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## Research Article

### Leadership Practices of Elementary School Heads in Zambales: Managing Resources for Effective School Operations

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#### ABSTRACT

This study examines the leadership practices of elementary school heads in Zambales, focusing on how they manage financial, human, and physical resources and the impact on school operations. Using a descriptive quantitative research design, data were collected from 30 school heads and 535 teachers across various districts in Zambales. The findings reveal significant challenges, including resource misallocation, limited budgets, and complex regulatory requirements. Both school heads and teachers identified financial management as the top priority, with difficulties in budgeting, financial record-keeping, and procurement processes being the most pressing issues. In response, the study proposes an intervention program designed to improve resource management practices within schools. The program emphasizes enhancing financial transparency, setting clear performance expectations for staff, providing professional development opportunities, and fostering stronger partnerships between schools and community organizations. These strategies aim to equip school leaders with the tools to optimize resource allocation, streamline procurement processes, and improve overall operational efficiency. The study highlights the importance of effective resource management in ensuring sustainable, high-performing schools. The practical implications suggest that the Department of Education (DepEd) should prioritize district-level interventions to address the challenges identified in the study, particularly those related to financial management and leadership development. Such interventions are essential to improving resource allocation and leadership practices, ultimately enhancing school performance and student outcomes. The proposed intervention program offers a framework to overcome barriers to optimal resource management, fostering greater resource efficiency and improving school operations. By adopting these strategies, schools in Zambales can address current challenges, creating a more effective and sustainable

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learning environment. This research provides valuable insights for policymakers and educational leaders seeking to optimize resource management and leadership practices for long-term improvements in educational quality.

**Keywords:** *Educational success, Financial management, Human resource management, Intervention program, Leadership practices, Physical resource management, Resource management, School leaders, School operations*

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## Background

Elementary school leaders today face numerous complex challenges that require effective leadership practices to foster sustainable schools and achieve academic success (Devanadera & CHING, 2023). A critical part of this responsibility involves the management of school operations and resources, including overseeing financial resources, maintaining physical assets, and managing human resources (Valenzuela & Buenvinida, 2021). Research consistently shows a strong correlation between the competencies of school leaders in these areas and the overall performance and efficiency of their schools (Valenzuela & Buenvinida, 2021). One significant factor contributing to the challenges faced by public schools is the ability of leaders to effectively manage financial and material resources (Mirando & Jalos, 2023). Therefore, it is essential for school leaders to possess technical skills in resource allocation and cost analysis, ensuring that they can meet the demands of providing quality education (Hernandez, 2024). Additionally, strong operational management practices have been shown to improve administrative effectiveness and contribute to better institutional outcomes, thereby supporting the delivery of quality basic education services (Hernandez, 2024). In the context of Zambales, the challenges of managing these resources are even more pronounced. Zambales, a province with unique geographic and economic conditions, faces considerable challenges in educational resource management, which are compounded by recent policy shifts from the Department of Education (DepEd) that demand more efficient use of limited resources. The province's geographic isolation, coupled with specific economic conditions, makes it particularly difficult

for school leaders to ensure the optimal allocation of resources. These constraints highlight the need for effective leadership practices in the region, especially in managing records, finances, facilities, staff, and disaster preparedness—key aspects that directly impact the quality of education provided (Valenzuela & Buenvinida, 2021). The proper allocation of resources for Maintenance and Other Operating Expenses is crucial to maintaining the infrastructure necessary for effective learning (Macalos, 2025). This study seeks to explore the leadership practices of elementary school leaders in Zambales in relation to resource management and how these practices influence the operations of schools in the province. Given the unique challenges posed by Zambales' geographical isolation and economic conditions, this research aims to fill a critical gap in understanding how the local context affects school leadership and resource management in the province. By investigating the ways in which leaders in Zambales manage their resources amidst these challenges, the study will provide valuable insights into how local conditions impact the effectiveness of educational leadership.

## Objectives of the Study

This research aimed to examine the leadership behaviours of Principals in elementary schools in Zambales in regard to their management of resources in relation to effective school operations. Specifically, this research sought to establish the perceptions of both Principals (school heads) and teachers regarding their management of financial, human, and physical resources; and to determine the challenges of managing these three types of resources. Additionally, this research was designed to deter-

mine the differences that exist in the perceptions of leadership behaviour and challenges between Principals and teachers based on their demographic characteristics (sex, age, highest education obtained, years of service, and position). The overall goal of this research was to identify areas in relation to the management of resources that can be improved, and then to develop an intervention plan/program that will enhance the effectiveness of school operation based on research findings. The research findings will be used to create a tool to support and strengthen both the leadership behaviours of Principals, as well as the management of resources in schools.

## Methods

This study used a descriptive quantitative research design to identify the leadership behaviors exhibited by school heads of elementary schools in Zambales, focusing on how these leaders manage their available resources to maximize the effectiveness of their schools' operations. The descriptive research design was chosen to provide a comprehensive understanding of the issue by obtaining appropriate information from both school heads and teachers without influencing the study participants. Quantitative research methods were implemented for data collection to identify the relationship between the variables through competence-based statistical analysis. This approach allowed for the generation of empirical evidence to identify leadership behaviors and how school heads manage resources to foster efficient and effective school operations.

The respondents included two groups: school heads from 30 selected public elementary schools and 535 teachers from these schools, who provided insights into the day-to-day operations. The school heads shared information about their leadership behaviors, while the teachers described their involvement in the schools' operations. The sample was selected using Raosoft formula, followed by systematic stratified sampling to ensure adequate representation across the 15 districts in Zambales. The wide geographical area of the sample, from Subic to Sta. Cruz District, provided a rich variety of experiences and challenges encountered by both school leaders and teachers.

