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Research Article

An Assessment of School Leaders' Management of Finances and Resources: Basis for Development Program

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ABSTRACT

This study aimed to assess school leaders' management of financial and resources in public elementary schools in District 18, Schools Division of Rizal, DepEd Region IV-A. This research study used descriptive-survey as the study's research design. The respondents of the study comprised of teachers and school leaders. Findings of the study revealed that that majority are female, married, master's degree holder, had an academic rank of Teacher I to Teacher III for teachers and appointed permanent principal for school leaders and in the service for more than 11 years. School Leaders' Performance in Management of Finances and Resources in term of regular resource inventory was advance, while, regular dialogue for planning and resource programming and community-developed resource management system were developing. There is no significant difference on the assessment of school leaders' management of financial and resources when grouped into school leaders and teachers. However, the researchers can infer that there is a significant difference on the scores of respondents on approved school operating budget and school inventory of resources. There is no significant difference on the assessment of school leaders' management of financial and resources when compared into research survey results and SBM assessment of Region IV-A CALABARZON, Schools Division of Rizal. This study recommends an excellent financial plan that teachers and school heads collaborated in drafting it. This may plan according the management of finances and resources of the school.

Keywords: School Leaders, Teachers, Management, Finances, Resources.

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Introduction

In the 21st century educational systems, students are made equipped with skills that they can utilize in entering professional jobs in the future. This educational system aims to produce globally competitive learners. Schools cater different approaches on how to improve learning such as enhancing the programs and managing the resources well. Financial management practices are essential to effectively operate resources in the school.

In August 2005, DepEd has moved into the Basic Education Sector Reform Agenda (BESRA) for the year 2006-2010 which focuses on specific policy actions within five key reform thrusts (KRT). For the basic education sector to reach the desired educational outcomes for all Filipinos, SBM was created in response to KRT 1: School-level stakeholders improve their schools continuously (Lapus, 2009).

The Department of Education's (DepEd) initiative to enhance the quality of education in the country resulted in School-Based Management (SBM). It aimed to improve basic education outcomes through a widely supported, popular movement that included a wide range of initiatives carried out by individual schools and communities, as well as networks of schools at local levels involving school districts and divisions, local governments, civil society organizations, and other stakeholder groups and associations.

School-Based Management (SBM) places significant decision-making and systematic decentralization of power from the State and district offices to schools within a centrally determined framework of goals, policies, and curriculum. This was the alternative approach to improve the education system, lets principals, teachers, students, and parents decide on education-related issues like concerns on budget, personnel, curriculum, standards, and accountability (Caldwell, 2008). In a report by the National Association of Secondary School Principals (NASSP), the School-Based Management approach creates the following advantages to schools which include decision-making by competent school leaders; boosting morale and leadership of teachers; participation of stakeholders in decision-making; widened ideas for

educational program designs; and focused resources for schools' goals and needs.

On the other hand, with the development of SBM school performance measures were also re-established. In the past, there used to be a National Elementary Achievement Test (NEAT) and National Secondary Achievement Test (NSAT) which were now redesigned into National Achievement Test (NAT) for both elementary and secondary learners. NAT is an examination given yearly to assess students' competency in the five core subject areas for both public and private schools. According to Nicolas-Victorino (2011), the findings of the NAT are meant to help the Department of Education in its attempts to enhance the quality of education in public schools and to offer appropriate intervention for pupils. Furthermore, he added that NAT is just a part of the report card of DepEd and the whole education system.

It is in this context that school reform has to take place through School-Based Management so that the education's quality in the country would be improved. This reform is undertaken by the Department to decentralize education management. As Wohlstetter et. al. (2003) asserted, decentralized management worked best when four organizational resources were available to the decentralized unit: power, knowledge and skills, information, and rewards. As they concluded, certain organizational conditions were strongly associated with greater organizational learning and integrating processes.

The department is currently speeding up the implementation of SBM, in which the school, as the primary supplier of education, will be prepared to empower its key authorities to make educated and localized decisions to improve our educational system based on their specific requirements.

