



**SCHOOL HEADS RESOURCE MANAGEMENT AND PERFORMANCE
OF SELECTED SCHOOLS IN THE NATIONAL
CAPITAL REGION**

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ABSTRACT

In order to better understand how resource management strategies, affect overall school performance, we must explore the complex totality of resource management in educational institutions in this study. It covers a wide range of resources that are essential to the operation of schools, such as financial resources that includes funding allotments, human resources that includes assigning task and responsibilities of the employees, and facility upkeep and use, where physical resources are involved. Through the use of a thorough research methodology that integrates quantitative investigation, the goal of the study is to reveal trends and insights into resource management strategies.

The commendable performance of school heads in properly managing financial, physical and human resources is highlighted by the findings of this study. High weighted mean scores that demonstrate competence in areas like financial transparency and indirect assessments as proof of this.

Nevertheless, it also a notable difference in the assessment of resource management strategies among external stakeholders, underscoring the variety of viewpoints and concerns related to resource distribution in educational environments.

Although there are differences, this research shows that school heads and teachers consistently have good perspective about the way schools are performing based on a number of criteria, such as learner achievement, teacher performance, access and facilities, and client

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satisfaction. This shows that these schools are generally regarded as effective in meeting stakeholder expectations and providing high-quality education.

The data also shows a strong relationship between school performance and effective resource management, highlighting the crucial role that resource allocation strategies play in promoting successful educational results. But it also highlights important issues that school heads of schools must deal with, like growing class sizes and inadequate facilities, which call for careful consideration and well-thought-out solutions.

To address these issues, the researcher provides the Localized Resource Management Model (LRMM), which promotes customized resource management strategies that place an emphasis on community cooperation and context-adaptability, which the willingness to change in order to suit different conditions in relation to school's environment. The LRMM aims to improve overall educational attainment and treat the particular requirements and difficulties faced by schools within the educational institutions by highlighting the significance of localized approaches and community involvement.

As a result, this study provides insightful information to educational leaders and politicians who aim to improve resource allocation procedures and encourage constructive changes in the field of education.

External stakeholders can ensure equal access to high-quality education and foster learner achievement in the schools and beyond by making informed decisions and implementing targeted interventions by understanding the compound progress of resource management and its impact on school performance.

Keywords:

The terms are used operationally and contextually for a clearer and better understanding of this study.

Academic Achievement. This refers to the degree to which pupils have proven their knowledge, abilities, and competences in academic areas; this is frequently measured by grades, standardized examinations, or other assessment techniques.

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Access and facilities. This refers to the availability and usability of resources, services, or physical spaces that facilitate a specific activity or purpose. In the context of education, it could refer to educational materials, technological resources, school infrastructure, and other amenities.

Client satisfaction. This refers to the education or services refers to the level of contentment or fulfillment felt by clients, who may include students, parents, and other stakeholders, It reflects their perception of the service's quality, effectiveness, and overall experience.

Facility and Equipment. This refers to the physical infrastructure and resources accessible within a school, such as buildings, classrooms, libraries, labs, playgrounds, computers, instructional equipment, furniture, and other amenities required for teaching and learning.

Financial Resources. This refers to the funding, resources, or budgets allotted to the school for operations, facilities, activities, and instructional projects.

Human Resources. This refers to the people who work in the school and contribute to its operation and efficacy, such as instructors, staff, and administrators.

Lot area. This refers to the total surface area of a piece of land or property, usually measured in square feet or square meters. It covers the entire area within the property boundaries.

Learner Achievement. This refers to a student's success, accomplishments, or educational progress. It might encompass academic achievement, skill development, and personal development.

Number of buildings. This refers to the total number of separate structures on a property. These structures may be used for a variety of purposes, including residential, commercial, and educational.

Number of classrooms. This refers to the number of designated spaces within a building or buildings that are specifically designed for teaching and learning purposes. Classrooms are critical components of a school building in an educational setting.

Number of teachers. This refers to the total number of qualified educators employed or working in a school or educational setting who are responsible for giving instruction and assisting students' academic progress.

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Physical Resources. This refers to all tangible assets and materials available within an educational institution, such as facilities, equipment, learning materials, infrastructure, and any other physical resources used in the educational process.