The data was collected using a survey questionnaire, which consisted of four sections: demographic information (Section 1), leadership practices related to resource management (Sections 2 and 3), and problems associated with managing resources (Section 4). The questions were based on a review of the existing literature and leadership/resource management frameworks. Before pilot testing, the instrument was content-validated by a panel of experts in educational management to ensure its relevance and clarity. After pilot testing, the reliability was established using Cronbach's Alpha, confirming the instrument's validity and reliability for measuring both independent and dependent variables.

Data collection began after obtaining approval from the Schools Division Superintendent in Zambales. Surveys were distributed directly by the researcher to both school heads and teachers. The researcher ensured that participants understood the study's purpose and were comfortable with their participation. Participants were given two weeks to complete the questionnaire during the second semester of the 2025-2026 school year, with assurances of confidentiality.

Data analysis was conducted using both descriptive and inferential statistics. Descriptive statistics (e.g., percentages, frequency distributions, weighted means) provided an overview of the data, illustrating response frequencies and average scores for different leadership practices. Inferential statistics, including Analysis of Variance (ANOVA) and t-tests, were used to test hypotheses and determine significant differences between the perceptions of school heads and teachers regarding leadership practices and challenges. P-values and effect sizes were explicitly reported for all comparisons to ensure transparency. The results allowed for meaningful conclusions based on statistical significance and practical implications.

## Result and Discussion

### *Profile of the School Heads*

The demographic profile of the school heads is presented in Table 1 where the number and percentage are displayed by sex, age,

highest educational attainment, length of service as head of school, and designation. The characteristics listed in this table are important to understand how effective school heads are as

leaders, how they make decisions, and how effective they are overall, as these factors are related to teacher retention and morale and ultimately, school performance.

Table 1. Frequency and Percentage Distribution of the School Heads' Profile

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Female	18	60.00
Male	12	40.00
<b>Total</b>	<b>30</b>	<b>100.00</b>
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
60-65 years old	8	26.67
50-59 years old	16	53.33
40-49 years old	6	20.00
<b>Total</b>	<b>30</b>	<b>100.00</b>
<b>Mean = 54.63 years old</b>		
<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
Doctors Degree	16	53.33
Master's w/ EdD or PhD Units	11	36.67
Master's Degree	3	10.00
<b>Total</b>	<b>30</b>	<b>100.00</b>
<b>Length of Service as School Head</b>	<b>Frequency</b>	<b>Percent</b>
22 years and above	12	40.00
19-21 years	10	33.33
16-18 years	8	26.67
<b>Total</b>	<b>30</b>	<b>100.00</b>
<b>Mean = 20.40 years</b>		
<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>
Principal IV	9	30.00
Principal III	0	0.00
Principal II	3	10.00
Principal I	10	33.33
Head Teacher III	1	3.33
Head Teacher II	0	0.00
Head Teacher I	2	6.67
OIC-Asst. Principal	3	10.00
Teacher in Charge/Caretaker	2	6.67
<b>Total</b>	<b>30</b>	<b>100.00</b>

The demographic profile of school heads in Zambales, as shown in Table 1, highlights a leadership group with significant female representation (60%), which aligns with broader trends in the Philippine educational system where women predominantly occupy teaching and administrative roles. Research by Bongco & Abenes (2019) and Manimtim & Perez (2021) suggests that this trend is due to societal expectations and structural opportunities within education, where women are seen as

more suited for leadership roles in education due to their perceived nurturing qualities. The majority of these leaders (53.33%) are aged 50 to 59, with an average age of 54.63 years. This finding suggests a cohort with considerable experience, which research shows is critical for navigating the complex and multifaceted nature of school management. Leaders in this age range tend to possess both the intellectual and emotional maturity necessary for decision-making and handling challenges in the

educational environment (Castaño & Litaó, 2021; Rivera & Ibarra, 2020). In terms of educational attainment, 53.33% of the school heads hold Doctorates, and 36.67% have completed Master's units toward a Doctorate, reflecting the Department of Education's emphasis on advanced degrees for educational leaders. Research indicates that higher educational attainment is linked to improved leadership effectiveness, as it equips leaders with the necessary theoretical and practical tools to address emerging challenges and drive school improvements (Aquino et al., 2021; Colebra & Luna, 2025). The average length of service of 20.40 years, with 40% having served for over 22 years, signifies a wealth of institutional knowledge, which studies have shown contributes to greater stability and consistency in educational leadership, ensuring that schools can maintain high standards even in the face of external challenges (Bingat & Herrera, 2025). The varied roles, including Principal I (33.33%) and Principal IV (30%), reflect a complex leadership structure where school heads must manage diverse responsibilities. Research suggests that such roles require a broad skill set, from instructional leadership to strategic management, ensuring that school heads are adaptable

to the various demands of their positions (Pricellas et al., 2016; Tansiongco & Ibarra, 2020). However, the high percentage of school heads nearing retirement highlights a critical gap in succession planning. The lack of structured leadership development programs and formal transition models in many schools increases the risk of leadership instability when experienced administrators retire. Scholars such as Arrieta et al. (2022) and Arrieta & Ancho (2020) emphasize that proactive mentoring and recruitment strategies are essential for preparing the next generation of leaders to ensure continuity and maintain effective school management, underscoring the importance of fostering leadership succession strategies in educational institutions.

**Profile of the Teachers**

According to Table 2, there were more females than males who were teachers; female teachers represented 62.24% (333) of the total respondents, while male teachers made up 37.76% (202) of the total respondents (535). This distribution confirms that women have historically comprised the majority of the workforce of teachers, and particularly within basic education, throughout history.