The information that would be derived from this study would be useful to practitioners in their attempt to implement an educational innovation or a system-wide change at the school level. In addition, this information may be useful for professional development, and for evaluation of school climate conditions that may affect the students' performance. This also helps administrators' to carefully examine

school rules and policies on executing the designed curriculum for each learning area.

Proper management of finances and resources will help the school maximize its potential to produce globally competitive learners. With the fact that financial management plays an important role in the enhancement of educational systems in schools, and the production of effective programs to motivate the learners to engage in more learning processes, there is a need for proper training of the school leaders as well as the SGB members. School administrators are responsible for a massive quantity of worries. Financial management is one of the most important responsibilities of school administrators. However, many school leaders fail to comprehend the breadth of their obligations and liabilities when it comes to accounting and finance because of their current and rudimentary knowledge (Shkurina, 2018). Accounting and financial reporting are critical to the financial and academic success of a school. Any error in such areas might have serious consequences for the school and its learners. Appropriate training for the school leaders about financial and resources management is the right trail for the betterment of educational processes and for the student to perform competitively.

Research Questions

This study aimed to assess school leaders' management of financial and resources in public elementary schools in District 18, Schools Division of Rizal, DepEd Region IV-A.

Specifically, it sought to answer the following research questions:

1. What is the profile of selected school leaders in Public Elementary Schools in Region IV-A CALABARZON District 18 as to their:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status;
 - 1.4 highest educational qualifications,
 - 1.5 present position; and,
 - 1.6 length of service in the present position?
2. How do the teachers assess school leaders' performance in management of finances and resources in Region IV-A CALABARZON District 18 in terms of the following:

- 2.1 Regular Resource Inventory;
- 2.2 Regular Dialogue for Planning and Resource Programming; and,
- 2.3 Community-developed Resource Management System?

3. Is there a significant difference in the assessment of school leaders' management of financial and resources when grouped into school leaders and teachers?

Methodology

Research Design

The researchers employed the descriptive survey research method to describe the assessment of the public elementary principals' management of financial and resources.

According to Bueno (2016), descriptive survey research is concerned with existing conclusions or connections, held beliefs, processes in progress, visible consequences, or growing trends. It is largely focused with the present, although it frequently examines historical events and impacts in light of contemporary circumstances. The gathering of data that described the results of the study, the organization through tabulation and descriptions of the data collected as specified by Glass and Hopkins (1984) is a clear utilization of the above-mentioned research method.

Respondent of the Study

The respondents of the study were 191 in total, nine of which were public elementary school heads and 182 public elementary teachers from District 18, Schools Division of Rizal at DepEd Region IV-A (CALABARZON). The researchers utilized a universal sampling procedure as the study's sampling technique.

Instrument of the Study

The research instrument employed in this study was the researcher-made questionnaire derived from the Department of Education (DepEd) DepEd Order No. 83, s. 2012 as agreed upon by the researchers and the adviser. The researchers solicited the necessary suggestions from experts within and outside the division that guided them in this undertaking. After thorough examination of the items in the formulated questionnaire, it was then submitted to their adviser for comments, corrections and

suggestions. The corrected draft was then finalized upon revision and simplification of the questions.

The questionnaire-checklist is composed of two parts which were the following: Part I elicited the data on the respondent's profile relative to their personal information, such as age, gender, highest educational qualification, present position and the length of service in the present position. Part II of the questionnaire focused on the assessment of the assessment of the public elementary school leaders' management of financial and resources.

Apparently, the instrument used for data gathering in this study was patterned from Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) where the researchers adopted the Code Guide for Dependent Variables.

Data Collection Procedure and Ethical Considerations

Before the conduct of the study, the researchers will ask the permission of the Division Superintendent for the distribution of the questionnaires to the teachers and school leaders and explain how to answer the questionnaire.