School Category. This refers to the schools that are classified or grouped according to certain criteria such as financing source, governance structure (public, private, charter), educational style (conventional, alternative), or grade levels serviced (elementary, secondary, combination).

School Performance. This refers to the quantifiable goals, accomplishments, or outcomes of the school across a range of areas, such as behavior of students, teacher satisfaction, academic success, and general effects of the school.

Teacher performance. This refers to the effectiveness, competence, and overall quality of a teacher's work in facilitating student learning. It includes a variety of components, such as instructional methods, classroom management, communication skills, and the ability to engage and motivate students.

INTRODUCTION

The cornerstone of a country's educational system is elementary education, which lays the groundwork for subsequent academic performance and life-long learning. Effective resource management in elementary schools is critical to determining the educational experience and outcomes of young learners within the changing environment of the National Capital Region.

Resource management is the practice of planning, scheduling, and allocating people, money, and technology to a project or program. In essence, it is the process of allocating resources to achieve the greatest organizational value. (Townsend, 2023). Effective resource management is crucial for achieving educational goals by optimizing the utilization of finances, personnel, infrastructure, technology, and time, while considering competing organizational needs.

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Transparency is key to resource management because it allows to see, track, and obtain the resources needed to complete projects. It also helps to reduce resource overuse as well as idle time. It can schedule, plan, and manage its resources more efficiently and match them with the appropriate projects at the appropriate times if it has complete visibility over both work and resources.

In education, the term "accountability" usually refers to the method of assessing schools' performance and the degree to which schools follow important rules and regulations under department of education memorandum. Academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses, (Lamas, 2015). The goal of academic success in school is to obtain and learning as an educational objective. Regarding this, there are a number of the performance is a complicated unit. These are educational endeavors supported by the school that deals with changing one state into another and they are accomplished in a separate unit with cognitive and structural components. Performance varies based on the situation, organic and external factors that impact knowledge, expertise, and experiences.

The school performance is a school's overall effectiveness, achievements, and outcomes in meeting its educational objectives and goals. It entails determining how well a school provides education, promotes student learning, and contributes to student development. Academic achievement, student behavior, teacher effectiveness, and overall school management are all components of the concept of school performance.

In this study, a particular division in the National Capital Region's public elementary schools' performance is examined in regard to the complex relationship between resource management and that performance. In order to shed light on how these variables interact with and affect these educational institutions' overall performance, an analysis of the distribution and application of resources—from financial budgets to instructional materials, staffing levels, and infrastructure—is conducted.

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The study is significant for its ability to identify possible areas for improvement while also providing useful insights into the current status of resource management within the studied schools. Identifying strengths and shortcomings in resource use creates the framework for targeted reforms aimed at improving overall educational efficacy.

This research aimed to understand how school heads manage resources and how it impacts the performance of selected schools in the National Capital Region. By analyzing resource allocation practices, it seeks to provide insights to improve academic outcomes and raise educational standards across the region.

MATERIALS AND METHODS

Research Design

A descriptive research design was used in this study. The development of hypotheses, testing, and connection analysis between dependent and independent variables are all aspects of descriptive research. It is intended to be used in order to look at the current situation and draw new conclusions. A quantitative research methodology is used. Thematic analysis is used in a descriptive-survey approach is used in the quantitative section. A technique for finding, and examining is thematic analysis. This technique analyzes textual material and turns dispersed and heterogeneous facts into rich and detailed information (Braun & Clark, 2006, et al 2015).

Descriptive research is defined as a research method that involves observing behavior to describe attributes objectively and systematically. A descriptive research project seeks to comprehend phenomena or groups in depth (Bhat, 2023). Correlational research, on the other hand, is a method that describes and predicts how variables are naturally related in the real world without the researcher attempting to alter them or assign causation between them (Bhat, 2023). Descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them (Bhat, 2023).

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Researchers gather information in descriptive correlational research to explain the variables of interest and determine their relationships. Giving a thorough explanation of all the variables and their relationships without altering them or supposing that one thing affects another is the key objective.