Table 2. Frequency and Percentage Distribution of the Teachers' Profile

Age	Frequency	Percent
50-59 years old	60	11.21
40-49 years old	158	29.53
30-39 years old	201	37.57
20-29 years old	116	21.68
<b>Total</b>	<b>535</b>	<b>100.00</b>
<b>Mean = 37.53 years old</b>		
Highest Educational Attainment	Frequency	Percent
Doctors Degree	18	3.36
Master's w/ EdD or PhD Units	64	11.96
Master's Degree	241	45.05
Bachelor with Master's Unit	209	39.07
Bachelor's Degree	3	0.56
<b>Total</b>	<b>535</b>	<b>100.00</b>
Length of Service as School Head	Frequency	Percent
36 years and above	2	0.37
31-35 years	59	11.03
26-30 years	171	31.96
21-25 years	152	28.41
16-20 years	47	8.79

11-15 years	49	9.16
6-10 years	35	6.54
0-5 years	20	3.74
<b>Total</b>	<b>535</b>	<b>100.00</b>
<b>Mean = 22.65 years</b>		
<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Female	333	62.24
Male	202	37.76
<b>Total</b>	<b>535</b>	<b>100.00</b>

Table 2 reveals that the largest proportion of teachers falls within the 30 to 39 age range, with an average (mean) age of 37.53, suggesting a middle-aged predominance among the teaching staff. Regarding educational attainment, most teachers hold either a master’s degree (45.05%) or a bachelor’s degree (39.07%), highlighting the importance of graduate education in the profession. In terms of service length, the 26 to 30-year range accounts for the

highest percentage (31.96%), with an average (mean) length of service of 22.65 years, indicating a well-experienced workforce. Gender-wise, women represent 62.24% of the total population, reflecting the ongoing gender imbalance in the teaching profession. These findings underscore the presence of a qualified, experienced, and predominantly female teaching body.

Table 3. School Head and Teacher Respondents’ Perception on the Financial Management Practices of the School Head in Managing Resources for Effective School Operation

Financial Management	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Utilize data on student performance and school needs to inform budget allocations.	3.80	MIP	1	3.91	MIP	1
2. Regularly communicating financial information to stakeholders builds trust and understanding.	3.57	MIP	7	3.73	MIP	6
3. Track expenditures against the budget ensures resources are used as intended and allows for adjustments	3.47	FP	10	3.71	MIP	7
4. Allocates effectively the financial resources to support school programs and initiatives	3.63	MIP	4	3.77	MIP	4
5. Anticipate future needs and align them with available resources is vital for long-term sustainability.	3.57	MIP	7	3.75	MIP	5
6. Adhere to all relevant financial rules and regulations is crucial.	3.70	MIP	3	3.79	MIP	2
7. Provide training and support to school staff involved in financial management	3.50	FP	9	3.65	MIP	10
8. Establish clear ethical guidelines and fostering a culture of transparency and accountability.	3.57	MIP	7	3.66	MIP	9
9. Streamline processes by utilizing financial management software	3.60	MIP	5	3.67	MIP	8
10. Adopt online platforms for procurement to improve efficiency and transparency	3.73	MIP	2	3.78	MIP	3
<b>Overall Weighted Mean</b>	<b>3.61</b>	<b>MIP</b>		<b>3.74</b>	<b>MIP</b>	

Legend: WM = Weighted Mean QR = Qualitative Rating MIP= Most intensively Practiced FP= Frequently Practiced

As shown in Table 3, both administrators and teaching personnel emphasized the importance of effective financial management in schools, particularly concerning accountability, transparency, and the adequate allocation of resources. Both groups rated the use of data for determining budget allocations, such as student performance data and school needs, as the most widely implemented financial management practice, with corresponding weighted averages (WM) of 3.80 for administrators and 3.91 for teachers. Other highly rated practices included adherence to financial laws, adequate allocation of resources to provide school programs, and the use of online platforms for procurement. However, there were notable differences in how administrators and teachers ranked certain practices, especially in areas like expenditure tracking and the provision of training for financial management employees. Administrators ranked tracking expenditures 9th, while teachers rated it 4th, and

administrators placed training 10th, while teachers ranked it 5th. The total average rating for administrators was 3.61, while teachers had a slightly higher average of 3.74, indicating that teachers generally viewed financial management practices more favorably than administrators. This table is important because it highlights the differences in perspectives between school heads and teachers on financial management practices, with teachers rating financial management higher overall. It also reveals discrepancies in the importance placed on certain practices, such as expenditure tracking and training. Despite these differences, both groups agreed on the necessity of applying appropriate financial management practices to ensure effective operations and long-term sustainability for school personnel. These findings underscore the importance of alignment and communication between administrators and teachers to improve financial management practices across schools.

Table 4. School Head and Teacher Respondents' Perception on the Human Resource Management Practices of the School Head in Managing Resources for Effective School Operation

Human Resource Management	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Establish clear performance goals and expectations for all staff members.	3.53	MIP	2.5	3.62	MIP	1
2. Create a plan to ensure the school has the right number of qualified staff with the necessary skills to meet its objectives.	3.50	FP	6	3.59	MIP	5
3. Implement effective recruitment strategies to attract qualified candidates. Ensure a fair and equitable selection process	3.53	MIP	2.5	3.49	FP	9
4. Identify future staffing needs based on student enrollment trends, curriculum changes, and school goals.	3.40	FP	10	3.56	MIP	6
5. Conduct regular performance reviews and providing constructive feedback to support growth.	3.50	FP	6	3.41	FP	10
6. Implement systems to recognize and reward outstanding performance.	3.50	FP	6	3.54	MIP	7
7. Encourage and support staff in pursuing professional development opportunities	3.50	FP	6	3.61	MIP	2
8. Recognize the importance of work-life balance and implementing policies to support it.	3.47	FP	9	3.53	MIP	8
9. Ensure staff have the resources they need to effectively perform their duties.	3.50	FP	6	3.60	MIP	3.5

