

Resource Management Practices and Organizational Performance in the DepEd Division of San Juan City: Basis for a Strategic Enhancement Plan

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ABSTRACT

The study examined the relationship between resource management practices and organizational performance in the Department of Education (DepEd) Division of San Juan City. Effective resource management is essential in ensuring the efficient utilization of human, financial, and physical resources, strengthening institutional governance, enhancing service delivery, and achieving sustainable organizational performance in public educational institutions. Guided by the Resource-Based View Theory, Systems Theory, Strategic Management Theory, Organizational Performance Theory, and Human Resource Management Theory, the study assessed resource management practices in terms of human resource allocation and deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms. Likewise, organizational performance was evaluated in terms of operational efficiency, service delivery, program implementation, human resource productivity, innovation and program improvement, stakeholder satisfaction, and compliance and accountability. Using a quantitative descriptive-correlational research design, data were gathered from 492 respondents comprising school administrators, school heads, and teachers from selected public elementary and secondary schools in the DepEd Division of San Juan City. The findings revealed that resource management practices and organizational performance were both assessed as Highly Evident. Statistical analysis further demonstrated a significant and very strong positive relationship between resource management practices and organizational performance. The respondents likewise identified challenges associated with manpower allocation, budget constraints, procurement processes, monitoring systems, operational efficiency, and service delivery. Based on the findings, a Strategic Enhancement Plan was developed and evaluated as Highly Acceptable to strengthen resource management systems, improve organizational effectiveness, and support the continuous delivery of quality basic education services. The study concludes that resource management practices are significantly associated with organizational performance, indicating that both variables are closely related within the Department of Education Division of San Juan City.

Keywords: Resource Management Practices, Organizational Performance, Human Resource Allocation and Deployment, Financial Resource Utilization, Educational Management, Department of Education, Strategic Enhancement Plan

INTRODUCTION

Resource management has become a fundamental component of organizational success, particularly in public sector institutions where the efficient utilization of limited resources is closely associated with the quality of services delivered. In the education sector, effective management of human, financial, physical, and organizational resources is essential in achieving institutional goals, promoting accountability, and ensuring the continuous delivery of quality basic education. As educational institutions continue to respond to increasing operational demands, the need for sound resource management practices has become more significant in strengthening organizational performance and sustaining public trust.

The Department of Education (DepEd), as the primary agency responsible for providing accessible, equitable, and quality basic education in the Philippines, relies heavily on effective resource management to accomplish its mandate. The successful implementation of educational programs depends not only on the availability of resources but also on how these resources are planned, allocated, utilized, monitored, and evaluated. Efficient resource management enables educational institutions to improve operational efficiency, optimize service delivery, strengthen governance, and ensure accountability in the use of public resources.

Resource management practices encompass several interrelated dimensions, including human resource allocation and deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms. These practices are associated with institutional effectiveness by ensuring that organizational resources are utilized efficiently, transparently, and in accordance with established policies and standards. Their effective implementation supports informed decision-making, continuous organizational improvement, and the achievement of strategic educational objectives.

Organizational performance, on the other hand, reflects the extent to which an institution achieves its goals through efficient operations, quality service delivery, effective program implementation, productive human resources, innovation and continuous improvement, stakeholder satisfaction, and compliance with regulatory and accountability requirements. In public educational institutions, organizational performance serves as an important indicator of how effectively available resources are transformed into meaningful educational outcomes that benefit learners, employees, and other stakeholders.

Despite continuous reforms and policy initiatives, educational institutions continue to encounter challenges related to resource allocation, budget utilization, procurement processes, infrastructure maintenance, workforce deployment, and monitoring systems. These challenges may be associated with operational efficiency, program implementation, service quality, and overall organizational effectiveness. Consequently, examining the relationship between resource management practices and organizational performance provides valuable evidence that can guide institutional leaders in strengthening governance systems, optimizing resource utilization, and improving organizational outcomes.

The present study sought to determine the relationship between resource management practices and organizational performance in the Department of Education Division of San Juan City. Specifically, the study examined the extent of resource management practices and organizational performance, identified the challenges encountered in resource management, and served as the basis for the development of a Strategic Enhancement Plan aimed at strengthening institutional effectiveness, promoting continuous organizational improvement, and supporting the delivery of quality basic education services.