The researchers focused on the study on the assessment of school leaders' management of financial and resources in the Region IV-A CALABARZON District 18. This study assessed the school leaders' management of finances and resources in Region IV-A CALABARZON District 18. The total number of respondents for the study will be 9 school leaders and 182 teachers.

Data Analysis

This part delves into the presentation, analysis, and interpretation of data gathered from the respondents who are the 9 school leaders and 182 teachers in the Region IV – CALABARZON District 18 who were the respondents of this study. The gathered data are presented in tabular form after the analysis and interpretation based on the format of how the research problems were presented.

Results

The profile of selected school leaders and teachers in Public Elementary Schools in Region IV-A CALABARZON District 18 in terms of age, gender, civil status, highest educational qualifications, present position, and length of service in the present position.

The Respondent profiles data gathered to gain insight about the characteristics of respondents in this study through the questionnaires. Data obtained were recorded as follow:

Table 1. Demographic Profile of Respondents according to Gender

Gender	Frequency (f)	Percentage (%)
Male	26	13.6
Female	165	86.4
Total	191	100

Table 1 shows the demographic profile of respondent by gender shows that 26 or (13.6%) were male respondents and 165 respondents or (86.4%) were female respondents. Therefore, the majority of the respondents were female

Table 2. Demographic Profile of the Respondent according to status

Civil Status	Frequency (f)	Percentage (%)
Single	53	28
Married	132	69
Widow/Widower	5	3
Separated	1	0
Total	191	100

Table 2 presents the demographic profile of respondent by civil status shows that 53 or (28%) were single, 132 or (69%) were married, 5 or (5%) were widow/widower, and

1 or (0%) were separated. Therefore, the majority of the respondents were married respondents.

Table 3. Demographic Profile of Respondent according to Educational Attainment

Highest Educational Attainment	Frequency (f)	Percentage (%)
Bachelors Graduate	26	68
Masters Graduate	165	23
Doctorate	0	0
Total	191	100

Table 3 illuminates the distribution of respondents by highest educational attainment. We found that 68% belonged to Bachelor's degree graduate, 23% were master graduate, and

0% were doctorate graduate. Therefore, the majority of the respondent according to their highest educational attainments were Master's graduate.

Table 4. Demographic profile of the respondent according to Present position

Present Position	Frequency (f)	Percentage (5)
Teacher I-III	169	88
Master Teacher	13	7
Head Teacher	2	1
Principal I-IV	7	4
Total	191	100

Table 4 reveals that 88% were Teacher I-III, 7% belonged to Master Teacher, 1% were Head Teacher, and 4% were Principal I-IV.

Table 5 shows that 31% were in 1-5 years in service, 32% 6-10 years in service, and 37%

were in 11 years and above in service. Hence, in terms of length of service majority of the respondent were in 11-above years.

Table 5. Demographic Profile of Respondent according to Length of Service

Yeas in Service	Frequency (f)	Percentage (%)
1-5 years	53	31
6-10 years	65	32
11-Above	73	37
Total	191	100

Table 6. School Leaders' Performance in Management of Finances and Resources in term of Regular Resource Inventory

Regular resource inventory	Mean	Verbal Interpretation
1. Approved work and financial plan	2.60	Advance
2. Approved school operating budget	2.57	Advance
Overall	2.59	Advance

Results of this study revealed with respect to regular resource inventory of principals, obtained their respective means of 2.60 and 2.57 with an overall average of 2.59 which indicated that there is an advance level of practice in their respective school for approved work and financial plan and approved school operating budget.

Based on the results, the researchers found out that the principals significantly follow the guidelines in implementing their approved work and financial plan and approved school operating budget when it comes to school memorandum, minutes of the meeting, documentation.

According to Miriti & Wangui (2014), the principals are expected to set the funds available to support instructional needs of teachers and students required in the teaching and learning process. Funds could be used to purchase apparatus such as chalks, textbooks, pay the support staff and build or improve

infrastructures (Mito & Simatwa, 2012). Ikediugwu (2016) reiterated that good school managers must carefully and effectively handle educational resources particularly money, material and machines including computers, teaching technology and internal facilities put under their custody for proper management of fund.

