

School Management Practices, Resource Allocation Efficiency and Organizational Performance in Public Elementary Schools in the Division of Mandaluyong City: Basis for a Proposed Intervention Program

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ABSTRACT

Effective school leadership has evolved beyond instructional supervision into strategic management, requiring school heads to plan, implement, monitor, and evaluate school operations using systematic approaches that promote decision-making, goal alignment, transparency, and accountability. In the Philippines, RA 9155 and RA 10533 reinforce this expanded role by decentralizing authority and positioning school heads as key drivers of instructional leadership, curriculum implementation, teacher development, and resource management, while RA 4670 and DepEd's Results-Based Performance Management System ensure teacher protection and performance accountability. School management practices in terms of Leadership and Governance, Planning and Policy Implementation, Curriculum and Instruction Management, Human Resource Management,

Learner Management and Services, Financial and Resource Management, Administrative Systems and Records Management, Health, Safety, and Disaster Risk Reduction, and Stakeholder Engagement and Partnerships in public elementary schools in the Division of Mandaluyong City are strongly established and demonstrated. Resource allocation regarding Needs-Based Budgeting, Equity in Resource Distribution, Effective Utilization of MOOE, Human Resource Optimization, Time and Schedule Management, Infrastructure and Facility Management, Digital and Technology Integration, and Monitoring and Evaluation (M&E) in public elementary schools in the Division of Mandaluyong City operate at a highly effective and proficient level. The three groups of respondents do not concur with their assessment across all the dimensions of school management and resource allocation efficiency. Public elementary schools in the Division of Mandaluyong City consistently exhibit exemplary organizational performance across consecutive school years. There are strong observed associations among school management practices, resource allocation efficiency, and organizational performance; these relationships are not statistically significant. Facilitating factors strongly reinforce school management practices and resource allocation efficiency, while hindering factors present moderate constraints to optimal execution. The intervention program effectively targets key challenges in school management and resource allocation to improve organizational performance and learner outcomes. The proposed intervention program is regarded as a highly appropriate initiative, aligning its goals, target participants, and specific needs of public elementary schools in the Division of Mandaluyong City.

Keywords: *Intervention Program; School Management Practice; Resource Allocation Efficiency; Organizational Performance; Educational Leadership; Public Elementary Schools*

INTRODUCTION

Effective school leadership has evolved beyond instructional supervision into strategic management, requiring school heads to plan, implement, monitor, and evaluate school operations using systematic approaches that promote decision-making, goal alignment, transparency, and accountability. In the Philippines, RA 9155 and RA 10533 reinforce this expanded role by decentralizing authority and positioning school heads as key drivers of instructional leadership, curriculum implementation, teacher development, and resource management, while RA 4670 and DepEd's Results-Based Performance Management System ensure teacher protection and performance accountability. Financial stewardship is further guided by national budgeting policies that promote transparency and proper fund utilization.

Within this context, management control systems serve as formal and informal mechanisms for regulating performance, behavior, and resource use, although their application and impact in public elementary schools remain underexplored. Schools in Mandaluyong City operate under constraints such as overcrowding and limited resources while facing high-performance expectations, requiring strong and transparent management systems. Despite existing policies, variations in school performance suggest inconsistencies in the implementation of these systems, with limited evidence on their influence on staff behavior, compliance, and resource efficiency.

This study addresses this gap by examining how management control systems are implemented in public elementary schools in Mandaluyong City and how they affect resource allocation efficiency and organizational performance, identify best practices and informing an executive capacity-building program to strengthen school leadership, improve control mechanisms, and enhance overall school productivity and sustainability.

Literature Review

Local Literature

This section presents selected local literature relevant to the present study, focusing on school management practices, resource allocation efficiency, and organizational performance in Philippine public elementary schools. The reviewed studies provide empirical evidence on leadership, management systems, financial stewardship, and accountability mechanisms within the local educational context, thereby establishing a foundation for understanding existing practices and identifying gaps addressed by the current research.

Existing local and foreign studies have extensively examined school leadership, management practices, and resource allocation as separate constructs. While these studies confirm that effective leadership and efficient use of resources contribute to improved school outcomes, most have focused on either school management practices or resource allocation efficiency in isolation, or have been limited to specific components such as leadership standards, financial management, or academic performance.

