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School Principal's Resource Management Practices on the Instructional Quality and School Operational Efficiency

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Abstract*—This study aimed to assess the perceived level of school principals' resource management practices, the instructional quality of the schools, and the level of operational efficiency, as well as the relationships between resource management and both instructional quality and operational efficiency. A descriptive-correlational research design was employed, with data collected from school principal respondents using structured questionnaires. Statistical tools such as weighted mean, standard deviation, Pearson correlation, and t-test were used to analyze the data. The findings revealed that the perceived level of school principals' resource management practices was very high across all dimensions. Similarly, the level of instructional quality in the schools was very high across all measured dimensions. The study also found that school operational efficiency was very high across all dimensions. Correlation analyses revealed significant positive relationships between principals' resource management and both instructional quality and operational efficiency. The results suggest a significant positive relationship between the school principals' resource management and the instructional quality in the Division of Laguna. Similarly, they revealed a significant positive relationship between the school principals' resource management and school operational efficiency. Therefore, it is recommended that school principals continue to strengthen their resource management practices by effectively managing human, financial, physical, time, and learning resources. Prioritizing professional development for teachers, maintaining safe and well-equipped facilities, and ensuring the availability of instructional materials can enhance both teaching quality and operational efficiency, hence it is also recommended.*

***Keywords*—** *School principals' resource management practices, instructional quality, operational efficiency.*

I. INTRODUCTION

In the contemporary educational landscape, the role of the school principal, the manner in which resources are managed, and the resulting instructional quality and operational efficiency are all deeply interconnected. The principal serves not only as an instructional leader but also as the chief administrator responsible for planning, organizing, staffing, directing and controlling the various elements of school life.

The principal develops mission statements, strategic plans, budgets, and other important documents and sets daily schedules, establishes administrative systems and protocols, and approve supplies orders. Moreover, the principal acts as resource manager ensuring optimal use of funds and facilities which is one of the most important aspects of institutional planning for principals. Thus, the principal's role is critical because the leadership, decision-making and management in the school set the stage for the school's ability to deliver quality instruction and operate efficiently, (Kumar, P. 2025).

In line with this, resource management practices in a school context refer to how human, physical, financial, and material resources are acquired, allocated, utilized and monitored. Proper resource management includes ensuring that staff are recruited and supported, that facilities are well-maintained and optimally used, and that budgetary funds are aligned with the school's strategic goals (Agusalim, et. al., 2025). These practices serve as vital mechanisms through which the principal influences both the teaching-learning process and the overall operation of the school.

Furthermore, instructional quality refers to the extent to which teaching and learning processes are effective, engaging, and aligned with curricular objectives. It includes factors such as teachers' content knowledge, instructional strategies, student engagement, and a conducive learning environment. On the other hand, school operational efficiency pertains to how effectively a school utilizes its available resources time, money, technology, space, and personnel to support its mission while minimizing waste and unnecessary costs. A school that achieves high operational efficiency ensures that administrative and logistical processes are streamlined, thereby enabling instructional activities to run smoothly and productively.

Through strategically deploying human, physical and financial resources, the principal sets conditions for high-quality instruction and smooth, efficient school operations. Therefore, this study aims to determine the school principal's resource management practices positively impact both instructional quality and operational efficiency.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the relationship between school principals' resource management practices, instructional quality, and school operational efficiency. Specifically, this study seeks to answer the following questions:

1. What is the level of school principal's resource management practices with regards to:
   1.1 Human Resource Management,
   1.2 Financial Resource Management,

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1.3 Physical Resource Management,
1.4 Time Management, and
1.5 Learning Resource Management?
2. What is the level of instructional quality of the schools with regards to:
2.1 Cognitive Activation,
2.2 Classroom management,
2.3 Supportive Climate (Student Support),
2.4 Clarity of instruction,
2.5 Technological Pedagogical Knowledge (TPK),
2.6 Teacher Self-efficacy, and
2.7 Students Engagement?
3. What is the level of school operational efficiency with regards to:
3.1 Resource Utilization Efficiency,
3.2 Administrative Process Efficiency,
3.3 Infrastructure and Facility Management,
3.4 Performance Monitoring and Evaluation, and
3.5 Stakeholder Engagement Efficiency?
4. Is there a significant relationship between the school principal's resource management and instructional quality at Schools Division Office of Laguna?
5. Is there a significant relationship between the school principal's resource management and school operational efficiency at Schools Division Office of Laguna?

II. Methodology

A descriptive-correlational research design was employed, with data collected from school principal respondents using structured questionnaires. Statistical tools such as weighted mean, standard deviation, Pearson correlation, and t-test were used to analyze the data..

III. Results and Discussion

This part presents the results of the study and provides a systematic analysis and interpretation of the data gathered from the respondents. The findings are organized in accordance with the specific problems and objectives of the study, using appropriate statistical tools such as frequency counts, weighted means, and standard deviations to describe and analyze the responses.

The presentation of data focuses on the respondents' perceptions regarding school principals' resource management practices, particularly in terms of human resource management, financial resource management, physical resource management, time management, and learning resource management. Each table is followed by a concise interpretation to clearly explain the implications of the numerical results. This structure allows readers to easily connect the quantitative findings with their corresponding meanings, promoting better understanding of the trends and patterns observed. Moreover, it ensures that the analysis remains organized, systematic, and aligned with the study's objectives.

Level of School Principal Resource Management Practices with Regards to Human Resource Management

In this study, the level of school principals' resource management practices refers to the efficiency and effectiveness with which they manage various school resources. Human Resource Management involves the recruitment, development, and supervision of staff to ensure a productive work environment. Financial Resource Management pertains to the allocation, monitoring, and utilization of school funds to support programs and activities. Physical Resource Management concerns the maintenance and optimal use of school facilities and equipment. Time Management focuses on the prioritization and scheduling of tasks to maximize productivity. Learning Resource Management emphasizes the organization, availability, and proper use of instructional materials to enhance teaching and learning outcomes.

Table 1 shows the respondents' level of agreement on school principals' resource management practices with regards to Human Resource Management,

Table 1. Level of School Principal Resource Management Practices with Regards to Human Resource Management

Statements	Mean	SD	Remarks
Promote professional development opportunities to enhance teachers' skills and competencies.	4.81	0.39	To the very great extent
Assign teachers to tasks and responsibilities that match their qualifications and expertise.	4.75	0.46	To the very great extent
Facilitate continuous professional development programs tailored to teachers' individual growth and school priorities.	4.70	0.46	To the very great extent
Mentor and coach teaching staff to strengthen instructional effectiveness and leadership capacity.	4.70	0.46	To the very great extent
Involve teachers in participatory decision-making processes to enhance ownership and engagement.	4.75	0.44	To the very great extent
Weighted Mean	4.74		
SD	0.35843		
Verbal Interpretation	Very High		

Table 1 shows the level of school principals' resource management practices with regards to Human Resource Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that principals strongly promote professional development opportunities to enhance teachers' skills and competencies, with a mean score of 4.81, indicating a response "To the very great extent." This is supported by a standard deviation of 0.39, which suggests consistency in the respondents' perceptions. Likewise, assigning teachers to tasks and responsibilities that match their qualifications and expertise obtained a mean score of 4.75 with a standard deviation of 0.46, reflecting strong agreement that principals carefully match responsibilities to teachers' competencies. Facilitating continuous professional development programs tailored to teachers' individual growth and school priorities, as well as mentoring and coaching staff to strengthen instructional effectiveness, both scored a mean of 4.70 with a standard deviation of 0.46, indicating that principals actively engage in teacher growth and instructional support. Involving teachers in participatory decision-making processes also received a mean of 4.75 with a standard deviation of 0.44,

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demonstrating that teachers perceive principals as encouraging collaboration and ownership.