Table 7. School Leaders' Performance in Management of Finances and Resources in term of Regular Dialogue for Planning and Resource Programming

Regular dialogue for planning and resource programming	Mean	Verbal Interpretation
1. Social Mobilization & Networking system	2.36	Developing
2. School Finance	2.48	Developing
Overall	2.42	Developing

As presented in the table, the respondents evaluated that the regular dialogue for planning and resource programming is developing with an overall mean of 2.42. Specifically, item 2.2. The school finance obtained the highest mean of 2.48.

Based on the results, the researchers found out that the regular dialogue for planning and resource programming in their respective schools are developing with regards to Social mobilization & networking system specifically in brigade eskwela report, records of donations with pictures, inventory of projects given by stakeholders, percentage of financial contributions from stakeholders and other partners, financial report of school PPAs, state of brgy. address, brgy. development plan, brgy. IRA and report on the barangay assistance to school.

Furthermore, it can be gleaned that School finance is also developing with respect to liqui-

dation report, income generating projects, can-teen, no adverse COA findings on MOOE liqui-dation.

The result is supported by Wheelen & Hunger, 2010 that principals can plan, control and monitor the school finances throughout financial management and in budgeting, accounting and monitoring effective implementation of school budget.

Magak (2013) summarized the challenges that school administrators faced in managing school funds. This included incompetency in procurement, inadequate and irregular auditing, lack of accounting supportive documents and records and inability to prepare end year financial statements among others.

Lipham (2016) say that financial management skills are needed by the school principals to make them effective in planning, sourcing and in utilization of school funds.

Table 8. School Leaders' Performance in Management of Finances and Resources in term of Community-developed Resource Management System

Community-developed Resource Management System	Mean	Verbal Interpretation
1. School Plan & resources	2.42	Developing
2. School Inventory of Resources	2.47	Developing
Overall	2.45	Developing

As presented in Table 8, the overall mean of 2.45 with respect to Community-developed resource management system indicates developing level of practice. Specifically, item 3.2 School inventory of Resources obtained the

highest mean of 2.47, verbally interpreted as Developing level of Practice.

Based on the findings, Community-developed resource management plan under School plan and resources with respect to annual procurement plan, human resource developmental

plan, financial management development plan, technology resource improvement plan, school physical development plan, IGP sustainability plan, resources allocation mobilization plan, school site titling is developing.

In addition, School inventory of resources with respect to human resources, school facilities, technological resources, electricity connection, water and sanitation is also developing.

Table 9. Comparison in the Assessment of School Leaders' Management of Finances and Resources when grouped into School Leaders and Teachers.

Respondent	Indicator	Mean	Sd	Mean Diff.	t-value	p-value	VI
	1.Regular Resource Inventory						
School Leader	1.1Approved Work & Financial Plan	2.76	0.44	0.1	0.429	0.337	NS
Teacher	1.1Approved Work & Financial Plan	2.66	0.61				
School Leader	1.2 Approved School Operating Budget	2.57	0.51	0.0	0.000	0.500	S
Teacher	1.2 Approved School Operating Budget	2.57	0.61				
	2.Regular dialogue for planning and re-source programming						
School Leader	2.1 Social Mobilization & Networking System	2.04	0.73	0.38	1.509	0.067	NS
Teacher	2.1 Social Mobilization & Networking System	2.42	0.65				
School Leader	2.2 School Finance	2.46	0.79	0.05	0.210	0.417	NS
Teacher	2.2 School Finance	2.51	0.61				
	3.Community-developed resource management system						
School Leader	3.1 School Plan & Resources	2.16	0.69	0.1	1.310	0.097	NS
Teacher	3.1 School Plan & Resources	2.46	0.59				
School Leader	3.2 School Inventory of Resources	2.49	0.56	0.01	0.043	0.484	S
Teacher	3.2 School Inventory of Resources	2.48	0.61				
School leaders		2.41	0.69	0.1	0.376	0.356	NS
Teacher		2.51	0.61				

The results indicate that there is no significant difference on the assessment of school leaders' management of financial and resources when grouped into school leaders and teachers. However, the researchers can infer that there is a significant difference on the

scores of respondents on approved school operating budget and school inventory of resources.