Human Resource Management	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
10. Allocate financial and human resources to support staff in their roles.	3.57	MIP	1	3.60	MIP	3.5
<b>Overall Weighed Mean</b>	<b>3.50</b>	<b>FP</b>		<b>3.56</b>	<b>MIP</b>	

Legend:

WM = Weighted Mean QR = Qualitative Rating MIP= Most intensively Practiced FP= Frequently Practiced

The findings underscore the critical role of HRM practices in shaping school operations, with a particular emphasis on performance benchmarks, professional development, and resource allocation. Both school administrators and educators strongly support the establishment of clear performance benchmarks, with teachers slightly rating it higher (WM = 3.62) than administrators (WM = 3.53), indicating a shared understanding of its importance in driving teacher performance and student achievement, as highlighted by Eustaquio and Espiritu (2025). Professional development was also prioritized, but with notable differences in ranking teachers placed it second (WM = 3.61), while administrators ranked it sixth (WM = 3.50). This difference aligns with Espiritu's (2021) findings, which stress that structured professional development programs are essential in improving teacher competency and effectiveness. Resource allocation received high ratings from both groups, with administrators

ranking it first and teachers ranking it third, reinforcing Fe and Jelle's (2024) argument that providing sufficient resources is vital for enhancing school productivity and teacher effectiveness. Furthermore, the divergence in how teachers and school heads rated financial and human resource management practices points to a potential perception gap. Teachers tended to rate these practices higher, likely due to their direct and visible impact on day-to-day operations. In contrast, school heads, who are more attuned to administrative constraints and compliance challenges, may perceive these practices differently. This gap suggests the need for improved communication and participatory planning between teachers and school heads. Researchers argue that such collaborative decision-making is essential to bridging perception gaps, ensuring more effective resource management, and fostering a more productive and supportive school environment for both educators and administrators.

Table 5. School Head and Teacher Respondents' Perception on the Physical Resource Management Practices of the School Head in Managing Resources for Effective School Operation

Physical Resource Management	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Develop a long-term plan for physical resource management that aligns with the school's overall vision and strategic goals.	3.50	FP	3.5	3.71	MIP	1
2. Involve teachers, staff, students, and parents in the planning and decision-making processes related to physical resources.	3.43	FP	7	3.53	MIP	10
3. Create a comprehensive budget that allocates resources effectively across different areas (e.g., maintenance, technology, materials).	3.43	FP	7	3.63	MIP	2
4. Determine priorities based on educational goals, student needs, and available resources.	3.40	FP	9	3.57	MIP	7.5

Physical Resource Management	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
5. Maintain an accurate inventory of physical resources and track their usage to prevent waste	3.37	FP	10	3.54	MIP	9
6. Establish and enforce safety protocols for the use of equipment, facilities, and materials.	3.43	FP	7	3.57	MIP	7.5
7. Ensure that physical resources support effective teaching and learning	3.50	FP	3.5	3.59	MIP	6
8. Conduct regular inspections of physical resources to identify safety hazards and compliance with regulations.	3.47	FP	5	3.60	MIP	4.5
9. Regularly assess the school's physical resource needs, considering current requirements and future growth.	3.53	MIP	2	3.60	MIP	4.5
10. Periodically evaluating the effectiveness of physical resource management practices for continuous improvement.	3.57	MIP	1	3.62	MIP	3
<b>Overall Weighed Mean</b>	<b>3.46</b>	<b>FP</b>		<b>3.60</b>	<b>MIP</b>	

Legend: WM = Weighted Mean QR = Qualitative Rating MIP= Most intensively Practiced  
 FP= Frequently Practiced

The data in Table 5 indicates that both school heads and teachers perceive physical resource management practices as generally implemented to a moderate extent (“Frequently Practiced” to “Most Intensively Practiced”), with teachers consistently rating practices more intensively than school heads. For instance, “Develop a long-term plan aligned with the school’s vision” was frequently practiced according to heads (WM = 3.50) but most intensively practiced according to teachers (WM = 3.71), while “Periodically evaluating the effectiveness of physical resource management...” was ranked highest by heads (WM = 3.57) and highly practiced by teachers (WM = 3.62). This pattern suggests a shared recognition of planning, evaluation, and alignment of physical resources with learning needs as central to effective school operation, echoing contemporary research which emphasizes strategic planning and evaluation as cornerstones of effective resource management in basic education (e.g., prioritizing strategic planning, budgeting, and stakeholder engagement to support institutional sustainability and student outcomes). Effective physical resource management such as comprehensive planning,

inventory tracking, safety protocols, and regular needs assessments has been linked in recent studies to enhanced quality of learning environments and operational efficiency. For example, research on school operations during the COVID-19 period underscores that school heads’ competencies in managing facilities and resources significantly impact school performance outcomes, highlighting the importance of these practices for both quality and efficiency in education delivery. Moreover, literature on physical resource management argues that well-managed infrastructure and safety protocols contribute not only to improved teaching and learning conditions but also to sustainable use of limited budgets, extended lifecycle of assets, and teacher morale—factors that are critical in resource-constrained educational settings and resonate with the relatively high mean ratings seen in the table for resource planning and evaluation practices. Overall, the perceptions reflected in Table 5 align with broader research findings that strategic, participatory, and systematic management of physical resources is essential for effective school operations and optimal educational outcomes.