LITERATURE-BASED RESEARCH FRAMEWORK

This study was anchored on the Resource-Based View (RBV) of Barney (1991) and Systems Theory of Bertalanffy (1968). The Resource-Based View explains that organizational resources become sources of sustained performance when they are effectively managed, properly allocated, and continuously developed. In the context of the Department of Education, efficient management of human, financial, physical, and organizational resources enable schools and administrative units to achieve operational goals and improve organizational effectiveness.

Systems Theory complements the Resource-Based View by emphasizing that organizations operate as interconnected systems in which the effective management of one component influences the performance of the entire organization. Within the DepEd Division of San Juan City, resource management practices—including human resource allocation, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability building, and monitoring and evaluation mechanisms—work together to support operational efficiency, service delivery, stakeholder satisfaction, compliance, and other dimensions of organizational performance.

Taken together, these theories provide a coherent framework for explaining the association between resource management practices and organizational performance. The Resource-Based View emphasizes the strategic value of organizational resources, while Systems Theory explains how coordinated resource management supports overall organizational functioning. Guided by these theoretical perspectives, the present study examined whether resource management practices are significantly associated with organizational performance in the Department of Education Division of San Juan City.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to determine the relationship between resource management practices and organizational performance in the Department of Education (DepEd) Division of San Juan City. The descriptive approach was used to assess the extent of resource management practices and organizational performance, while the correlational design determined the significant relationship between the two variables without manipulating them.

Research Locale and Participants

The study was conducted in the Department of Education (DepEd) Division of San Juan City, involving selected public elementary and secondary schools under its jurisdiction. The respondents consisted of school heads, school administrators, and teachers who were directly involved in the planning, implementation, utilization, monitoring, and evaluation of resource management practices within their respective schools. A total of 492 respondents participated in the study, comprising 13 school heads, 15 school administrators, and 464 teachers. The majority of the respondents were teachers, representing 94.31% of the total sample, while school administrators and school heads comprised 3.05% and 2.64%, respectively. Respondents represented both male and female personnel from various age groups and educational backgrounds, providing comprehensive perspectives on resource management practices and organizational performance in the DepEd Division of San Juan City.

Sampling Technique

The study employed purposive stratified sampling. School heads, school administrators, and teachers were selected based on their roles and direct involvement in resource management and organizational operations. This sampling technique ensured that qualified respondents from the different stakeholder groups were adequately represented in the study.

Research Instrument

A researcher-developed survey questionnaire served as the primary data-gathering instrument. The questionnaire consisted of five major parts: respondents' demographic profile, assessment of resource management practices, assessment of organizational performance, challenges encountered in resource management, and the acceptability of the proposed Strategic Enhancement Plan. Responses were measured using a five-point Likert scale. Prior to data collection, the instrument underwent expert validation and reliability testing to ensure its validity and consistency.

Data Gathering Procedure

Approval to conduct the study was obtained from the appropriate authorities before the administration of the survey questionnaire. Data were collected through Google Forms, allowing respondents to accomplish the questionnaire electronically. Participation was voluntary, and the confidentiality and anonymity of all respondents were strictly maintained throughout the conduct of the study.

Statistical Treatment

Descriptive and inferential statistical tools were employed in analyzing the data. Frequency count, percentage, weighted mean, and standard deviation were used to describe the respondents' profile and assess the variables under study. Analysis of Variance (ANOVA) was utilized to determine significant differences in the assessments of the respondent groups, while the Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship between resource management practices and organizational performance. Statistical significance was tested at the 0.05 level.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved 492 respondents composed of 13 school heads (2.64%), 15 school administrators (3.05%), and 464 teachers (94.31%) from selected public elementary and secondary schools in the Department of Education (DepEd) Division of San Juan City. The composition of the respondents indicates that the findings primarily reflect the perspectives of teachers who are directly involved in the implementation of educational programs and resource utilization, while the inclusion of school heads and school administrators provided managerial and administrative perspectives on resource management and organizational performance.

The respondents represented both male and female personnel from different age groups, educational qualifications, and years of service. Their diverse professional backgrounds and direct involvement in school operations enhanced the credibility of the findings and provided comprehensive insights into the implementation of resource management practices and their influence on organizational performance.