Therefore, the descriptive correlational research does not alter any variables or look for relationships between causes and effects. Rather, they just observe and quantify the relevant variables, then analyze the patterns and correlations that show up in the data.

Additionally, descriptive assessment questionnaires were employed as a quantitative method, allowing for the statistical, mathematical, or numerical analysis of data collected through surveys and other forms of data collection. These questionnaires facilitated the systematic gathering of information and provided valuable insights into various aspects of the research topic.

Population and Sample of the Study

The researcher informed the identified respondents that they would help assess the success of the study entitled "Resource Management and Performance of Selected Schools in the National Capital Region" for the School Year 2023-2024.

The respondents of this study were 30 public elementary school heads, 120 SPTA Officers and 300 teachers in the national Capital Region with the total of 450 respondents. One hundred-fifty (150) from Quezon City, 150 from Caloocan City, and 150 from City of Manila both male and female. Respondents are directly involved in their school's resource management.

There were ten (10) school heads; one hundred (100) teachers; and forty (40) SPTA Officers from the Division of Caloocan City. Another, ten (10) school heads; one hundred (100) teachers; and forty (40) SPTA Officers from the Division of City of Manila. Lastly, the number of respondents from the Division Quezon City which is ten (10) school heads; fifty (100) teachers; and forty (40) SPTA Officers.

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The selected participants were expected to assess the extent to which the Resource Management Program (RMP) was implemented in the selected public elementary school; the level of School Performance; and the challenges that school heads faced when managing school resources. The responses of this survey question will be used to develop the Localized Resource Management Model.

The research sampling method used in this study was stratified sampling, where the population is divided into subgroups (strata) based on certain characteristics, and then samples are randomly selected from each stratum to ensure representation across different groups. It is a technique that divides the population into subgroups or strata depending on specific traits, and then selects samples from each stratum.

Once the population is divided into strata, samples are then randomly selected from each stratum. Where, the examined schools from different divisions within the National Capital Region utilized a stratified sampling in the study, each division represented a stratum, and schools from each stratum had chosen to assure coverage of all areas of interest. This approach ensures that each subgroup is represented proportionally in the sample, allowing for more accurate and reliable insights into the population as a whole.

The researcher carefully selects 30 public elementary school principals, 120 SPTA officers, and 300 teachers from the national Capital Region for a total of 450 respondents. The researcher believes that the respondents had chosen are the best qualified to answer the study's objective.

Research Instrument

This study used researcher-made questionnaires to collect data relevant to the assessment of School Resource Management and Performance of Selected Schools in the National Capital Region, from three (3) Schools Division Offices in the NCR. It would be given to the specified respondents, and their responses would be used to help achieve the study's objectives.

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The Research Instrument was made up of four separate parts. There were the following tools available for obtaining the relevant data and information. The first section of the questionnaires, utilized by the researcher, asked questions about school profile of the respondents. The second part of questions was more concerned with the Resource Management Program (RMP). The third part of the questionnaires pertains to the school's level of performance, where it indicates the four indicators assessed by the school heads and teachers. And the last includes the challenges encountered by the school heads in managing the school resource management.

To make questionnaire delivery easier and more pleasant for the identified respondents, the survey questions would be distributed face to face. This would be used to swiftly and accurately collect answers from respondents. Each respondent answered the questions simply by clicking the appropriate box. The questionnaire responses were evaluated using Likert scales and descriptive analysis. Statistical treatment was also used to ensure that the acquired data could be interpreted clearly.

A Localized Resource Management model is a proposed program for school principals. It will be used to enhance the implementation of School Resource Management at the Public Elementary School. So, it will increase school performance. This proposed Localized Resource Management Model was reviewed and validated by an education specialist, specifically in the field of school management.

In developing the survey questionnaire, the researcher sought the valuable ideas of the expert in education and Master Teachers of Camarin D Elementary School Unit II. A thorough reading of relevant literature was done to formulate appropriate and concise survey questions that could answer the problem in this study. The dissertation adviser reviewed the questionnaire, which was then evaluated by Master Teachers, Public School District Supervisors, and university educators. Suggestions, criticisms, and recommendations were carefully addressed while rewriting the questions.