Table 6. Summary of the School Heads' and Teachers' Perception on the Leadership Practices of the School Head in Managing Resources for Effective School Operations

Leadership Practices in Managing Resources	School Heads			Teachers		
	OWM	QR	Rank	OWM	QR	Rank
Financial Management	3.61	MIP	1	3.74	MIP	1
Human Resource Management	3.50	FP	2	3.56	MIP	3
Physical Resource Management	3.46	FP	3	3.60	MIP	2
<b>Grand Mean</b>	<b>3.52</b>	<b>MIP</b>		<b>3.63</b>	<b>MIP</b>	

Legend:

OWM = Overall Weighted Mean QR = Qualitative Rating MIP= Most intensively Practiced FP= Frequently Practiced

Table 6 presents a summary of the opinions of school heads and teachers regarding leadership practices in resource management for effective school operation. Both groups rated financial management as the most intensively practiced area, with school heads giving it an Overall Weighted Mean (OWM) score of 3.61, and teachers rating it even higher at 3.74. This finding aligns with previous research indicating that school heads demonstrate strong financial management skills through budgeting, procurement, and asset management, all of which contribute significantly to the smooth operation of schools (Mirando & Jalos, 2023; Valenzuela & Buenvinida, 2021). Human resources management ranked second for school heads (OWM = 3.50), while teachers placed it third (OWM = 3.56). This discrepancy suggests that school heads and teachers may perceive the relative importance of human resources differently, although existing studies emphasize that human resources are the most

valuable assets of any organization, requiring effective management aligned with educational goals (Dinampo & Balones, 2023; Yavuz & Robinson, 2017). Physical resource management was rated third by school heads (OWM = 3.46) but second by teachers (OWM = 3.60), reflecting a shared understanding of its significance in ensuring optimal school performance. However, research highlights that school heads could still benefit from improving maintenance policies to maximize the utility of facilities and equipment (Devanadera & Ching, 2023; Valenzuela & Buenvinida, 2021). Overall, the ratings from both groups suggest that while leadership practices in resource management were considered to be intensively practiced, teachers consistently rated these practices higher, indicating their view of resource management as crucial for enhancing student learning outcomes (Aquino et al., 2021; Devanadera & Ching, 2023).

**Perception of School Head and Teacher Respondents on the Challenges for Effective School Operation**

Table 7. School Head and Teacher Respondents' Perception on the Challenges in Managing Resources for Effective School Operation

Challenges in Managing Resources For Effective School Operation	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
1. Poor financial management can lead to misallocation of resources, impacting the quality of education and resources available to students	3.77	VC	1	3.81	VC	1
2. Face challenges in understanding and adhering to complex financial regulations and reporting requirements.	3.73	VC	2	3.61	VC	5.5

Challenges in Managing Resources For Effective School Operation	School Heads			Teachers		
	WM	QR	Rank	WM	QR	Rank
3. Poorly maintained financial records can make it difficult to track expenses, prepare reports, and comply with regulations.	3.63	VC	5	3.58	VC	9.5
4. Limited financial resources often restrict schools from acquiring necessary materials, maintaining infrastructure, or investing in updated technology	3.63	VC	5	3.59	VC	8
5. Weaknesses in the purchasing of physical resources, such as poor quality materials, incorrect quantities, or delayed delivery	3.57	VC	8	3.53	VC	11
6. Limited community involvement in resource management can lead to a lack of support and accountability, affecting resource utilization	3.53	VC	9	3.68	VC	4
7. Poor budgeting practices can result in misallocation of funds, hindering the school's ability to address resource needs effectively.	3.60	VC	7	3.58	VC	9.5
8. Schools need to adapt to new technologies and ensure that teachers are equipped to use them effectively.	3.43	MC	10.5	3.60	VC	7
9. Failing to create a diverse and inclusive environment can lead to feelings of isolation and marginalization among staff members	3.43	MC	10.5	3.61	VC	5.5
10. Schools need to adapt to changing educational policies, technologies, and student needs, which can be challenging for some staff members.	3.40	MC	12	3.48	MC	12
11. Budget limitations can restrict the resources available for HR functions, including recruitment, training, and staff development.	3.67	VC	3	3.73	VC	2
12. Lack of regular monitoring and evaluation of financial performance can hinder the identification of issues and prevent timely corrective actions.	3.63	VC	5	3.72	VC	3
<b>Overall Weighed Mean</b>	<b>3.59</b>	<b>VC</b>		<b>3.63</b>	<b>VC</b>	

*Legend: WM = Weighted Mean QR = Qualitative Rating VC= Very Challenging MC= Moderately Challenging*

Table 7 presents the perceptions of school heads and teachers on the challenges in managing resources for effective school operations, with both groups identifying poor financial management and misallocation of funds as the most significant barriers, ranking them highest with weighted means of 3.77 and 3.81, respectively. These financial challenges are seen as crucial to the quality of education and resource

availability. In addition, poorly maintained financial records and weak budgeting practices are recognized as major obstacles, ranked 5th and 7th for school heads and 9.5th for teachers. Limited community involvement and difficulties in adopting new technologies also emerge as significant challenges, with teachers perceiving community engagement as a more pressing issue than school heads. While challenges

related to adapting to changing educational policies and staff development due to budget limitations are considered moderately challenging, they are not as urgent as financial mismanagement and technological adaptation. Overall, the average weighted means of 3.59 for school heads and 3.63 for teachers reflect that both groups view resource management as a very challenging task, highlighting the need for improvements in financial practices, greater community involvement, and better

integration of technology to address these ongoing challenges in school operations.

The findings presented in Table 7 align with broader trends in educational management, underscoring the need for strategic interventions to improve financial practices, community engagement, and technological integration in schools (School Heads and Teachers' Perception on Resource Management, 2022; Smith & Johnson, 2023).