The level of principals' resource management practices in Human Resource Management attained an overall weighted mean of 4.74 and a standard deviation of 0.36, which corresponds to a Very High verbal interpretation. This implies that, as a whole, principals consistently practice effective human resource management strategies that support professional development, participatory decision-making, and instructional improvement.

In summary, the findings suggest that school principals demonstrate highly effective human resource management practices. The consistently low standard deviations indicate a shared and uniform perception among respondents, pointing to strong acceptance of leadership practices that promote teacher growth, engagement, and optimal utilization of human resources.

The recruitment and selection process is fundamental. According to Atherton (2018), effective human resource management practices in public schools focus on finding the right candidates who align with the school's vision and culture. When principals are involved in selecting teachers who are a good fit for the school environment, it creates a more cohesive team that works together effectively. This careful selection also gives teachers the confidence they need to perform, knowing that they are part of a supportive community.

Table 2. Level of school principal resource management practices with regards to Financial Resource Management

Statements	Mean	SD	Remarks
Develop and implement strategic budgeting processes that align with the school's instructional and operational priorities.	4.80	0.40	To the very great extent
Ensure transparency and accountability in all financial transactions.	4.91	0.29	To the very great extent
Allocate school funds based on identified needs and priorities.	4.88	0.33	To the very great extent
Prepare and implement the school budget efficiently and effectively.	4.81	0.39	To the very great extent
Monitor and evaluate the utilization of school funds to ensure accountability and cost-effectiveness.	4.86	0.35	To the very great extent
Weighted Mean	4.85		
SD	0.31		
Verbal Interpretation	Very High		

Table 2 shows the level of school principals' resource management practices with regards to Financial Resource Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that principals ensure transparency and accountability in all financial transactions, with a mean score of 4.91, indicating a response "To the very great extent." This is supported by a standard deviation of 0.29, which suggests strong consistency in respondents' perceptions. Likewise, allocating school funds based on identified needs and priorities obtained a mean score of 4.88 with a standard deviation of 0.33, reflecting strong agreement that principals distribute resources effectively according to school needs. Developing and implementing strategic budgeting processes aligned with instructional and operational priorities received a mean of 4.80 with a standard deviation of 0.40, while preparing and implementing the school budget efficiently scored a mean of 4.8 with a standard deviation of 0.39, indicating that principals are perceived as capable in planning and executing financial strategies. Monitoring and evaluating the utilization of school funds also scored highly with a mean of 4.86 and a standard deviation of 0.35, showing that principals actively ensure cost-effectiveness and accountability.

The level of principals' resource management practices in Financial Resource Management attained an overall weighted mean of 4.85 and a standard deviation of 0.31, which corresponds to a Very High verbal interpretation. This implies that, as a whole, principals consistently practice effective financial resource management that promotes transparency, accountability, and strategic allocation of funds.

In summary, the findings suggest that school principals demonstrate highly effective financial resource management practices. The consistently low standard deviations indicate a shared perception among respondents, pointing to strong confidence in principals' ability to manage school finances responsibly and efficiently.

According to Odide, Nduku, and Ntabo (2022), many public secondary school principals face significant difficulties in managing financial resources. These challenges may include insufficient funding, lack of financial management training, and bureaucratic obstacles. When principals are unable to effectively manage their financial resources, this can negatively impact educational outcomes. Without adequate funding, schools may struggle to provide necessary materials or programs, which can hinder student learning.

Table 3. Level of School Principal Resource Management Practices with Regards to Physical Resource Management

Statements	Mean	SD	Remarks
Maintain school facilities to ensure a safe and conducive learning environment.	4.80	0.40	To the very great extent
Allocate classrooms, equipment, and materials based on the needs of teachers and students.	4.73	0.47	To the very great extent
Monitor the proper use and care of school facilities and equipment.	4.69	0.48	To the very great extent
Implement regular inspection and maintenance schedules for school buildings and utilities.	4.58	0.53	To the very great extent
Ensure that learning materials and physical resources are available and accessible to all.	4.73	0.45	To the very great extent
Weighted Mean	4.71		
SD	0.38		
Verbal Interpretation	Very High		

Table 3 shows the level of school principals' resource management practices with regards to Physical Resource Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that principals maintain school facilities to ensure a safe and conducive learning environment, with a mean score of 4.80, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.40, suggesting consistency in the respondents' perceptions.

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Likewise, allocating classrooms, equipment, and materials based on the needs of teachers and students obtained a mean score of 4.73 with a standard deviation of 0.47, reflecting strong agreement that principals distribute physical resources according to actual instructional demands. Ensuring that learning materials and physical resources are available and accessible to all also registered a mean of 4.73 with a standard deviation of 0.45, indicating that principals prioritize equitable access to resources.

Although slightly lower, monitoring the proper use and care of school facilities and equipment recorded a mean of 4.69 with a standard deviation of 0.48, while implementing regular inspection and maintenance schedules for school buildings and utilities yielded a mean of 4.58 with a standard deviation of 0.53. These results still fall under the same verbal interpretation, showing that principals consistently attend to the upkeep and sustainability of physical resources.

The level of principals' resource management practices in Physical Resource Management attained an overall weighted mean of 4.71 and a standard deviation of 0.38, which corresponds to a Very High verbal interpretation. This implies that, overall, principals effectively manage physical resources to support safety, accessibility, and a conducive learning environment.

In summary, the findings suggest that school principals demonstrate highly effective physical resource management practices. The relatively low standard deviations indicate a shared and uniform perception among respondents, highlighting strong confidence in principals' ability to maintain and utilize school facilities and resources efficiently. Effective use of physical resources can have a direct impact on student learning and overall academic achievement. One of the main challenges managers faces is obtaining adequate funding for physical resources. Many schools operate on limited budgets, making it difficult to maintain or upgrade facilities and equipment (Onuh, Eziuzo, and Ekweogu, 2021). Without adequate financial support, school principals may struggle to provide a safe and supportive learning environment. This situation requires innovative strategies to address resource limitations.

Table 4. Level of School Principal Resource Management Practices with Regards to Time Management

Statements	Mean	SD	Remarks
Plan school activities and programs according to an organized schedule.	4.65	0.48	To the very great extent
Allocate sufficient time for instructional, administrative, and co-curricular tasks.	4.65	0.48	To the very great extent
Balance time between instructional supervision and administrative duties.	4.56	0.54	To the very great extent
Monitor teachers' adherence to class schedules and time allotments.	4.71	0.45	To the very great extent
Use school hours productively to maximize learning opportunities.	4.77	0.42	To the very great extent
Weighted Mean	4.67		
SD	0.40		
Verbal Interpretation	Very High		

Table 4 shows the level of school principals' resource management practices with regards to Time Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that principals use school hours productively to maximize learning opportunities, with a mean score of 4.77, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.42, suggesting consistency in the respondents' perceptions. Likewise, monitoring teachers' adherence to class schedules and time allotments obtained a mean score of 4.71 with a standard deviation of 0.45, reflecting strong agreement that principals ensure effective use of instructional time.