Moreover, there is limited empirical evidence that simultaneously examines the combined influence of School Management Practices and Resource Allocation Efficiency on Organizational Performance, particularly in public elementary schools in urban divisions such as the Division of Mandaluyong City. Previous studies also rarely incorporate multiple respondent groups—supervisors, school heads, teachers, and non-teaching personnel—resulting in a partial understanding of school-wide management dynamics.

Additionally, few local studies translate empirical findings into a context-specific intervention program aimed at strengthening managerial capacity and improving resource utilization. This gap highlights the need for a comprehensive, data-driven investigation that integrates management practices, resource allocation efficiency, and organizational performance as a basis for developing a sustainable intervention program for public elementary schools.

School management practices in public elementary schools are grounded in national laws and Department of Education (DepEd) policies that define the authority, accountability, and responsibilities of school heads and education stakeholders. Republic Act No. 9155 (Governance of Basic Education Act of 2001) decentralizes decision-making and empowers school heads to exercise instructional leadership, manage resources, and ensure

school effectiveness through school-based management. This mandate is operationalized by DepEd Order No. 83, s. 2012, which provides guidelines on leadership and governance, planning and policy implementation, accountability, and stakeholder participation, enabling systematic and participatory school management.

In addition, Republic Act No. 10533 (Enhanced Basic Education Act of 2013) reinforces curriculum and instruction management by requiring effective K to 12 implementation, teacher development, and learner-centered programs aligned with national standards and local needs. Accountability and performance monitoring are further strengthened by DepEd Order No. 2, s. 2015, which institutionalizes the Results-Based Performance Management System (RPMS) to align individual and organizational performance with school goals. Collectively, these legal bases provide a solid policy framework for assessing school management practices in terms of leadership and governance, planning and policy implementation, curriculum and instruction management, human resource management, financial and resource management, monitoring and evaluation, and stakeholder engagement in public elementary schools.

Pangandaman (2024). The current state of leadership and governance in the Philippines is characterized by a strong push towards transparency, public engagement, and sustainable development. While challenges remain, particularly regarding corruption and socio-economic disparities, ongoing reforms and initiatives signal a commitment to improving governance and fostering a more inclusive society. The focus on digital transformation and open governance is expected to play a crucial role in shaping the future of the country's leadership landscape.

Llego (2025) The Learning Management System (LMS) is a digital platform that enables teachers to create virtual classrooms, assign learning activities, monitor learner progress, assess task completion, grade submissions, and administer online assessments, particularly in contexts where face-to-face instruction is limited or not possible. It works in coordination with the DepEd Commons, a national digital repository accessed by more than eight million learners, which houses Open Educational Resources (OERs), Electronic Self-Learning Modules (e-SLMs), and multimedia instructional materials used by teachers for scheduling and delivering learning activities. The e-SLMs, developed in EPUB3 format, integrate videos, interactive games, formative assessment tools, and accessibility features such as subtitles, audio narration, and sign language, and can be accessed offline through mobile devices or computers. The Department of Education has developed three LMS platforms—for online classes, online training of teaching and non-teaching personnel, and national assessments—all of which are powered by Moodle, an open-source learning management system selected for its flexibility, scalability, and cost-efficiency, with infrastructure support funded through existing cloud agreements and external technical assistance, thereby strengthening digital and technology integration in the delivery of basic education.

Tamplin (2025) Needs-based budgeting is a financial planning approach that prioritizes essential expenses to ensure basic needs are met before allocating funds to non-essential items. It involves distinguishing between needs—such as housing, utilities, food, healthcare, and transportation—and wants, which are discretionary expenses like dining out, vacations, or luxury items. To create a needs-based budget, one should assess all income sources, identify and rank essential expenses, track spending patterns, and adjust the budget as income or costs change. This approach provides financial control, clarity in spending, and long-term stability by promoting responsible spending and saving. Ultimately, needs-based budgeting helps individuals secure their fundamental needs while planning for a more stable financial future.

Abio (2025) Effective utilization of Maintenance and Other Operating Expenses (MOOE) is essential for ensuring the financial stability and operational efficiency of educational institutions. This involves strategically allocating funds to cover critical needs such as facility maintenance, utilities, and teacher training while maintaining transparency and accountability in their use. Empowering school leaders with the knowledge and skills to manage MOOE effectively, conducting regular evaluations to identify areas for improvement, and prioritizing support for teacher development are key strategies that maximize the impact of these funds. Proper MOOE management ultimately enhances educational quality, promotes professional growth among teachers, and supports the overall development of students.