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Validation of the Research Instrument

To verify the reliability and validity of research findings, the researcher conducted thorough validation processes on all research instruments used in this study. Prior to data collection, the survey instruments, interview techniques, and documentation analytic tools were rigorously validated, including expert review, pilot testing, and feedback iteration.

Expert reviewers, including experienced educators, academics, and practitioners in education management, critically assessed the tools' clarity, relevance, and comprehensiveness. Following expert assessment, pilot testing was carried out with a small sample of responders reflecting various school profiles within National Capital Region.

This pilot phase allowed the researcher to evaluate the instruments' practicality, suitability, and usefulness in gathering the desired data. Based on input from expert reviewers and pilot participants, the instruments were revised and refined to improve their reliability and validity.

The finalized instruments were then used to collect data, ensuring that they accurately and effectively represented the multiple aspects of resource management and school performance in the study context. By following thorough validation procedures, the researcher confident is in the robustness and credibility of this research tools, which improves the reliability and validity of the study findings.

Data Gathering Procedure

In order to ensure the correctness and authenticity of the participants, the researcher conducted this study in person. The permit letters to conduct such a study were individually delivered to the superintendents of the target Schools Division Offices in the National Capital Region.

In terms of data collection, this study follows a rigid standard operating procedure. The responsibility to survey respondents was being evaluated. Participants' rights to participate voluntarily and freely, as well as their confidentially, were highly protected. Prior to conducting the study, the researcher personally forwarded a permit letter and endorsement

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to the regional offices and then to the three (3) Schools Division Offices in the National Capital Region, namely from the Division of Caloocan, Division of Manila, and Division of Quezon City, requesting to conduct a study in the selected Public Elementary Schools in the National Capital Region, with a time frame of January to March, 2024.

A request to perform survey questionnaires at schools, with teachers, principals, and SPTA officers was made via letters allowed by the study institution where the researcher is enrolled as a student. Prior to the formal presentation of the survey instrument to the respondents, the expert observed validation and approval, made necessary adjustments, and scheduled appointments with the respondents at times convenient for them. The researcher had fully outlined the study's aim and procedures, as well as the study's content and the estimated duration of the survey, in person. Respondents can answer survey questions in person by filling out survey questionnaires. Respondents are free to express their concept and perception of the topic matter without being limited to a single response.

The data was then tabulated, analyzed, and interpreted.

Statistical Treatment of Data

To assess the data, the researcher used the following statistical tools:

Frequency, percentage and rank, used to describe the profile of the school respondents in the statement of the problem 1.

Weighted Mean used to determine the assessment of the School Resource Management Program and Schools Performance of selected public elementary school respondents in the statement of the problem number 2, 5 and 8. The input of the Resource Management is influence by several dimensions or circumstances through the school's performance.

On the other hand, the adaptive Likert scale and its interpretation was used to measure the Extent of School Heads Management of Resources.

Scale	Weighted Range	Verbal Interpretation
4	3.50 - 4.00	Highly Managed (HM)

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3	2.50 - 3.49	Averagely Managed (AM)
2	1.50 - 2.49	Poorly Managed (PM)
1	1.00 - 1.49	Not Managed (NM)

Similarly, with the assessment on the level of performance of School Heads and Teachers.

Scale	Weighted Range	Verbal Interpretation
4	3.50 - 4.00	Excellent (E)
3	2.50 - 3.49	Very Good (VG)
2	1.50 - 2.49	Satisfactory (S)
1	1.00 - 1.49	Poor (P)

And also, for the Challenges encountered by the school heads on the Management of School Resources.

Scale	Weighted Range	Verbal Interpretation
4	3.50 - 4.00	Very Serious (VS)
3	2.50 - 3.49	Serious (S)
2	1.50 - 2.49	Slightly Serious (S)
1	1.00 - 1.49	Not Serious (NS)

One Way Analysis of Variance (ANOVA) one-way analysis of variable to test the significant difference between two or more variables stated in problem 3, and 4.

This method was used to see if there were any statistically significant differences in the means of two or more independent groups. It will be used to calculate the significant difference in the assessment of three groups of respondents on the extent of resource management. The same statistical treatment was performed on the extent of school resource management when grouped by profile, as well as the significant difference in the level of school performance of the three groups of respondents.