Planning school activities and programs according to an organized schedule, as well as allocating sufficient time for instructional, administrative, and co-curricular tasks, both registered a mean of 4.65 with a standard deviation of 0.48. These results indicate that principals are perceived to manage schedules systematically and allocate time appropriately across various school functions. Although slightly lower, balancing time between instructional supervision and administrative duties obtained a mean of 4.56 with a standard deviation of 0.54, which still falls under the same verbal interpretation, suggesting that principals are able to manage competing responsibilities effectively.

The level of principals' resource management practices in Time Management attained an overall weighted mean of 4.67 and a standard deviation of 0.40, corresponding to a Very High verbal interpretation. This implies that, overall, principals demonstrate effective time management practices that support instructional quality and organizational efficiency. In summary, the findings suggest that school principals exhibit highly effective time management practices. The relatively low standard deviations indicate a shared and consistent perception among respondents, highlighting strong confidence in principals' ability to plan, allocate, and utilize time efficiently to enhance school operations and learning outcomes.

One of the main ways principals can manage time effectively is by prioritizing tasks. This involves identifying what is most important and focusing your efforts in those areas. According to Victor (2017), when principals apply effective time management strategies, this increases their administrative effectiveness, leading to better school performance. This means that principals who manage their time well can help students achieve better results and create a more positive school culture.

Level of School Principal Resource Management Practices with Regards to Learning Resource Management

Table 5 shows the level of school principals' resource management practices with regards to Learning Resource Management. It also presents the statements, mean, standard deviation, and corresponding remarks. The results reveal that principals provide adequate and updated learning materials to support instruction, with a mean score of 4.63, indicating a response of "To the very great extent.

This is supported by a standard deviation of 0.52, which suggests consistency in the respondents' perceptions. Likewise, ensuring the availability and accessibility of high-

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quality, curriculum-aligned learning resources for all teachers and students obtained a mean score of 4.6019 with a standard deviation of 0.53, reflecting strong agreement that principals prioritize the provision of appropriate instructional materials.

Table 5. Level of School Principal Resource Management Practices with Regards to Learning Resource Management

Statements	Mean	SD	Remarks
Provide adequate and updated learning materials to support instruction.	4.63	0.52	To the very great extent
Ensure the availability and accessibility of high-quality, curriculum-aligned learning resources for all teachers and students.	4.60	0.53	To the very great extent
Promote the development and use of locally sourced or innovative learning resources tailored to learners' needs.	4.54	0.54	To the very great extent
Implement systematic inventory management and tracking of instructional materials to prevent shortages and wastage.	4.48	0.56	To the very great extent
Facilitate access to digital and technological learning resources for teachers and students.	4.56	0.57	To the very great extent
Weighted Mean	4.56		
SD	0.47		
Verbal Interpretation	Very High		

Facilitating access to digital and technological learning resources registered a mean of 4.56 with a standard deviation of 0.57, indicating that principals support the integration of technology in teaching and learning. Promoting the development and use of locally sourced or innovative learning resources tailored to learners' needs obtained a mean of 4.54 with a standard deviation of 0.54, while implementing systematic inventory management and tracking of instructional materials yielded a mean of 4.48 with a standard deviation of 0.56. Although slightly lower, these indicators still fall under the same verbal interpretation, showing that principals consistently manage and innovate learning resources to support instruction.

The level of principal's resource management practices in Learning Resource Management attained an overall weighted mean of 4.56 and a standard deviation of 0.47, which corresponds to a Very High verbal interpretation. This implies that, overall, principals effectively manage learning resources to enhance instructional delivery and support students' learning needs.

In summary, the findings suggest that school principals demonstrate highly effective learning resource management practices. The relatively low standard deviations indicate a shared and consistent perception among respondents, highlighting strong confidence in principals' ability to provide, manage, and innovate instructional materials and learning resources.

Level of Instructional Quality of the Schools in Terms of Cognitive Activation

In this study, the level of instructional quality of the schools in terms of cognitive activation refers to the extent to which teaching practices encourage students to engage in higher-order thinking, problem-solving, analysis, and meaningful understanding of lesson content. Cognitive activation includes the use of thought-provoking questions, challenging learning tasks, opportunities for students to explain their ideas, and activities that promote critical and reflective thinking rather than mere memorization.

This dimension of instructional quality emphasizes how teachers stimulate students' intellectual engagement by connecting lessons to prior knowledge, presenting complex problems, and encouraging active participation in classroom discussions. Through cognitively activating instruction, learners are guided to reason, evaluate, and apply concepts in various contexts, thereby deepening their comprehension and learning outcomes.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the respondents regarding the level of instructional quality of the schools in terms of cognitive activation.

Table 6 shows the respondents' level of agreement on instructional practices that promote cognitive activation.
The results reveal that teachers scaffold learning experiences that gradually increase cognitive complexity and learner independence, with a mean score of 4.56, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.54, suggesting consistency in the respondents' perceptions. Likewise, integrating real-world, complex problems that require students to apply interdisciplinary knowledge obtained a mean score of 4.51 with a standard deviation of 0.56, reflecting strong agreement that instruction promotes authentic and applied learning experiences.

Table 6. Level of Instructional Quality of the Schools with Regards to Cognitive Activation

Statements	Mean	SD	Remarks
Facilitate higher-order questioning that challenges students to analyze, evaluate, and synthesize information.	4.50	0.56	To the very great extent
Encourage metacognitive reflection by guiding students to think about their own learning processes and strategies.	4.48	0.56	To the very great extent
Integrate real-world, complex problems that require students to apply interdisciplinary knowledge.	4.51	0.56	To the very great extent
Scaffold learning experiences that gradually increase cognitive complexity and learner independence.	4.56	0.54	To the very great extent
Employ dialogic teaching methods that stimulate reasoning, debate, and the justification of ideas.	4.43	0.58	To the very great extent
Weighted Mean	4.49		
SD	0.51		
Verbal Interpretation	Very High		

Facilitating higher-order questioning that challenges students to analyze, evaluate, and synthesize information registered a mean of 4.50 with a standard deviation of 0.56, indicating that teachers consistently engage students in higher-level thinking.

Encouraging metacognitive reflection by guiding students to think about their own learning processes and strategies yielded a mean of 4.48 with a standard deviation of 0.56, showing that teachers promote self-regulated learning. Although slightly lower, employing dialogic teaching methods that stimulate reasoning, debate, and the justification of ideas

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recorded a mean of 4.43 with a standard deviation of 0.58; nonetheless, this still falls under the same verbal interpretation, suggesting that classroom discourse supports critical thinking.

The level of instructional quality in terms of Cognitive Activation attained an overall weighted mean of 4.49 and a standard deviation of 0.51, which corresponds to a Very High verbal interpretation. This implies that, overall, instructional practices strongly promote deep thinking, reasoning, and active cognitive engagement among learners.