Foreign Literature

PolSci. Institute (2024) Policy implementation is a critical phase in the policymaking process, and its success depends on various factors, including clear communication, adequate resources, and effective stakeholder engagement. By understanding and addressing the common challenges and employing effective strategies, policymakers can increase the likelihood of achieving their intended outcomes and making a positive impact on society.

Leitch (2024) stated that Human Resource Management (HRM) refers to the systematic planning, development, and implementation of policies and practices related to the recruitment, deployment, development, performance management, and well-being of personnel to ensure organizational effectiveness. HRM focuses on how school heads manage teachers and non-teaching staff through fair recruitment, continuous professional development, performance appraisal, motivation, and welfare support to enhance productivity, accountability, and overall organizational performance in public elementary schools.

Strutner (2025) pointed that Financial Management refers to the strategic planning, organization, and control of an organization's financial resources to achieve its goals, encompassing both short-term cash flow monitoring and long-term investment decisions while ensuring compliance with regulatory requirements. It provides the framework for allocating resources, guiding growth investments, and improving operational efficiency. Modern financial management relies on integrated technology, such as accounting software and ERP platforms, which consolidate accounting transactions, fixed-asset management, revenue recognition, and payment processing, providing real-time insights that inform decision-making. Through this approach, finance leaders can balance liquidity, profitability, and growth, support operational efficiency, and navigate potential challenges. Key functions include maximizing profits, monitoring liquidity and cash flow, ensuring compliance, developing financial scenarios, and managing stakeholder relationships. Effective financial management also requires technical expertise and strong communication skills, enabling managers to translate complex financial data into actionable insights for other departments. By aligning financial planning with strategic objectives, organizations can optimize resources, identify profitable opportunities, mitigate risks, and foster long-term sustainability and competitive advantage.

Honig (2025) Administrative systems and records management are vital for ensuring the smooth functioning of organizations, compliance with legal standards, and the preservation of institutional knowledge. Administrative systems encompass the structured processes and tools used to manage operations, including data handling, workflow organization, and internal communication, with key components such as data management, regulatory compliance, and process optimization to enhance efficiency and reduce errors. Records management, on the other hand, involves the systematic control of records throughout their lifecycle, from creation to disposal, ensuring legal compliance, operational efficiency, data security, and preservation of organizational history. For instance, the National Archives of the Philippines Act of 2007 mandates government agencies to safeguard public records, emphasizing accountability and transparency. Best practices in records management include establishing clear policies on the creation, maintenance, and disposal of records, providing regular staff training to foster compliance, and leveraging technology such as data analytics and digital storage solutions to improve accessibility, security, and analysis. The integration of effective administrative systems with robust records management not only ensures adherence to regulations but also strengthens operational efficiency and the retention of critical organizational knowledge.

EvalCommunity.Com. (2024) Monitoring and Evaluation (M&E) is a systematic process used to assess the performance and effectiveness of programs, projects, and policies, ensuring accountability and informed decision-making. Monitoring involves continuous tracking of activities and outputs to identify progress and allow timely adjustments, while evaluation examines the relevance, efficiency, effectiveness, and impact of interventions in relation to their objectives. Key components of M&E include measurable indicators, robust data collection methods such as surveys and interviews, and the use of a Theory of Change to link activities to expected outcomes. Implementing M&E from the outset, using clear frameworks, and maintaining adaptability are best practices that enhance its effectiveness. Overall, M&E enables organizations to demonstrate accountability, make evidence-

based decisions, and learn from successes and failures, thereby improving program outcomes and guiding future interventions.

World Health Organization (2026) Health systems play a vital role in disaster risk reduction by preventing, minimizing, and responding to health impacts from emergencies, including natural disasters, technological incidents, and public health crises. Guided by frameworks such as the World Health Organization's Health Emergency and Disaster Risk Management (Health EDRM), effective health systems integrate monitoring and evaluation of risks, multi-sectoral collaboration with communities and government agencies, and capacity building through training, resource allocation, and infrastructure development. Initiatives like the Pan American Health Organization's Safe Hospitals and the Philippine Disaster Risk Reduction and Management (DRRM) Act highlight proactive strategies to strengthen health facilities and community resilience. By integrating health into disaster risk reduction, health systems reduce morbidity and mortality, support community recovery, and contribute to achieving Sustainable Development Goals by promoting well-being, equity, and resilient societies.