According to Espinosa (2017), school leaders' financial management techniques assist schools in developing budgets, setting targets,

identifying sources of human resources, time allocation, teaching and learning materials, and proper costing. To enable principals to manage financial resources more responsively to the performance and instructional needs of

teachers, it is critical that school leaders receive ongoing professional development by acquiring relevant financial skills and abilities required to effectively manage school resources.

Table 10. Comparison in the assessment of School Leaders' Management of Finances and Resources based on Survey Results and SBM Assessment

Indicator	Variables	Mean	SD	t-value	p-value	VI
1. Regular Resource Inventory	Survey results	2.64	0.505	1.863	0.031	NS
	SBM Assessment results	2.88	0.342			
2. Regular dialogue for planning and re-source programming	Survey results	2.36	0.653	0.624	0.267	NS
	SBM Assessment results	2.25	0.931			
3. Community-developed resource management system	Survey results	2.40	0.587	2.231	0.013	NS
	SBM Assessment results	2.75	0.775			

The results indicate that there is no significant difference on the assessment of school leaders' management of financial and resources when compared into research survey results and SBM assessment of Region IV-A CALABARZON Division Schools of Rizal.

This conclusion was backed up by Espiritu (2020), who said that indications related to accounting and budgeting are classified as best practices for school leaders in terms of financial management. The following are a few examples: 1) budgetary planning in conjunction with grade level chairpersons or school focus people; b) maintaining all financial documents in a secure location. Furthermore, the most common challenges identified are delayed release of school monthly cash advances, fund insufficiency, lack of adequate experiences and trainings, numerous bookkeeping tasks, unorganized recordkeeping, frequent policy changes, absence of a permanently stationed bookkeeper, and adherence to complex laws and policies. The school heads are then instructed to ensure that all stakeholder groups are represented throughout any budgeting processes. They should study several processes, procedures, and standards for the usage, monitoring, and recording of school money to have a better understanding of the streamlined fund management systems. The data on the financial management issues faced by school leaders served as the foundation for presenting an

action plan that could be utilized to improve their level of execution and offer a key to further development programs for school leaders around the area.

Discussion

As we pointed out at the beginning of this work, that the aim of this study is to assess school leaders' management of financial resources in Public Schools in Region IV-A CALABARZON, Division of Rizal District 18. We identified some of the profiles of the selected school leaders and teachers on their age, gender, civil status, highest educational qualifications, present position and length of service in the present position. As well as, the Teachers and Principal assessment on school leaders' performance in management of financial and resources in relation to regular resource inventory, regular dialogue for planning and resource programming, and community-developed resource management system.

In this study, it shows that 43% of the respondents belong to the age group of 31 to 40 years old, 24% to 41 to 50 years, 20% to 20 to 30 years old and 13% to 41 to 50 years old. In terms of gender, 86% of the respondents are females and 14% are males. On the other hand, the 69.11% of the respondents are married, 27.75% are single, 2.62% are widowed and 0.5% is separated. Most of the respondents are Bachelor's Graduate or 68% in terms of highest

educational qualifications, 30% are Master's Graduate, and 2% are Doctorate's Graduate. In terms of present position among the respondents, 91% are Teacher I-III, 5% are Master Teacher, 3% are Principal I-IV, and 1% are Head Teacher I-IV. Lastly, for the length of service in their present position 37% of the respondents are currently working for 11 years & above, then 35% for 6-10 years, and 28% for 1-5 years.