Assessment of Resource Management Practices

The overall assessment of resource management practices obtained a weighted mean of 4.21, interpreted as Highly Evident. This finding indicates that the Department of Education Division of San Juan City consistently implements effective resource management practices that promote efficient resource utilization, institutional accountability, and operational effectiveness. The result suggests that the Division has established sound management systems that support the efficient allocation, utilization, monitoring, and evaluation of organizational resources.

Among the dimensions assessed, financial resource utilization received the highest evaluation, indicating that financial resources are effectively planned, allocated, monitored, and utilized in accordance with established government policies and regulations. Efficient financial management strengthens fiscal accountability, supports program implementation, and enhances institutional performance. This finding is consistent with previous studies emphasizing that prudent financial resource utilization is fundamental to achieving organizational effectiveness in public educational institutions.

The remaining dimensions, including budget planning and monitoring, procurement and supply chain management, training and capability-building programs, monitoring, evaluation, and feedback mechanisms, asset and facility management, and human resource allocation and deployment, were likewise assessed as Highly Evident. These findings indicate that the Division has institutionalized management practices that **are** associated with operational efficiency, continuous organizational improvement, effective service delivery, and accountability in managing public resources.

Significant Difference in the Assessment of Resource Management Practices

The statistical analysis revealed significant differences in the assessments of school heads, school administrators, and teachers regarding selected dimensions of resource management practices. Although all respondent groups generally assessed the practices as Highly Evident, variations were observed in their perceptions of human resource allocation and deployment, financial resource utilization, procurement and supply chain management,

asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms. These differences may be attributed to the respondents' varying roles, responsibilities, and levels of involvement in resource management activities.

School heads and school administrators generally evaluate resource management from leadership and policy implementation perspectives, while teachers assess these practices based on their day-to-day experiences in program implementation and resource utilization. Consequently, each respondent group develops distinct perceptions regarding the effectiveness of resource management practices. The findings underscore the importance of strengthening communication, collaboration, and stakeholder participation to promote a common understanding of resource management policies and institutional practices.

Assessment of Organizational Performance

Organizational performance obtained an overall weighted mean interpreted as Highly Evident. The result indicates that the Department of Education (DepEd) Division of San Juan City consistently demonstrates effective organizational performance across its major operational areas. The findings suggest that the Division has established sound management systems that support operational efficiency, quality service delivery, effective program implementation, human resource productivity, innovation, stakeholder satisfaction, and accountability.

Among the dimensions assessed, operational efficiency emerged as one of the highest-rated indicators, demonstrating that schools effectively utilize available resources to accomplish organizational objectives and deliver educational services efficiently. Efficient organizational processes are associated with improved institutional effectiveness and support the achievement of educational goals.

Service delivery and program implementation likewise received highly favorable assessments, indicating that educational programs, projects, and services are implemented effectively in accordance with established policies and standards. These findings reflect the Division's commitment to providing quality basic education while continuously improving institutional processes and learner outcomes.

The remaining dimensions, including human resource productivity, innovation and program improvement, stakeholder satisfaction, and compliance and accountability, were likewise assessed as Highly Evident. Collectively, these findings demonstrate that the Division maintains effective governance systems and organizational practices that promote continuous improvement, institutional accountability, and the delivery of responsive and quality educational services.

Significant Relationship Between Resource Management Practices and Organizational Performance

One of the most important findings of the study was the existence of significant positive relationships between resource management practices and organizational performance. Statistical analysis revealed that resource management practices were significantly correlated with all dimensions of organizational performance. The results indicate that improvements in resource management practices contribute directly to enhanced organizational performance in the Department of Education (DepEd) Division of San Juan City.

Resource management practices demonstrated significant relationships with all dimensions of organizational performance. The strongest relationship was observed between resource management practices and Innovation and Program Improvement ($r = 0.99$). This finding suggests that effective planning, allocation, utilization, and monitoring of organizational resources is associated with innovation, continuous improvement, and institutional effectiveness. The result implies that educational institutions with higher levels of resource management practices also reported higher organizational performance.

Resource management practices also showed very strong positive correlations with Operational Efficiency ($r = 0.99$), Program Implementation ($r = 0.99$), Stakeholder Satisfaction ($r = 0.99$), Compliance and Accountability ($r = 0.99$), Human Resource Productivity ($r = 0.99$), and Service Delivery ($r = 0.99$). These findings collectively indicate that effective resource management is significantly associated with multiple aspects of organizational

performance and with higher levels of institutional effectiveness, accountability, and quality educational service delivery.

