the level of performance in managing school resources of the school administrator.

Recommendations

In light of the findings and conclusions of the study, the following recommendations on managing school resources and financial management competencies of secondary school administrators in the delivery of basic education services

1. School administrators may create an intervention plan or benchmark the best practices of other schools as part of the process of obtaining, assigning, and employing resources, as well as in the production of studies and reports on the financial state of the school.
2. Teachers may take part in and be actively involved in the school's financial decision-making processes, information analysis, such as when studying an audit report, budget planning and management, effective communication, and the mobilization of financial resources.
3. The Schools Division Office may continue holding seminars and workshops for all school administrators in order to give them pertinent information about managing the school's operations and resources, to better understand their roles and responsibilities, to help them fully grasp those duties, and to encourage them to further develop their competencies and bring out their best practices as financial managers.
4. May create a program that engages the community and stakeholders in partnership-building activities like link-building, income-generating school projects, and platforms for strategic resource mobilization.

Acknowledgement

I would like to extend my sincere gratitude to everyone who assisted in making this study. Let me first thank my professors for their helpful suggestions and support throughout my studies. Their expertise had a big impact on the scope and direction of my studies. Laguna State Polytechnic University is to be acknowledged for providing me with the resources and technical support I required to complete my work. I also want to thank my colleagues in Silangang Malicboy National High School for their recommendations and help during the research

process. I wish to thank Dr. Elsa C. Callo in particular for her insightful advice.

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