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t-Test The t-test is a statistical tool that determines whether there is a significant difference between the means of two independent groups. It is used to determine whether the degree of school performance differs considerably between two distinct groups: teachers and principals. This sort of t-test is individual, which means that separate tests are run for each group. In the assessment of these individual t-tests, it established whether there is a significant difference in school performance between teachers and principals stated in the statement of the problem 6. This strategy sheds light on how diverse positions within the educational system may influence overall performance, assisting in understanding and addressing discrepancies in educational results.

Pearson Correlation Coefficient (Pearson R) to test the significant relationship between Resource Management and Schools Performance in statement of the problem 7.

This test statistic used to determine the statistical relationship or association between two continuous variables. Because it is based on the covariance approach, it is widely regarded as the best method for quantifying the relationship between variables of interest. It indicates the amount and direction of the association or correlation. This was used to establish a substantial association between the degree of resource management and the level of school performance.

RESULTS AND DISCUSSION

Summary of Findings

Finding of this study shows that:

The distribution of respondents based on various characteristics of the schools they represented, the large schools (46.67%) are most represented, followed by mega schools, (38.33%). Small schools, (8.33%) and medium-sized schools (6.67%). Schools with 100-149 teachers, lot areas of 2000 square meters or more, and 50-99 classrooms are significant among respondents, implying a wide range of school size as shown in the data.

Principals are highly effective in managing human, financial, and physical resources within their schools. They excel in systematic candidate assessments, financial resource

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allocation for school improvement activities, and physical resource maintenance, ensuring a high level of competence in overall resource management.

There is a significant difference in resource management strategies among different stakeholder groups (p-values of 0.00), with school principals demonstrating the highest effectiveness, as indicated by their superior mean scores and F-values exceeding the critical threshold, compared to teachers and external stakeholders.

There is no significant difference in school resource management across school size categories, as evidenced by p-values greater than 0.05 and F-values lower than the critical threshold, supporting the null hypothesis that resource management methods remain consistent regardless of school size.

There is no significant difference in school performance ratings between teachers and principals across various metrics, as shown by p-values greater than 0.05 and t-values lower than the critical threshold, suggesting a shared perception of school success and effectiveness. As Very Good or Excellent, indicating high achievement, effectiveness, and satisfaction within the school community.

There are no significant differences in school performance between teachers and principals across examined variables, as indicated by p-values greater than 0.05 and t-statistical values lower than critical values. This suggests a common understanding and alignment between teachers and principals regarding school effectiveness and performance criteria, with both groups sharing similar perceptions of success in school performance.

There is a significant relationship between resource management and school performance. Table 7.1 shows a strong link, suggesting that well-managed resources lead to overall school success. In contrast, Table 7.2 indicates a moderate correlation, particularly regarding academic achievement. Both findings emphasize the importance of effective resource management for school success, as acknowledged by both teachers and principals.

The challenges encountered by the school heads in the management of school resources, such as increasing class sizes, insufficient infrastructure maintenance, and limitations in providing professional development. These issues are considered serious, with

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larger class sizes posing significant challenges. Other notable concerns include equitable resource distribution, technology implementation, and compliance with DepEd standards, though they rate slightly lower in severity compared to class size and infrastructure issues.

The proposed Localized Resource Management Model (LRMM), promotes for modified resource management strategies in school, emphasizing community collaboration and adaptability to different circumstances for enhancing the overall success of school educational attainment.

Discussion:

The following discussions are hereto offered based on the findings and conclusions of this research study:

School heads may develop localized resource management strategies considering learners' needs, facilities, and personnel to optimize resource utilization, promote collaboration, prioritize technology, ensure infrastructure sustainability, and maintain transparency and equity across schools.

Schools Division may include implementing professional development programs for school principals to enhance their resource management skills and fostering alignment among teachers and principals in assessing school performance indicators for strengthen educational excellence.

School heads may implement regular feedback mechanisms, such as surveys and focus groups, to continuously assess and monitor learner achievement, teacher performance, access to facilities, and client satisfaction, allowing for ongoing improvement and refinement of school policies and practices to maintain high levels of achievement, effectiveness, and satisfaction.