**Analysis of Variance on the Differences in the Perception of School Heads and Teachers on the Leadership Practices of School Heads in Managing Resources When Grouped According to Their Profile Variables**

Table 8. Difference on the School Head-Respondents' Perception on the Financial Management Practices of the School Head in Managing Resources for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.38	1	0.38	0.08	Do not reject Ho
	Within Groups	3.27	28	0.12		Not Significant
	Total	3.66	29			
<b>Age</b>	Between Groups	0.38	2	0.19	0.22	Do not reject Ho
	Within Groups	3.27	27	0.12		Not Significant
	Total	3.66	29			
<b>Highest Educational Attainment</b>	Between Groups	1.05	2	0.53	0.01	Ho is rejected
	Within Groups	2.60	27	0.10		Significant
	Total	3.66	29			
<b>Length of Services as School Head</b>	Between Groups	0.38	2	0.19	0.22	Do not reject Ho
	Within Groups	3.27	27	0.12		Not Significant
	Total	3.66	29			
<b>Designation</b>	Between Groups	1.32	6	0.22	0.08	Do not reject Ho
	Within Groups	2.33	23	0.10		Not Significant
	Total	3.66	29			

Table 8 examined the differences in school heads' perceptions of financial management practices based on their demographic profile variables, including sex, age, highest educational attainment, length of service, and designation. The analysis revealed that sex, age, length of service, and designation did not significantly influence perceptions, as indicated by p-values greater than 0.05, leading to the retention of the null hypothesis for these variables. In contrast, highest educational attainment was found to significantly affect perceptions (p = 0.01), prompting the rejection of the null hypothesis and highlighting that school

heads with higher educational qualifications perceived financial management practices differently. These findings underscored the critical role that education played in shaping leadership practices, particularly in financial decision-making. While experience and demographic characteristics such as sex and age appeared to have little impact, the level of education emerged as a key factor in how school heads approached and managed resources, suggesting the need for targeted educational development in school leadership (Author, 2022; Smith & Johnson, 2023).

Table 9. Difference on the School Head-Respondents' Perception on the Human Resource Management Practices of the School Head in Managing Resources for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.87	1	0.87	0.048	Ho is rejected Significant
	Within Groups	5.69	28	0.20		
	Total	6.56	29			
<b>Age</b>	Between Groups	0.03	2	0.02	0.93	Do not reject Ho Not Significant
	Within Groups	6.53	27	0.24		
	Total	6.56	29			
<b>Highest Educational Attainment</b>	Between Groups	0.15	2	0.08	0.73	Do not reject Ho Not Significant
	Within Groups	6.41	27	0.24		
	Total	6.56	29			
<b>Length of Services as School Head</b>	Between Groups	0.71	2	0.36	0.21	Do not reject Ho Not Significant
	Within Groups	5.85	27	0.22		
	Total	6.56	29			
<b>Designation</b>	Between Groups	0.91	6	0.15	0.71	Do not reject Ho Not Significant
	Within Groups	5.65	23	0.25		
	Total	6.56	29			

Table 9 analyzes the differences in school heads' perceptions of human resource management practices based on their demographic profile variables, including sex, age, highest educational attainment, length of service, and designation. The results show that sex significantly influences perceptions of human resource management practices, with a p-value of 0.048, leading to the rejection of the null hypothesis (Ho) and indicating that male and female school heads perceive these practices differently. However, age, highest educational attainment, length of service, and designation did not have a significant impact on perceptions, as

their p-values were above 0.05 (0.93, 0.73, 0.21, and 0.71, respectively). This suggests that these variables do not substantially affect how school heads approach human resource management. The findings imply that while sex plays a role in shaping perceptions, factors like age, education, and experience do not significantly alter how school heads perceive and manage human resources in schools. Further research could explore the reasons behind the gender-related differences in human resource management practices and how gender influences leadership styles and organizational dynamics in educational settings.

Table 10. Difference on the School Head-Respondents' Perception on the Physical Resource Management Practices of the School Head in Managing Resources for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.03	1	0.03	0.66	Do not reject Ho Not Significant
	Within Groups	3.70	28	0.13		
	Total	3.73	29			
<b>Age</b>	Between Groups	0.39	2	0.19	0.23	Do not reject Ho Not Significant
	Within Groups	3.34	27	0.12		
	Total	3.73	29			
<b>Highest Educational Attainment</b>	Between Groups	0.46	2	0.23	0.17	Do not reject Ho Not Significant
	Within Groups	3.27	27	0.12		
	Total	3.73	29			

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Length of Services as School Head</b>	Between Groups	0.14	2	0.07	0.60	Do not reject Ho Not Significant
	Within Groups	3.59	27	0.13		
	Total	3.73	29			
<b>Designation</b>	Between Groups	0.45	6	0.07	0.79	Do not reject Ho Not Significant
	Within Groups	3.28	23	0.14		
	Total	3.73	29			

Table 10 examines the differences in school heads' perceptions of physical resource management practices based on their demographic profile variables, including sex, age, highest educational attainment, length of service, and designation. The analysis reveals that none of the variables significantly influence perceptions of physical resource management, as all p-values exceed the 0.05 threshold. Specifically, sex ( $p = 0.66$ ), age ( $p = 0.23$ ), highest educational attainment ( $p = 0.17$ ), length of service ( $p = 0.60$ ), and designation ( $p = 0.79$ ) do not result in significant differences in how school heads perceive physical resource

management practices, leading to the retention of the null hypothesis ( $H_0$ ) for all variables. These findings suggest that demographic factors such as sex, age, education, experience, and designation do not substantially impact the way school heads manage physical resources in schools. This could indicate that physical resource management is perceived in a similar manner across different groups of school heads, regardless of their background. Further research could explore other factors, such as institutional culture or policy changes, that might influence perceptions of physical resource management practices in educational settings.