Generis Global (2024) Partnership and stakeholder engagement are essential for fostering collaboration and achieving shared goals by actively involving individuals and groups in decision-making processes. Stakeholder engagement brings together diverse perspectives, builds ownership and commitment, and helps mitigate risks by addressing concerns early. Successful partnerships rely on shared objectives, trust, transparent communication, and long-term relationship management to ensure mutual benefits. Effective engagement strategies include stakeholder analysis to prioritize efforts, stakeholder mapping to understand relationships and influence, and two-way communication to encourage feedback and collaboration. By integrating these practices, organizations can leverage stakeholder input to create sustainable partnerships, enhance decision-making, and drive positive outcomes.

Fiveable Content Team (2025) Equity in resource distribution is the fair and just allocation of resources to ensure that all individuals and communities have access to essential needs for a healthy and sustainable life. This approach emphasizes addressing disparities in resources such as clean air, water, and land, which are critical for environmental and community well-being. Key principles include need-based allocation, where resources are directed according to recipients' level of need; proportionality, ensuring resources match the importance or contribution of areas; transparency and accountability in decision-making; and active involvement of affected communities to address historical inequalities. Promoting equity in resource distribution is vital for fostering sustainability and reducing systemic disparities.

Thompson (2024) Human resource optimization is the strategic management of workforce capabilities and HR processes to enhance organizational productivity, efficiency, and overall performance. It is crucial for aligning employee skills with business objectives, reducing costs, and improving competitiveness, with studies showing that optimized workforces can boost productivity by 5–15% and profits by 20–50%. Key strategies include strategic workforce planning to address skill gaps, streamlining HR processes such as recruitment and performance management, leveraging technology and AI to automate routine tasks, aligning HR initiatives with organizational goals, and continuously evaluating HR outcomes using key performance indicators. Effective HR optimization results in increased operational efficiency, higher employee satisfaction, cost savings, and a stronger competitive position in the market.

Kharbach (2025) Digital technology integration involves embedding digital tools and resources into daily activities across various sectors to improve efficiency, productivity, and outcomes. It goes beyond merely providing access to technology, focusing instead on how these tools are effectively used, such as interactive whiteboards and online learning platforms in education, CRM systems and data analytics in business, electronic health records and telemedicine in healthcare, and digital record-keeping and online services in government. The benefits include enhanced operational efficiency, improved learning experiences, and data-driven decision-making, though challenges such as unequal access, insufficient training, and the need for ongoing adaptation must be addressed. Overall, effective digital technology integration is essential for organizations and individuals to thrive in an increasingly digital world.

EvalCommunity (2025) Monitoring and Evaluation (M&E) is a systematic process used by organizations to track the progress and assess the effectiveness of projects, programs, or policies, ensuring accountability, informed decision-making, and continuous improvement. Monitoring involves the ongoing collection of data to measure progress against established goals, while evaluation examines the efficiency, relevance, and impact of activities. A robust M&E system relies on clear frameworks and indicators, baseline data, regular reporting, and stakeholder feedback to provide insights that guide strategy adjustments.

METHODS

Research Design

This study utilized descriptive research in the assessment of School Management Practices, Resource Allocation Efficiency, and Organizational Performance in Public Elementary Schools in the Division of Mandaluyong City as a basis for an Intervention Program.

Descriptive research is usually defined as a type of quantitative research, though qualitative research can also be used for descriptive purposes. The research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends and categories. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when, and where it happens (McCmbes, 2023).

The descriptive research design is appropriate for this study because it allows the researcher to systematically collect, describe, and analyze data on School Management Practices, Resource Allocation Efficiency, and Organizational Performance in public elementary schools. This design is particularly suitable when the goal is to identify existing conditions, trends, and patterns, and to explore the relationships between variables without manipulating them. By using this approach, the study can provide a clear understanding of how management practices and resource allocation are associated with school performance, which serves as a reliable basis for developing an effective Intervention Program tailored to the context of Mandaluyong City schools.

Research Locale

The study was conducted in the Schools Division of Mandaluyong City, Metro Manila, Philippines, one of the school divisions under the Department of Education (DepEd) NATIONAL CAPITAL REGION. The division comprises public elementary schools that serve diverse communities with varying educational needs and organizational contexts. It is composed of two school districts supervised by Public Schools District Supervisors (PSDS), with school heads responsible for instructional leadership, school management, and the implementation of educational policies and programs.