In summary, the findings suggest that schools demonstrate a very high level of instructional quality in cognitive activation.

The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of teaching practices that foster higher-order thinking, metacognition, and meaningful learning experiences.

Cognitive activation strategies are important tools that school leaders use to promote a positive atmosphere in schools. These strategies can significantly influence teacher motivation, student engagement, and overall academic performance. Principals can encourage teachers to take risks and try new teaching methods. Such support encourages instructional creativity that strengthens the school's overall learning culture.

Table 7. Level of Instructional Quality of the Schools with Regards to Classroom Management

Statements	Mean	SD	Remarks
Establish a classroom culture that fosters self-regulation, mutual respect, and academic responsibility among learners.	4.69	0.48	To the very great extent
Employ proactive strategies to prevent behavioral issues and sustain a positive learning environment.	4.67	0.49	To the very great extent
Utilize data-driven insights to refine classroom management approaches for improved instructional outcomes.	4.63	0.50	To the very great extent
Integrate differentiated management techniques that address diverse learner behaviors and needs.	4.68	0.49	To the very great extent
Promote student autonomy by involving learners in developing and upholding classroom norms.	4.61	0.51	To the very great extent
Weighted Mean	4.66		
SD	0.46		
Verbal Interpretation	Very High		

Table 7 shows the level of instructional quality of the schools with regards to Classroom Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that teachers establish a classroom culture that fosters self-regulation, mutual respect, and academic responsibility among learners, with a mean score of 4.69, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.48, suggesting consistency in the respondents' perceptions. Likewise, integrating differentiated management techniques that address diverse learner behaviors and needs obtained a mean score of 4.68 with a standard deviation of 0.48968, reflecting strong agreement that teachers adapt management strategies to varied classroom contexts. Employing proactive strategies to prevent behavioral issues and sustain a positive learning environment registered a mean of 4.67 with a standard deviation of 0.49, indicating that teachers consistently maintain orderly and supportive classrooms. Utilizing data-driven insights to refine classroom management approaches yielded a mean of 4.63 with a standard deviation of 0.50, showing that teachers reflect on evidence-based practices to improve instructional outcomes. Promoting student autonomy by involving learners in developing and upholding classroom norms, although slightly lower, still obtained a mean of 4.61 with a standard deviation of 0.51, indicating that learners are actively engaged in maintaining classroom order and responsibility.

The level of instructional quality in terms of Classroom Management attained an overall weighted mean of 4.66 and a standard deviation of 0.46, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers demonstrate highly effective classroom management practices that support a positive, organized, and learner-centered environment.

In summary, the findings suggest that schools exhibit a very high level of instructional quality in classroom management. The relatively low standard deviations indicate a shared and consistent perception among respondents, highlighting the effectiveness of classroom practices that promote discipline, autonomy, and an environment conducive to learning.

Table 8. Level of Instructional Quality of the Schools with Regards to Supportive Climate (Student Support)

Statements	Mean	SD	Remarks
Cultivate an inclusive classroom environment that respects diversity and promotes emotional and psychological safety.	4.71	0.47	To the very great extent
Demonstrate empathetic understanding by responding effectively to students' academic and socio-emotional needs.	4.70	0.48	To the very great extent
Provide differentiated support systems that address individual learning profiles and personal circumstances.	4.63	0.50	To the very great extent
Build trusting teacher-student relationships that enhance motivation, confidence, and academic engagement.	4.69	0.49	To the very great extent
Utilize continuous feedback mechanisms to identify and address barriers to student success.	4.59	0.51	To the very great extent
Weighted Mean	4.66		
SD	0.45		
Verbal Interpretation	Very High		

Table 8 shows the level of instructional quality of the schools with regards to Supportive Climate (Student Support). It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that teachers cultivate an inclusive classroom environment that respects diversity and promotes emotional and psychological safety, with a mean score of 4.71, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.47, suggesting consistency in the respondents' perceptions. Likewise, demonstrating empathetic understanding by responding

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effectively to students' academic and socio-emotional needs obtained a mean score of 4.70 with a standard deviation of 0.479, reflecting strong agreement that teachers are responsive to learners' holistic needs.

Building trusting teacher–student relationships that enhance motivation, confidence, and academic engagement registered a mean of 4.69 with a standard deviation of 0.486, indicating that positive interpersonal relationships are strongly evident in classrooms. Providing differentiated support systems that address individual learning profiles and personal circumstances yielded a mean of 4.63 with a standard deviation of 0.50, showing that teachers adapt support strategies to diverse learner needs. Although slightly lower, utilizing continuous feedback mechanisms to identify and address barriers to student success obtained a mean of 4.59 with a standard deviation of 0.51; nonetheless, this still falls under the same verbal interpretation, suggesting consistent use of feedback to support learners.

The level of instructional quality in terms of Supportive Climate (Student Support) attained an overall weighted mean of 4.66 and a standard deviation of 0.45, which corresponds to a Very High verbal interpretation. This implies that, overall, schools provide a highly supportive learning environment that promotes student well-being, engagement, and academic success.

In summary, the findings suggest that schools demonstrate a very high level of instructional quality in creating a supportive climate for students. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of instructional practices that prioritize inclusivity, empathy, and sustained student support and services.

Table 9. Level of Instructional Quality of the Schools with Regards to Clarity of Instruction

Statements	Mean	SD	Remarks
Articulate learning objectives and performance standards in ways that promote deep understanding and learner accountability.	4.61	0.51	To the very great extent
Structure lessons coherently to facilitate logical progression from foundational to complex concepts.	4.61	0.51	To the very great extent
Employ multimodal instructional strategies to enhance conceptual clarity and accommodate diverse learning styles.	4.59	0.51	To the very great extent
Provide clear examples to help students grasp difficult ideas.	4.65	0.50	To the very great extent
Synthesize key ideas at critical points to consolidate learning and promote knowledge retention.	4.61	0.51	To the very great extent
Weighted Mean	4.61		
SD	0.47		
Verbal Interpretation	Very High		

Table 9 shows the level of instructional quality of the schools with regards to Clarity of Instruction. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that teachers provide clear examples to help students grasp difficult ideas, with a mean score of 4.65, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.49887, suggesting consistency in the respondents' perceptions. Likewise, articulating learning objectives and performance standards in ways that promote deep understanding and learner accountability, as well as structuring lessons coherently to facilitate logical progression from foundational to complex concepts, both obtained a mean of 4.61 with a standard deviation of 0.51, reflecting strong agreement that teachers communicate learning expectations effectively.

Employing multimodal instructional strategies to enhance conceptual clarity and accommodate diverse learning styles registered a mean of 4.59 with a standard deviation of 0.51, while synthesizing key ideas at critical points to consolidate learning and promote knowledge retention also obtained a mean of 4.61 with a standard deviation of 0.51. Although slightly lower, these indicators still fall under the same verbal interpretation, showing that teachers consistently employ strategies that clarify content and facilitate comprehension.

The level of instructional quality in terms of Clarity of Instruction attained an overall weighted mean of 4.61 and a standard deviation of 0.47, which corresponds to a Very High verbal interpretation. This implies that, overall, schools demonstrate highly effective instructional practices that promote understanding, retention, and accountability among learners.