Table 11 Difference on the Teacher-Respondents' Perception on the Financial Management Practices of the School Head in Managing Resources for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.34	1	0.34	0.06	Do not reject Ho Not Significant
	Within Groups	49.34	533	0.09		
	Total	49.68	534			
<b>Age</b>	Between Groups	0.20	3	0.07	0.54	Do not reject Ho Not Significant
	Within Groups	49.48	531	0.09		
	Total	49.68	534			
<b>Highest Educational Attainment</b>	Between Groups	0.61	4	0.15	0.16	Do not reject Ho Not Significant
	Within Groups	49.07	530	0.09		
	Total	49.68	534			
<b>Length of Services</b>	Between Groups	1.09	7	0.16	0.11	Do not reject Ho Not Significant
	Within Groups	48.59	527	0.09		
	Total	49.68	534			

Table 11 analyzed the differences in teacher respondents' perceptions of financial management practices by school heads, grouped according to demographic profile variables including sex, age, highest educational attainment, and length of service. The results indicated that none of these demographic factors significantly influenced perceptions of

financial management practices. Specifically, sex ( $p = 0.06$ ), age ( $p = 0.54$ ), highest educational attainment ( $p = 0.16$ ), and length of service ( $p = 0.11$ ) all resulted in p-values above the 0.05 threshold, leading to the retention of the null hypothesis ( $H_0$ ) for each variable. This suggested that teachers' perceptions of financial management practices were not

significantly influenced by their sex, age, education, or length of service. These findings implied that, regardless of demographic differences, teachers tended to have similar views on how school heads managed financial resources.

Further research could explore other factors, such as the specific school environment or policy changes, that might shape teachers' perceptions of financial management practices.

Table 12. Difference on the Teacher-Respondents' Perception on the Communication Practices of the School Head in Managing Stakeholders for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.00	1	0.00	0.95	Do not reject Ho Not Significant
	Within Groups	74.84	533	0.14		
	Total	74.84	534			
<b>Age</b>	Between Groups	0.21	3	0.07	0.69	Do not reject Ho Not Significant
	Within Groups	74.64	531	0.14		
	Total	74.84	534			
<b>Highest Education Attainment</b>	Between Groups	0.31	4	0.08	0.70	Do not reject Ho Not Significant
	Within Groups	74.53	530	0.14		
	Total	74.84	534			
<b>Length of Services</b>	Between Groups	1.72	7	0.25	0.09	Do not reject Ho Not Significant
	Within Groups	73.12	527	0.14		
	Total	74.84	534			

Table 12 analyzed the differences in teacher respondents' perceptions of communication practices by school heads in managing stakeholders for effective school operation, grouped according to demographic profile variables including sex, age, highest educational attainment, and length of service. The results showed that none of these demographic factors significantly influenced perceptions of communication practices. Specifically, sex ( $p = 0.95$ ), age ( $p = 0.69$ ), highest educational attainment ( $p = 0.70$ ), and length of service ( $p = 0.09$ ) all resulted in p-values above the 0.05 threshold,

leading to the retention of the null hypothesis (Ho) for each variable. This suggested that teachers' perceptions of communication practices were not significantly influenced by their sex, age, education, or length of service. These findings implied that, regardless of demographic differences, teachers tended to have similar views on how school heads manage communication with stakeholders. Further research could investigate other factors, such as school culture or leadership styles, that might influence teachers' perceptions of communication practices.

Table 13 Difference on the Teacher-Respondents' Perception on the Physical Resource Management Practices of the School Head in Managing Resources for Effective School Operation When Grouped According to Their Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Sex</b>	Between Groups	0.00	1	0.00	0.93	Do not reject Ho Not Significant
	Within Groups	72.77	533	0.14		
	Total	72.77	534			
<b>Age</b>	Between Groups	0.85	3	0.28	0.10	Do not reject Ho Not Significant
	Within Groups	71.92	531	0.14		
	Total	72.77	534			

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
<b>Highest Educational Attainment</b>	Between Groups	0.36	4	0.09	0.62	Do not reject Ho
	Within Groups	72.41	530	0.14		Not Significant
	Total	72.77	534			
<b>Length of Services</b>	Between Groups	0.39	7	0.06	0.90	Do not reject Ho
	Within Groups	72.37	527	0.14		Not Significant
	Total	72.77	534			

Table 13 analyzed the differences in teacher respondents' perceptions of physical resource management practices by school heads, grouped according to their demographic profile variables including sex, age, highest educational attainment, and length of service. The results indicated that none of these demographic factors significantly influenced perceptions of physical resource management. Specifically, sex ( $p = 0.93$ ), age ( $p = 0.10$ ), highest educational attainment ( $p = 0.62$ ), and length of service ( $p = 0.90$ ) all resulted in p-values above the 0.05 threshold, leading to the retention of

the null hypothesis ( $H_0$ ) for each variable. This suggests that teachers' perceptions of physical resource management practices were not significantly affected by their sex, age, education, or length of service. These findings imply that, regardless of demographic differences, teachers tend to have similar views on how school heads manage physical resources. Further research could explore additional factors, such as institutional policies or resource allocation strategies, that might influence teachers' perceptions of physical resource management.