The Schools Division of Mandaluyong City was selected as the research locale because of its ongoing implementation of leadership development initiatives aimed at strengthening school leadership and improving organizational performance. The setting provided an appropriate context for examining the relationship between School Management Practices, Resource Allocation Efficiency, and Organizational Performance. The findings are expected to contribute to evidence-based leadership development strategies that may be adapted by other public-school divisions with similar educational contexts.

Sampling Technique

This study was conducted in Public Elementary Schools in the Division of Mandaluyong City. Primarily, the respondents of the study were 11 supervisors, 11 elementary school heads, 211 elementary teachers, and 11 non-teaching personnel, totaling 244.

In the selection of supervisors, school heads, and non-teaching personnel, the proponent uses the purposive sampling technique. Purposive sampling is a non-probability sampling technique in which the researcher deliberately selects participants based on specific traits or experiences relevant to the study. This approach is particularly useful when the researcher has a clear understanding of the target population, allowing

for focused and meaningful data collection. However, it may introduce sampling bias and limit the generalizability of findings, as not all members of the population have an equal chance of being included. (Nikolopoulou, 2022). In contrast, simple random sampling is a probability sampling method that allows for the selection of participants in a completely random manner, ensuring that every member of the population has an equal chance of being chosen. This method minimizes the influence of confounding variables, supporting high internal validity, and, with a sufficiently large sample, enhances external validity by providing a sample that accurately represents the broader population. (Hayes, 2023).

In the present study, purposive sampling was strategically employed to select participants who held key insights into the specific context and variables under investigation. Given the multifaceted nature of the study, the researchers opted for purposive sampling to deliberately choose participants such as supervisors, school heads, and non-teaching personnel based on criteria relevant to school management practices, resource allocation efficiency, and organizational performance in public elementary schools in the Division of Mandaluyong City.

The respondents who were chosen based on the identified criteria were deemed to have sufficient knowledge about school management practices, resource allocation efficiency, and organizational performance in public elementary schools in the Division of Mandaluyong City.

On the other hand, the research utilized Slovin's formula in determining the sample size of the teacher respondents, given the large population within the Schools Division of Mandaluyong City. This approach ensured that the selected sample was representative of the broader teacher population while maintaining feasibility and reliability in the data collection process.

Population and Sample Distribution of the Respondents

Respondents	Population	Sample	Percentage (%)
School Heads	11	11	100
Supervisors	11	11	100
Teachers	483	211	43.69
Non-Teaching Personnel	11	11	100
Total	516	244	47.29

The data in the table presents the population and sample distribution of respondents included in the study. All supervisors (11), school heads (11), and non-teaching personnel (11) were fully represented in the sample, each with 100 percent participation, ensuring complete inclusion of these groups. In contrast, out of 483 teachers, only 211 were selected, corresponding to 43.69 percent of the teacher population.

Overall, the study involved 244 respondents out of a total population of 516, yielding a sampling percentage of 47.29 percent.

The full inclusion of supervisors, school heads, and non-teaching staff ensures comprehensive insights from key institutional roles, while the substantial proportion of teachers included provides a strong representation of the teaching workforce. This high overall sampling rate enhances the reliability and generalizability of the study findings, allowing for a well-balanced analysis across different respondent groups.

RESULTS AND DISCUSSION

School management practices of public elementary schools in the Division of Mandaluyong City were highly evident, as considered by the supervisors, school heads, non-teaching, and teachers, as shown by the overall composite weighted mean of 4.60.

Resource allocation efficiency in public elementary schools in the Division of Mandaluyong City was highly efficient across all the indicators, as apprehended by the supervisors, school heads, non-teaching, and teachers, supported by the overall composite weighted mean of 4.53.

The analysis of variance indicates that all examined variables—Leadership and Governance, Planning and Policy Implementation, Curriculum and Instruction Management, Human Resource Management, Learner Management and Services, Financial and Resource Management, Administrative Systems and Records Management, Monitoring and Evaluation, Health, Safety, and Disaster Risk Reduction, and Stakeholder Engagement and Partnership—have F-values that exceed the critical value of 2.87 at a 5% significance level with 3 and 36 degrees of freedom. Specifically, F-values in the first set range from 11.3501 to 68.5090, and in the second set from 19.9866 to 235.0890. Since all computed F-values surpass the critical threshold, the null hypothesis is rejected in both cases, demonstrating that the influence of these variables is statistically significant. This confirms that these governance and management practices meaningfully affect the outcomes under study.