In summary, the findings suggest that schools exhibit a very high level of instructional quality in terms of clarity of instruction. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of teaching practices that organize content clearly, communicate expectations, and support student comprehension.

Table 10. Level of Instructional Quality of the Schools with Regards to Technological Pedagogical Knowledge (TPK)

Statements	Mean	SD	Remarks
Integrate technology strategically to transform instructional practices and enhance learning outcomes.	4.56	0.55	To the very great extent
Design pedagogical approaches that align digital tools with curriculum goals and learner needs.	4.52	0.57	To the very great extent
Employ technology to facilitate higher-order thinking, collaboration, and creativity among students.	4.53	0.57	To the very great extent
Evaluate the pedagogical effectiveness of technological applications through data-driven reflection.	4.53	0.57	To the very great extent
Adapt instructional strategies based on students' technological proficiency and learning preferences.	4.56	0.57	To the very great extent
Weighted Mean	4.54		
SD	0.51		
Verbal Interpretation	Very High		

Table 10 shows the level of instructional quality of the schools with regards to Technological Pedagogical Knowledge (TPK). It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that principals and teachers integrate technology strategically to transform instructional practices and enhance learning outcomes, with a mean score of 4.56,

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indicating a response of "To the very great extent." This is supported by a standard deviation of 0.55, suggesting consistency in respondents' perceptions. Likewise, adapting instructional strategies based on students' technological proficiency and learning preferences obtained a mean score of 4.56 with a standard deviation of 0.56920, reflecting strong agreement that instruction is responsive to learners' digital competencies. Employing technology to facilitate higher-order thinking, collaboration, and creativity among students, as well as evaluating the pedagogical effectiveness of technological applications through data-driven reflection, both registered a mean of 4.53 with standard deviations of 0.57, indicating that teachers consistently leverage technology for engagement and reflective practice. Designing pedagogical approaches that align digital tools with curriculum goals and learner needs obtained a mean of 4.52 with a standard deviation of 0.57, showing that instructional planning integrates technology purposefully to support learning objectives.

The level of instructional quality in terms of Technological Pedagogical Knowledge attained an overall weighted mean of 4.54 and a standard deviation of 0.51, which corresponds to a Very High verbal interpretation. This implies that, overall, schools effectively integrate technology into pedagogy to enhance instructional quality and learning outcomes.

In summary, the findings suggest that schools demonstrate a very high level of instructional quality in Technological Pedagogical Knowledge. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of teaching practices that strategically combine technology with pedagogy to promote critical thinking, collaboration, and learner-centered instruction. This consistency suggests that teachers across the school system are well-equipped and confident in integrating digital tools into their instructional approaches. Such competence strengthens students' digital literacy skills and prepares them for more complex, technology-driven learning tasks. Ultimately, the effective use of Technological Pedagogical Knowledge contributes to a more dynamic, engaging, and future-ready learning environment.

Table 11. Level of Instructional Quality of the Schools with Regards to Teacher Self-Efficacy,

Statements	Mean	SD	Remarks
Demonstrate confidence in designing and implementing instructional strategies that meet diverse learner needs.	4.56	0.55	To the very great extent
Exhibit a strong belief in the ability to influence student learning outcomes through effective teaching practices.	4.63	0.50	To the very great extent
Adapt pedagogical approaches flexibly in response to students' learning progress and challenges.	4.60	0.51	To the very great extent
Manage classroom dynamics and behavioral issues with composure and professional judgment.	4.60	0.51	To the very great extent
Employ evidence-based practices to enhance student engagement and academic achievement.	4.64	0.50	To the very great extent
Weighted Mean	4.61		
SD	0.48		
Verbal Interpretation	Very High		

Table 11 shows the level of instructional quality of the schools with regards to Teacher Self-efficacy. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that teachers employ evidence-based practices to enhance student engagement and academic achievement, with a mean score of 4.64, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.50, suggesting consistency in respondents' perceptions. Likewise, exhibiting a strong belief in the ability to influence student learning outcomes through effective teaching practices obtained a mean score of 4.63 with a standard deviation of 0.50, reflecting strong agreement that teachers demonstrate confidence in their instructional impact. Adapting pedagogical approaches flexibly in response to students' learning progress and challenges, as well as managing classroom dynamics and behavioral issues with composure and professional judgment, both registered a mean of 4.60 with a standard deviation of 0.51, indicating that teachers are perceived as capable of responding effectively to varying classroom situations. Demonstrating confidence in designing and implementing instructional strategies that meet diverse learner needs obtained a mean of 4.56 with a standard deviation of 0.55, showing that teachers maintain a high level of self-efficacy across instructional responsibilities.

The level of instructional quality in terms of Teacher Self-efficacy attained an overall weighted mean of 4.61 and a standard deviation of 0.48, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers demonstrate strong confidence in their teaching abilities, adaptability, and professional judgment.

In summary, the findings suggest that schools exhibit a very high level of instructional quality in teacher self-efficacy. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting teachers' capability to implement effective, evidence-based, and flexible instructional practices that positively influence student learning.

Table 12. Level of Instructional Quality of the Schools with Regards to Students Engagement

Statements	Mean	SD	Remarks
Facilitate learning environments that stimulate sustained student attention, curiosity, and active participation.	4.65	0.50	To the very great extent
Design instructional activities that promote deep cognitive engagement rather than surface-level task completion.	4.61	0.51	To the very great extent
Encourage students to take ownership of their learning through goal-setting and self-directed inquiry.	4.65	0.50	To the very great extent
Foster emotional engagement by building relevance and personal connection to the learning content.	4.61	0.51	To the very great extent
Utilize collaborative learning structures that enhance peer interaction and shared accountability.	4.64	0.50	To the very great extent
Weighted Mean	4.63		
SD	0.46		
Verbal Interpretation	Very High		

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Table 12 shows the level of instructional quality of the schools with regards to Student Engagement. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that teachers facilitate learning environments that stimulate sustained student attention, curiosity, and active participation, with a mean score of 4.65, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.50, suggesting consistency in respondents' perceptions. Likewise, encouraging students to take ownership of their learning through goal-setting and self-directed inquiry obtained the same mean of 4.65 with a standard deviation of 0.50, reflecting strong agreement that students are actively involved in their learning process.

Utilizing collaborative learning structures that enhance peer interaction and shared accountability registered a mean of 4.64 with a standard deviation of 0.50, indicating that teachers promote cooperation and joint responsibility among learners. Designing instructional activities that promote deep cognitive engagement rather than surface-level task completion, as well as fostering emotional engagement by building relevance and personal connection to the learning content, both obtained a mean of 4.61 with a standard deviation of 0.51, showing that instructional practices support meaningful learning experiences.

The level of instructional quality in terms of Student Engagement attained an overall weighted mean of 4.63 and a standard deviation of 0.46, which corresponds to a Very High verbal interpretation. This implies that, overall, teachers effectively engage students cognitively, emotionally, and socially in the learning process.

In summary, the findings suggest that schools demonstrate a very high level of instructional quality in student engagement. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of teaching practices that promote active participation, ownership of learning, and collaborative, meaningful classroom experiences. This consistency suggests that teachers are applying well-aligned strategies that successfully capture students' interest and sustain their involvement throughout the lessons. As a result, learners are more motivated and better equipped to engage deeply with the instructional content, contributing to improved academic outcomes.