As an outcome, the performance in the management of financial and resources in relation to regular resource inventory among principals are advance level of practice in their respective school for approved work and financial plan with the mean of 2.60 and approved school operating budget with the mean of 2.57, having the overall mean for regular resource inventory of 2.59. Based on the results, the researchers found out that the principals significantly follow the guidelines in implementing their approved work and financial plan and approved school operating budget when it comes to school memorandum, minutes of the meeting, documentation.

For the regular dialogue for planning and resource programming the researchers found out that the respective schools are developing with regards to Social mobilization & networking system specifically in brigade eskwela report, records of donations with pictures, inventory of projects given by stakeholders, percentage of financial contributions from stakeholders and other partners, financial report of school PPAs, state of brgy. address. development plan, brgy. IRA and report on the barangay assistance to school. Furthermore, it can be gleaned that School finance is also developing with respect to liquidation report, income generating projects, canteen, no adverse COA findings on MOOE liquidation. The result is supported by Wheelen and Hunger, 2010 that principals can plan, control and monitor the school finances throughout financial management and in budgeting, accounting and monitoring effective implementation of school budget.

In terms of community-developed resource management system, the community-developed resource management plan under School plan and resources with respect to annual procurement plan, human resource developmental

plan, financial management development plan, technology resource improvement plan, school physical development plan, IGP sustainability plan, resources allocation mobilization plan, school site titling is developing. In addition, School inventory of resources with respect to human resources, school facilities, technological resources, electricity connection, water and sanitation is also developing.

Proper management of finances and resources will help the school maximize its potential to produce globally competitive learners. With the fact that financial management plays an important role in the enhancement of educational systems in schools, and the production of effective programs to motivate learners to engage in more learning processes. One of the most vital duties of school leaders is financial management. Appropriate training for the school leaders about financial and resource management is the right trail for the betterment of educational processes.

However, as compare to management of resources data last year 2020 schools need resources to take on the responsibilities required to change teaching and learning practices (Bandur, 2011). These resources can include money, manpower, time, space, construction, and equipment. Make better use of existing resources, according to Neal (2011). "SBM's work is based on the premise that resources are best used at the level at which they are consumed, assuming that responsibility is associated with the use of those resources. Therefore, school principals and stakeholders must ensure the allocation and usage of the educational resources to pursue the goals, solve the problems and make decisions according to their school characteristics and needs to improve their schools.

Conclusion

Based on the research questions raised in this study and from the results and discussion presented, this research concluded that majority are female, married, master's degree holder, had an academic rank of Teacher I to Teacher III for teachers and appointed permanent principal for school leaders and in the service for more than 11 years. School Leaders' Performance in Management of Finances and Resources in term of regular resource inventory

was advance, while, regular dialogue for planning and resource programming and community-developed resource management system were developing. There is no significant difference on the assessment of school leaders' management of financial and resources when grouped into school leaders and teachers. However, the researchers can infer that there is a significant difference on the scores of respondents on approved school operating budget and school inventory of resources. There is no significant difference on the assessment of school leaders' management of financial and resources when compared into research survey results and SBM assessment of Region IV-A CALABARZON, Schools Division of Rizal.

Recommendation

The recommended that principals were at the advance level of practice in their respective school for approved work and financial plan. However, the school heads may further explain the matrix, process, and on how to attain the expected skills and requirement since these area were noted as still opportunities for its further improvement. School heads may do this activity through LAC sessions and/or during RPMS-PPST orientations. The challenges in the implementation of management of financial and resources were inferred wherein there is a significant difference between the approved school operating budget and school inventory of resources. In line with this, a systematic planning with all the stakeholders must be done annually in order to maximize the given resources. School leadership indeed play pivotal role in actualizing the schools' vision-mission statement. The collaborations between teachers and school administrators are important since they are the main agents of transformation in the school system. The excellence in the implementation of management of financial and resources could lead in providing high quality education.. In this view, annual evaluations of the stakeholders must be done to track the progress of the performance of the school. It appears exigent the school management and instructional leaders may draw a closer attention on the prescribed action plan based from the findings of this study.

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