The Level of Organizational Performance of public elementary schools in the Division of Mandaluyong City, based on the Office Performance Commitment and Review Form (OPCRF), shows consistently high ratings over the last two school years, with an overall rating of 4.780 for School Year 2023 – 2024 and 4.690 for School Year 2022 – 2023, both of which received an adjectival rating of outstanding.

The regression analyses consistently indicate strong correlations between certain sets of variables, such as resource allocation efficiency and school management practices (Multiple $R = 0.99$, $R^2 = 0.98$), but these relationships are not statistically significant due to small sample size and high variability among predictors (significance values > 0.05 in all ANOVA tests). School Management Practices and OPCR: Very weak relationship (Multiple $R = 0.14$, $R^2 = 0.02$) with negligible explanatory power. None of the predictors (e.g., leadership, curriculum, HR management) significantly influence OPCR. Resource Allocation Efficiency and OPCR: Weak to moderate relationship (Multiple $R = 0.22$ – 0.98 , $R^2 = 0.05$ – 0.95). While coefficients indicate some positive and negative trends, none are statistically significant. Resource Allocation Efficiency and School Management Practices: Strong correlation (Multiple $R = 0.99$, $R^2 = 0.98$), suggesting that better management practices are associated with more efficient resource allocation, yet this effect is not statistically significant. OPCR as Predictor of Resource Allocation Efficiency: Weak relationship (Multiple $R = 0.22$, $R^2 = 0.05$), with no significant predictive effect. Although the data suggests high correlations between management practices, resource allocation efficiency, and OPCR, the regression models do not reach statistical significance, likely due to the small sample size ($n = 11$) and multicollinearity among predictors. The findings imply that while better management practices and efficient resource allocation may relate positively to OPCR outcomes, these effects are not strong or reliable enough to confirm predictive relationships at a conventional significance level.

The findings indicate that the facilitating factors of school management practices in Public Elementary Schools in the Division of Mandaluyong City are highly effective, as reflected by an overall composite weighted mean of 4.47, based on assessments from supervisors, school heads, teachers, and non-teaching personnel. Similarly, the facilitating factors of resource allocation efficiency are also highly effective, with an overall composite weighted mean of 4.48, as evaluated by the same group of respondents. Conversely, the factors that hinder school management practices are considered moderately obstructive, with an overall composite weighted mean of 3.04, while those affecting resource allocation efficiency are moderately hindering as well, indicated by a composite weighted mean of 3.35. These results suggest that while both school management practices and resource allocation efficiency are largely supported by facilitating factors, there remain moderate challenges that could impact their optimal implementation.

The proposed intervention program aims to enhance school management practices and resource allocation efficiency in Mandaluyong City's public elementary schools by addressing key challenges like procurement delays, communication gaps, and inconsistent monitoring. It focuses on strengthening leadership, planning, and policy implementation, ensuring equitable resource use, and promoting data-driven monitoring and evaluation to improve organizational performance and learner outcomes. The program includes structured components such as objectives, activities, strategies, responsible parties, timeline, budget, and performance indicators to ensure accountability, efficiency, and sustainable impact. The proposed intervention program received high ratings from supervisors, school heads, non-teaching personnel, and teachers, with overall composite weighted means of 4.74 for suitability and acceptability, and 4.82 for feasibility.

CONCLUSION

The findings indicate that school management practices in public elementary schools in the Division of Mandaluyong City are strongly established and already demonstrated at an early stage, while resource allocation is operating at a highly effective and proficient level. Governance and management practices are shown to significantly shape school outcomes and play a decisive role in enhancing overall school performance. Across consecutive school years, schools consistently demonstrate exemplary organizational performance, reflecting sustained operational effectiveness.

Although relationships exist among management practices, resource allocation efficiency, and organizational performance, these associations are not statistically significant and therefore lack predictive reliability. Facilitating factors strongly support the implementation of management practices and resource allocation efficiency, while hindering factors present only moderate constraints to optimal execution. In response, the proposed intervention program is designed to address key challenges in both management and resource allocation, aiming to improve organizational performance and learner outcomes. Overall, the intervention is regarded as highly appropriate, as it aligns well with its objectives, target participants, and the specific needs of public elementary schools in the Division of Mandaluyong City.

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