Level of Operational Efficiency of the Schools in Terms of Resource Utilization Efficiency

In this study, the level of operational efficiency of the schools in terms of resource utilization efficiency refers to the extent to which available school resources are effectively, economically, and appropriately used to support school operations and educational programs. Resource utilization efficiency includes the proper allocation of financial resources, optimal use of human resources, effective management of physical facilities and equipment, and the avoidance of waste or redundancy in school processes.

This aspect of operational efficiency emphasizes how schools maximize limited resources to achieve intended goals and outcomes. Efficient resource utilization is reflected in careful planning, systematic monitoring, and timely evaluation of resource use to ensure that inputs are aligned with school priorities and student needs. When resources are utilized efficiently, schools are better able to sustain programs, improve service delivery, and enhance overall institutional performance.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the respondents regarding the level of operational efficiency of the schools in terms of resource utilization efficiency.

Table 13 shows the respondents' level of agreement on practices related to efficient use of school resources.

Table 13. Level of Operational Efficiency of the Schools with Regards to Resource Utilization Efficiency

Statements	Mean	SD	Remarks
Implement strategic planning processes to ensure optimal allocation and utilization of school resources.	4.72	0.45	To the very great extent
Employ data-driven decision-making to monitor and evaluate the effectiveness of resource distribution.	4.67	0.47	To the very great extent
Maximize the use of financial, human, and material resources to support institutional goals and student outcomes.	4.73	0.45	To the very great extent
Integrate sustainability principles in resource management to promote long-term institutional efficiency.	4.69	0.47	To the very great extent
Establish accountability systems to track resource use and ensure transparency in school operations.	4.73	0.45	To the very great extent
Weighted Mean	4.71		
SD	0.42		
Verbal Interpretation	Very High		

Table 13 shows the level of operational efficiency of the schools with regards to Resource Utilization Efficiency. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that schools maximize the use of financial, human, and material resources to support institutional goals and student outcomes, with a mean score of 4.73, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.45, suggesting consistency in respondents' perceptions. Likewise, establishing accountability systems to track resource use and ensure transparency in school operations obtained the same mean of 4.73 with a standard deviation of 0.45, reflecting strong agreement that schools prioritize responsible and transparent resource management.

Implementing strategic planning processes to ensure optimal allocation and utilization of school resources registered a mean of 4.72 with a standard deviation of 0.45, indicating that schools plan resource use systematically to achieve institutional goals. Integrating sustainability principles in resource management obtained a mean of 4.69 with a standard deviation of 0.47, while employing data-driven decision-making to monitor and evaluate the effectiveness of

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resource distribution yielded a mean of 4.67 with a standard deviation of 0.47. Although slightly lower, these indicators still fall under the same verbal interpretation, showing that schools consistently manage resources efficiently and strategically.

The level of operational efficiency in terms of Resource Utilization attained an overall weighted mean of 4.71 and a standard deviation of 0.42, which corresponds to a Very High verbal interpretation. This implies that, overall, schools effectively utilize resources to support institutional objectives and enhance student outcomes.

In summary, the findings suggest that schools demonstrate a very high level of operational efficiency in resource utilization. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of strategic, accountable, and sustainable resource management practices. These results imply that existing management systems are well-implemented and consistently applied across the school context. Furthermore, sustaining this level of efficiency requires continuous evaluation and adaptive leadership to respond to emerging educational demands.

Table 14. Level of Operational Efficiency of the Schools with Regards to Administrative Process Efficiency

Statements	Mean	SD	Remarks
Streamline administrative procedures to reduce redundancy and improve workflow efficiency.	4.66	0.48	To the very great extent
Utilize digital management platforms to ensure accuracy, accessibility, and timeliness of school records.	4.62	0.49	To the very great extent
Promote collaborative administrative practices that foster shared accountability and transparency.	4.71	0.45	To the very great extent
Align administrative processes with institutional goals, policies, and strategic development plans.	4.70	0.46	To the very great extent
Evaluate administrative operations regularly using performance indicators and stakeholder feedback.	4.69	0.46	To the very great extent
Weighted Mean	4.68		
SD	0.43		
Verbal Interpretation	Very High		

Table 14 shows the level of operational efficiency of the schools with regards to Administrative Process Efficiency. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that schools promote collaborative administrative practices that foster shared accountability and transparency, with a mean score of 4.71, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.45, suggesting consistency in respondents' perceptions. Likewise, aligning administrative processes with institutional goals, policies, and strategic development plans obtained a mean score of 4.70 with a standard deviation of 0.46, reflecting strong agreement that administrative operations are coordinated with broader institutional objectives.

Streamlining administrative procedures to reduce redundancy and improve workflow efficiency registered a mean of 4.66 with a standard deviation of 0.48, while evaluating administrative operations regularly using performance indicators and stakeholder feedback yielded a mean of 4.69 with a standard deviation of 0.46. Utilizing digital management platforms to ensure accuracy, accessibility, and timeliness of school records obtained a mean of 4.62 with a standard deviation of 0.49. Although slightly lower, all indicators fall under the same verbal interpretation, showing that schools consistently implement efficient, systematic, and accountable administrative practices.

The level of operational efficiency in terms of Administrative Process Efficiency attained an overall weighted mean of 4.68 and a standard deviation of 0.43, which corresponds to a Very High verbal interpretation. This implies that, overall, schools effectively manage administrative operations to ensure smooth, accurate, and goal-aligned processes.

In summary, the findings suggest that schools demonstrate a very high level of operational efficiency in administrative processes. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of administrative practices that prioritize workflow optimization, accountability, and alignment with institutional objectives.

Table 15. Level of Operational Efficiency of the Schools with Regards to Infrastructure and Facility Management

Statements	Mean	SD	Remarks
Develop and implement strategic plans for maintaining and upgrading school infrastructure aligned with institutional goals.	4.57	.50	To the very great extent
Utilize data and facility audits to inform decisions on maintenance, safety, and resource allocation.	4.57	.50	To the very great extent
Ensure that learning environments meet standards for safety, accessibility, and inclusivity.	4.61	.49	To the very great extent
Integrate sustainability principles into infrastructure planning and facility operations.	4.56	.50	To the very great extent
5. Employ preventive maintenance systems to extend the lifespan and functionality of school facilities.	4.60	.49	To the very great extent
Weighted Mean	4.5852		
SD	0.45566		
Verbal Interpretation	Very High		

Table 15 shows the level of operational efficiency of the schools with regards to Infrastructure and Facility Management. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that schools ensure learning environments meet standards for safety, accessibility, and inclusivity, with a mean score of 4.61, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.49, suggesting consistency in respondents' perceptions. Likewise, employing preventive maintenance systems to extend the lifespan and functionality of school facilities obtained a mean score of 4.60 with a standard deviation of 0.49, reflecting strong agreement that schools proactively maintain infrastructure to support teaching and learning.