Schools can prioritize training programs for school heads and teachers to enhance their resource management skills, fostering a culture of effective resource allocation and utilization to drive overall school performance.

To address the challenges identified in resource management, schools may consider implementing strategies such as reducing class sizes through innovative scheduling, investing

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in infrastructure maintenance and upgrades, and providing strong professional development opportunities for teachers, thus ensuring a conducive learning environment and improving overall school performance.

School heads may monitor the implementation of the resource management model in schools. To oversee adherence to guidelines, track resource allocation, provide support to staff, and collaborate with external stakeholders to gather feedback and make adjustments for optimal outcomes.

To further enhance school performance and academic achievement, the school division may establish a dedicated resource management training program for school heads, focusing on optimizing the allocation and utilization of human, financial, and physical resources. This program may include data-driven decision-making techniques, collaborative planning with teachers, and continuous monitoring and evaluation processes to ensure sustained improvements in educational outcomes.

The researcher recommends the adaptation, implementation, and evaluation of the proposed localized resource management model to address specific needs and challenges within each educational institution. This LRMM may involve collaboration among teachers, school principals, and external stakeholders to tailor resource management strategies effectively. Continuous evaluation and refinement of the model will ensure its effectiveness in promoting overall success within educational institutions.

The researcher recommends further investigation into the long-term effects of effective resource management practices on school performance and academic achievement. Additionally, comparative studies across diverse educational settings could provide valuable insights into the transferability and adaptability of resource management models. Furthermore, qualitative research exploring the perspectives and experiences of stakeholders regarding resource management strategies could offer deeper understanding and practical implications for implementation.

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CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

The majority of respondents in the study are from large and mega schools, with a strong presence in mid-sized educational facilities and equipment. The findings also highlight the significance of considering lot areas and number of teachers teaching in schools.

The principals are highly effective in managing human, financial, and physical resources within their schools. They excel in various aspects such as systematic human resource assessments, financial resource allocation, and physical facility maintenance. Therefore, principals demonstrate strong competence in resource management, contributing significantly to the success and effectiveness of their schools.

There is a significant difference in school resource management strategies among school heads, teachers and external stakeholders. Principals demonstrate the highest effectiveness, followed by teachers and external stakeholders. Therefore, this indicates different strategies to resource management within schools, with principals exhibiting the strongest management effectiveness.

There is no significant differences in school resource management across classroom size categories. The high p-values (>0.05) and lower F-values compared to critical values support the null hypothesis, suggesting consistent resource management methods regardless of school size. Therefore, this underscores the influence of factors beyond school size on school resource management strategies.

There is no significant difference in school performance, teacher effectiveness, resource provision, and client satisfaction. Both teachers and principals' rate learner achievement, teacher performance, access and facilities, and client satisfaction as Very Good or Excellent, therefore, it indicates high achievement, effectiveness, and satisfaction within the school.

There is no significant differences in school performance between teachers and principals across examined variables. The high p-values (>0.05) and lower t-statistical values compared to critical values support the null hypothesis, indicating similar perceptions of school

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success between the two groups. Therefore, it suggests a shared understanding and alignment in analyzing school effectiveness and performance criteria among teachers and principals.

There is a significant relationship between resource management and school performance, with a moderate correlation (MC) in academic achievement. This underscores the crucial role of effective resource management in enhancing both aspects of educational success, supported by teachers and principals, as shown by the rejection of the null hypothesis. Therefore, effective resource management plays a significant role in promoting overall success within educational institutions.

There is a significant challenge encountered among school heads in managing school resources, including increasing class sizes, inadequate infrastructure maintenance, and limited professional development for teachers, all rated as "Serious" issues, with a particular urgency placed on addressing class size and infrastructure deficiencies. Therefore, addressing the identified concerns, particularly regarding class sizes, infrastructure maintenance, and professional development, is imperative for ensuring effective educational management and enhancing overall school performance.

The Localized Resource Management Model (LRMM) emphasizes contextually relevant and collaborative resource management strategies in education to promote community involvement and adaptability, optimizing resource allocation and utilization while fostering transparency, accountability, and external stakeholders' participation, therefore, enhancing schools' outcomes to support learners learning and success.

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