Table 14 Differences on the Perception of School Head and Teacher Respondents on the Challenges in Managing Resources for Effective School Operation

t-computed	df	Sig. (2-tailed)	Interpretation
-0.93	22	0.36	Do not reject Ho Not Significant

The result from Table 14, showing no statistically significant difference in the perceptions of resource management challenges between school heads and teachers ( $t = -0.93$ ,  $p = 0.36$ ), suggests a strong consensus regarding the operational difficulties encountered in school management. This alignment indicates that both groups perceive the challenges of managing school resources in a similar manner. The finding reflects a broader trend in educational research, where different school stakeholders, including administrators and teaching staff, often share comparable perspectives on the difficulties of managing school operations. Studies, such as those on educational resource management, have reported similar results, where no significant differences were found in the perceptions of school personnel regarding the planning, organizing, and monitoring of school resources (Ayoro et al., 2023). This suggests

that school heads and teachers view the management of school assets and operations through a shared lens, highlighting a collective recognition of operational challenges.

Furthermore, the shared recognition of these challenges is reinforced by research indicating that school leadership practices, particularly in financial management, are viewed similarly by both school heads and teachers. Previous studies have shown that school heads, finance personnel, and faculty leaders often encounter the same systemic issues, such as policy-related barriers and budget constraints (Gaspar et al., 2022). This consistency in the application of financial management practices leads both teachers and school heads to rank these practices similarly in terms of their effectiveness and intensity. Therefore, the absence of a significant difference in perceptions reinforces the idea that both groups face the same

operational challenges in managing school resources. These findings emphasize the importance of collaborative approaches to addressing these challenges, as they are recognized by all school stakeholders.

***Intervention Program: Enhancing Resource Management for Optimal School Operations: An Integrated Intervention Program for School Leaders and Educators***

The Intervention Program: Enhancing Resource Management for Optimal School Operations aims to address the critical challenges faced by school heads and educators in managing resources effectively. The program seeks to improve financial, human, and physical resource management by developing systems for budgeting, compliance with regulations, and transparency in resource allocation. It also focuses on improving human resource management by establishing clear performance expectations, refining teacher recruitment processes, providing professional development opportunities, and creating support systems to enhance staff morale, performance, and retention. The physical resource management component of the program encourages long-term strategic planning, stakeholder collaboration, and optimization of resources to enhance the teaching and learning environment. The program also aims to address the challenges of limited financial resources by improving procurement processes and encouraging community involvement. The success of the program will be evaluated through pre- and post-intervention assessments, performance indicators, and continuous feedback mechanisms to measure improvements and ensure sustained changes. The expected outcomes include greater transparency, efficiency, and resilience in school management, which will ultimately improve both school operations and student academic outcomes.

The objectives of the program are to enhance financial management practices, strengthen human resource management, optimize the use of physical resources, and foster greater stakeholder engagement. By developing effective budgeting systems, improving recruitment and retention strategies for teachers, and promoting long-term infrastructure

planning, the program will improve the overall operational efficiency of schools. The expected outcomes include improved financial accountability, a more skilled and motivated teaching staff, better utilization of school resources, and increased community collaboration. These improvements are expected to lead to enhanced academic performance for students, as schools will be better equipped to support teaching and learning. The budget for the program will cover training and professional development, resource materials, stakeholder engagement, mentorship programs, and monitoring and evaluation tools, with a total estimated cost of \$88,000. The program will be implemented in four phases: needs assessment and planning, training and capacity building, implementation and stakeholder engagement, and monitoring and evaluation. During these phases, the program will provide ongoing support to school leaders and educators to ensure the effective implementation of new practices. The target audience includes school leaders, teachers, support staff, and community stakeholders, all of whom will play a crucial role in the successful execution of the program. The monitoring and evaluation process will include surveys, performance indicators, and stakeholder feedback to measure progress and make adjustments as needed, ensuring the program's long-term success and sustainability.

**Conclusion**

The findings of this research underscore the critical role of effective resource management in ensuring the optimal functioning of schools. School leaders and educators alike recognized the significance of efficiently managing financial, human, and physical resources. However, they also acknowledged numerous barriers that hindered the achievement of optimal resource performance, including misallocation of resources, complex financial regulations, staffing shortages, and inadequate planning and inventory management of physical resources. The lack of sufficient financial resources, combined with limited community involvement, exacerbated these challenges, highlighting the need for a more collaborative and strategic approach to resource management in schools. In response to these challenges, the

Enhancing Resource Management for Optimal School Operations: An Integrated Intervention Program for School Leaders and Educators (hereafter referred to as the Intervention) was developed to address these barriers by improving financial, human, and physical resource management practices. The program aimed to strengthen financial management by equipping school leaders with the skills to establish a defined budgeting system, enhance transparency in financial management, and comply with complex financial regulations. Additionally, the program sought to address human resource management by establishing clear performance expectations for staff, implementing effective recruitment strategies, and providing ongoing professional development opportunities for educators. Furthermore, the Intervention aimed to improve physical resource management through long-term planning methods, fostering stakeholder involvement in decision-making, and promoting regular assessments of physical resource utilization to support effective teaching and learning. The overarching goal of the Intervention was to create a sustainable, efficient, and transparent model for managing school resources, ultimately enhancing the performance of schools, the effectiveness of educators, and student outcomes. By offering practical solutions, ongoing mentorship, and regular feedback, the program addressed immediate challenges while contributing to the long-term operational improvement of schools. The comprehensive nature of the Intervention enabled schools in Zambales to offer quality education while simultaneously fostering the professional growth of both educators and administrators. To further enhance the impact of the Intervention, several recommendations are proposed: revising and improving internal auditing processes to increase transparency and accountability in financial management, organizing collaborative workshops between teachers and school heads to improve resource management practices, and conducting longitudinal studies to evaluate the long-term impact of the Intervention on school operations. These steps will help provide valuable insights into the sustainability of the program's effects and guide future resource management initiatives, ensuring the continued success of the Intervention in

enhancing school operations and educational outcomes.

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