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Developing and implementing strategic plans for maintaining and upgrading school infrastructure aligned with institutional goals, as well as utilizing data and facility audits to inform decisions on maintenance, safety, and resource allocation, both registered a mean of 4.57 with a standard deviation of 0.50, indicating that schools plan and manage facilities strategically and systematically. Integrating sustainability principles into infrastructure planning and facility operations obtained a mean of 4.56 with a standard deviation of 0.50, showing that long-term efficiency and environmental considerations are considered in facility management.

The level of operational efficiency in terms of Infrastructure and Facility Management attained an overall weighted mean of 4.59 and a standard deviation of 0.456, which corresponds to a Very High verbal interpretation. This implies that, overall, schools effectively manage infrastructure and facilities to ensure safe, accessible, and sustainable learning environments.

In summary, the findings suggest that schools demonstrate a very high level of operational efficiency in infrastructure and facility management. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of strategic planning, preventive maintenance, and sustainability practices in supporting educational operations.

Level of Operational Efficiency of the Schools with Regards to Performance Monitoring and Evaluation

In this study, the level of operational efficiency of the schools with regards to performance monitoring and evaluation refers to the extent to which school systems systematically track, assess, and use performance data to inform decision-making and improve educational outcomes. This includes the regular monitoring of teacher performance, student achievement, and program implementation, as well as the use of evaluation results to guide planning, provide feedback, and ensure accountability. Effective performance monitoring and evaluation allow schools to optimize resources, address gaps promptly, and sustain continuous improvement.

Table 16 shows the level of operational efficiency of the schools with regards to Performance Monitoring and Evaluation. It also presents the statements, mean, standard deviation, and corresponding remarks. The results reveal that schools provide timely, constructive feedback to inform continuous professional development and performance improvement, with a mean score of 4.67, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.47, suggesting consistency in respondents' perceptions. Likewise, implementing systematic, data-driven processes to monitor teacher and staff performance aligned with school goals obtained a mean score of 4.66 with a standard deviation of 0.48, reflecting strong agreement that schools conduct performance monitoring strategically and effectively.

Table 16. Level of Operational Efficiency of the Schools with Regards to Performance Monitoring and Evaluation

Statements	Mean	SD	Remarks
Implement systematic, data-driven processes to monitor teacher and staff performance aligned with school goals.	4.66	0.48	To the very great extent
Utilize evidence-based evaluation tools to assess instructional effectiveness and operational outcomes.	4.65	0.48	To the very great extent
Provide timely, constructive feedback to inform continuous professional development and performance improvement.	4.67	0.47	To the very great extent
Conduct regular assessments to evaluate the achievement of school goals.	4.64	0.48	To the very great extent
Utilize evaluation results to plan for professional development and improvement.	4.64	0.48	To the very great extent
Weighted Mean	4.65		
SD	0.46		
Verbal Interpretation	Very High		

Utilizing evidence-based evaluation tools to assess instructional effectiveness and operational outcomes registered a mean of 4.64 with a standard deviation of 0.48, while conducting regular assessments to evaluate the achievement of school goals, as well as utilizing evaluation results to plan for professional development and improvement, both obtained a mean of 4.64 with a standard deviation of 0.48. Although slightly lower, all indicators still fall under the same verbal interpretation, showing that schools consistently monitor and evaluate performance to support instructional and operational excellence.

The level of operational efficiency in terms of Performance Monitoring and Evaluation attained an overall weighted mean of 4.65 and a standard deviation of 0.46, which corresponds to a Very High verbal interpretation. This implies that, overall, schools effectively implement monitoring and evaluation practices to enhance teacher performance, operational outcomes, and continuous improvement.

In summary, the findings suggest that schools demonstrate a very high level of operational efficiency in performance monitoring and evaluation. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of systematic, evidence-based, and feedback-oriented practices in supporting school goals and professional development.

School principals' performance monitoring and evaluation systems are essential tools that aim to improve the quality of leadership, support school improvement and improve students' educational outcomes.

Level of Operational Efficiency of the Schools with Regards to Stakeholder Engagement Efficiency

Table 17 shows the level of operational efficiency of the schools with regards to Stakeholder Engagement Efficiency. It also presents the statements, mean, standard deviation, and corresponding remarks.

The results reveal that schools employ evidence-based strategies to solicit and incorporate stakeholder feedback into school decision-making, with a mean score of 4.67, indicating a response of "To the very great extent." This is supported by a standard deviation of 0.47, suggesting consistency in respondents' perceptions. Likewise, designing and

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implementing strategic initiatives that actively involve parents, community members, and other stakeholders in school development obtained a mean score of 4.66 with a standard deviation of 0.48, reflecting strong agreement that schools prioritize inclusive and participatory practices.

Table 17. Level of operational efficiency of the schools with regards to Stakeholder Engagement Efficiency

Statements	Mean	SD	Remarks
Design and implement strategic initiatives that actively involve parents, community members, and other stakeholders in school development.	4.66	0.48	To the very great extent
Foster transparent and reciprocal communication channels to ensure stakeholder awareness and participation.	4.65	0.48	To the very great extent
Employ evidence-based strategies to solicit and incorporate stakeholder feedback into school decision-making.	4.67	0.47	To the very great extent
Establish collaborative partnerships with external organizations to enhance student learning and school resources.	4.64	0.48	To the very great extent
Establish partnerships with external groups to enhance student learning opportunities.	4.64	0.48	To the very great extent
Weighted Mean	4.59		
SD	0.48		
Verbal Interpretation	Very High		

Fostering transparent and reciprocal communication channels to ensure stakeholder awareness and participation registered a mean of 4.65 with a standard deviation of 0.48, while establishing collaborative partnerships with external organizations to enhance student learning and school resources, as well as establishing partnerships with external groups to enhance student learning opportunities, both obtained a mean of 4.64 with a standard deviation of 0.48. Although slightly lower, all indicators still fall under the same verbal interpretation, showing that schools consistently engage stakeholders effectively to support school improvement and student learning.

The level of operational efficiency in terms of Stakeholder Engagement attained an overall weighted mean of 4.59 and a standard deviation of 0.48, which corresponds to a Very High verbal interpretation. This implies that, overall, schools demonstrate highly effective practices in engaging stakeholders to enhance institutional operations and student outcomes.

In summary, the findings suggest that schools exhibit a very high level of operational efficiency in stakeholder engagement. The relatively low and consistent standard deviations indicate a shared perception among respondents, highlighting the effectiveness of strategic, inclusive, and collaborative practices that promote stakeholder participation in school development.

Regular meetings, surveys, and school forums can help gather feedback and ensure everyone feels heard (Murugi and Mugwe, 2023). Schools that prioritize communication often report higher levels of satisfaction among parents and teachers, fostering a sense of community and collaboration. Despite these strategies, several challenges can hinder stakeholder engagement. A significant barrier is the time constraints faced by stakeholders, particularly parents who may work multiple jobs. This may limit their ability to participate in school activities (Bateganya, 2019). Principals must find ways to accommodate these schedules by offering flexible meeting times or virtual participation options to ensure broader access.

Significant Relationship Between the School Principal's Resource Management and Instructional Quality at Division of Laguna

This section presents the analysis of the significant relationship between the school principal's resource management practices and the instructional quality of schools in the Division of Laguna. Resource management, as exercised by school principals, includes the effective management of human, financial, physical, time, and learning resources. Instructional quality, on the other hand, pertains to the effectiveness of teaching and learning processes, particularly in terms of instructional strategies, cognitive activation, classroom management, and learner engagement.

To determine the relationship between these variables, appropriate statistical tools such as correlation analysis were employed. The results reveal whether the principals' ability to manage school resources is significantly associated with the quality of instruction delivered in the classroom.

The findings of this analysis provide empirical evidence on the extent to which school principals' resource management practices contribute to improved instructional quality.

Table 18 presents the significant relationship between school principals' resource management practices and instructional quality in the Division of Laguna. The table includes Pearson correlation coefficients (r), significance levels (p-values), and sample size (N = 108) across seven dimensions of instructional quality: Cognitive Activation (CA), Classroom Management (CM), Supportive Climate (SC), Clarity of Instruction (COI), Technological Pedagogical Knowledge (TPK), Teacher Self-Efficacy (TSE), and Student Engagement (SE).

Table 18. Significant Relationship Between the School Principal's Resource Management and Instructional Quality at Division of Laguna

School Principal's Resource Management and Instructional Quality		CA	CM	SC	COI	TPK	TSE	SE
Human Resource Management (HRM)	Pearson Correlation	.498**	.585**	.553**	.525**	.420**	.551**	.541**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	108	108	108	108	108	108	108
Financial Management (FRM)	Resource Pearson Correlation	.478**	.577**	.538**	.508**	.417**	.499**	.518**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	108	108	108	108	108	108	108
Physical Management (PRM)	Resource Pearson Correlation	.531**	.592**	.583**	.535**	.510**	.571**	.526**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	108	108	108	108	108	108	108
Time Management (TM)	Pearson Correlation	.577**	.620**	.505**	.523**	.468**	.493**	.521**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	108	108	108	108	108	108	108
Learning Management (LRM)	Resource Pearson Correlation	.651**	.560**	.562**	.513**	.468**	.547**	.557**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	108	108	108	108	108	108	108

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The results reveal that all resource management dimensions Human Resource Management (HRM), Financial Resource Management (FRM), Physical Resource Management (PRM), Time Management (TM), and Learning Resource Management (LRM) have significant positive correlations with each instructional quality indicator. All p-values are 0.000, indicating that the relationships are statistically significant at the 0.01 level.

In summary, the findings demonstrate that principals' resource management practices play a significant and multidimensional role in fostering high-quality instruction, reinforcing the critical link between operational leadership and educational outcomes.

Significant Relationship between the School Principal's Resource Management and School Operational Efficiency in the Division of Laguna

This section presents the analysis of the significant relationship between the school principal's resource management practices and the level of school operational efficiency in the Division of Laguna. The school principal's resource management encompasses the effective handling of human, financial, physical, time, and learning resources, while school operational efficiency refers to the effective and optimal use of these resources to support school operations and achieve institutional goals.

To determine the existence and degree of relationship between the two variables, appropriate statistical tools such as correlation analysis were employed. The findings of this analysis provide insight into how leadership practices in resource management contribute to the efficient functioning of schools.

Table 19. Significant Relationship between the School Principal's Resource Management and School Operational Efficiency in the Division of Laguna

School Principal's Resource Management and School Operational Efficiency		(RUE)	(APE)	(IFM)	(PME)	(SEE)
Human Resource Management (HRM)	Pearson Correlation	.631**	.578**	.535**	.568**	.432**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	108	108	108	108	108
Financial Resource Management (FRM)	Pearson Correlation	.648**	.611**	.548**	.563**	.458**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	108	108	108	108	108
Physical Resource Management (PRM)	Pearson Correlation	.607**	.615**	.595**	.565**	.446**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	108	108	108	108	108
Time Management (TM)	Pearson Correlation	.438**	.583**	.521**	.603**	.477**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	108	108	108	108	108
Learning Resource Management (LRM)	Pearson Correlation	.561**	.588**	.612**	.642**	.430**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	108	108	108	108	108

Table 19 presents the significant relationship between school principals' resource management practices and school operational efficiency in the Division of Laguna. The table shows Pearson correlation coefficients (r), significance levels (p-values), and sample size (N = 108) across five dimensions of operational efficiency: Resource Utilization Efficiency, Administrative Process Efficiency, Infrastructure and Facility Management, Performance Monitoring and Evaluation, and Stakeholder Engagement Efficiency.

The results indicate that all resource management dimensions Human Resource Management, Financial Resource Management, Physical Resource Management, Time Management, and Learning Resource Management have significant positive correlations with each operational efficiency indicator. All p-values are 0.000, demonstrating statistical significance at the 0.01 level.

In summary, the results demonstrate that resource management is a key determinant of school operational efficiency, reinforcing the critical role of principals in aligning resources, processes, and practices to achieve institutional goals and sustain high-quality educational outcomes.

IV. Conclusion and Recommendations

Based on the findings of the study, there is a significant positive relationship between the school principals' resource management and the instructional quality at the Division of Laguna. All dimensions of resource management human, financial, physical, time, and learning were found to have significant correlations with key indicators of instructional quality, including cognitive activation, classroom management, supportive climate, clarity of instruction, technological pedagogical knowledge, teacher self-efficacy, and student engagement. This indicates that principals who strategically manage resources create an environment that supports effective teaching practices, promotes higher-order thinking, enhances student engagement, and strengthens overall instructional outcomes.

Similarly, the study revealed a significant positive relationship between the school principals' resource management and school operational efficiency. The correlations show that effective management of human, financial, physical, time, and learning resources is strongly associated with improved resource utilization, streamlined administrative processes, well-maintained facilities, systematic performance monitoring, and active stakeholder engagement. This suggests that strategic resource management by principals is a key factor in ensuring that schools operate efficiently, optimize resources, and achieve institutional goals.

In summary, the results clearly demonstrate that school principals' resource management plays a critical role in enhancing both instructional quality and operational efficiency. Principals who efficiently allocate and utilize resources, support teachers, and maintain school facilities contribute directly to better teaching and learning outcomes, as well as the overall effectiveness and sustainability of school operations.

Based on the findings and conclusions drawn from this study, the following recommendations were proposed:

That school principals may continue to strengthen their resource management practices by effectively managing human, financial, physical, time, and learning resources. Prioritizing professional development for teachers, maintaining safe and well-equipped facilities, and ensuring the

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availability of instructional materials can enhance both teaching quality and operational efficiency.

That school principals may be actively involve teachers and staff in participatory decision-making processes related to resource allocation, classroom management, and school operations. Encouraging collaboration and shared accountability can improve instructional outcomes, optimize resource use, and foster a positive school climate.

That the schools may integrate technology and digital tools to support instruction and streamline administrative processes. Training teachers and staff on the effective use of technological resources can promote higher-order thinking, student engagement, and more efficient school operations.

That the schools may sustain a culture of continuous improvement by regularly reviewing and updating policies, procedures, and resource management strategies. Maintaining flexibility and adaptability in response to emerging needs will ensure the school remains effective in delivering quality education and optimizing operational performance.

That the future researchers may explore other factors that may influence instructional quality and operational efficiency, such as leadership styles, teacher motivation, or school culture, to provide a more comprehensive understanding of school performance.

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