Similarly, Innovation and Program Improvement, Stakeholder Satisfaction, and Compliance and Accountability displayed very strong positive relationships with resource management practices. These findings indicate that educational institutions that effectively manage their human, financial, and physical resources are more capable of implementing innovative programs, maintaining stakeholder confidence, complying with regulatory standards, and achieving organizational objectives.

Overall, the findings are consistent with the Resource-Based View (RBV) Theory and Systems Theory. The observed associations suggest that effective resource management practices are linked with efficient utilization of organizational resources, coordinated institutional processes, operational efficiency, and organizational performance. These findings are likewise consistent with sustainable institutional development and the continuous delivery of quality basic education.

Challenges Encountered

Although resource management practices and organizational performance were generally assessed positively, respondents reported several operational challenges. Challenges encountered relative to resource management practices obtained an overall weighted mean of 3.21, interpreted as Moderately Encountered. The highest-rated challenge was insufficient manpower limiting effective task execution (WM = 3.50), followed by budget constraints hindering program and activity implementation (WM = 3.40). Procurement delays, limited training opportunities, inadequate facilities and equipment, inefficient resource distribution, weak monitoring systems, and limited stakeholder participation were likewise identified as operational concerns. These findings suggest that strengthening workforce planning, resource allocation, procurement processes, professional development, and monitoring mechanisms remains essential to improving the effectiveness of resource management within the Division.

Challenges encountered relative to organizational performance obtained an overall weighted mean of 2.97, likewise interpreted as Moderately Encountered. Respondents identified delays in service delivery (WM = 3.09) and inefficient operational processes (WM = 3.05) as the most frequently encountered concerns, followed by communication gaps, limited innovation initiatives, compliance challenges, reduced employee productivity, less effective program implementation, and stakeholder complaints. These findings indicate that while organizational performance is generally favorable, continuous improvement in operational systems, coordination, and performance management is necessary to sustain quality educational service delivery.

Acceptability of the Proposed Strategic Enhancement Plan

The proposed Strategic Enhancement Plan obtained an overall weighted mean of 4.29, interpreted as Highly Acceptable. The findings indicate that respondents strongly agreed that the proposed strategies and interventions are responsive to the identified needs of the Department of Education (DepEd) Division of San Juan City. The favorable assessment demonstrates stakeholder confidence that the proposed initiatives can strengthen resource management practices, improve organizational performance, and support the achievement of institutional goals.

The high acceptability rating further indicates that the proposed Strategic Enhancement Plan is aligned with the operational priorities of the Division and provides practical, evidence-based interventions for improving resource utilization, governance, accountability, and organizational effectiveness. The plan serves as a strategic roadmap for addressing identified gaps and promoting the continuous delivery of quality basic education services.

Resource Management Practices

The overall assessment of resource management practices yielded a weighted mean of 4.21, verbally interpreted as Highly Evident. The findings indicate that the Department of Education (DepEd) Division of San Juan City consistently implements effective resource management practices related to human resource allocation and

deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms. These results suggest that the Division has established systems that support efficient resource utilization, institutional accountability, and organizational effectiveness.

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Table 1 Summary Assessment of Resource Management Practices

Dimension	Interpretation
Human Resource Allocation and Deployment	Highly Evident
Financial Resource Utilization	Highly Evident

Procurement and Supply Chain Management	Highly Evident
Asset and Facility Management	Highly Evident
Budget Planning and Monitoring	Highly Evident
Training and Capability-Building Programs	Highly Evident
Monitoring, Evaluation, and Feedback Mechanisms	Highly Evident
Overall Mean = 4.21	Highly Evident

The findings support the Resource-Based View (RBV) Theory, which emphasizes that the effective management and utilization of organizational resources are associated with sustained organizational performance. Likewise, the results are consistent with Systems Theory, which posits that the coordinated interaction of organizational processes, resources, and stakeholders is associated with operational efficiency, institutional accountability, and the achievement of organizational goals.

Differences in Respondents' Assessments of Resource Management Practices

Analysis of variance revealed significant differences among the assessments of school administrators, school heads, and teachers in selected dimensions of resource management practices. While all respondent groups generally assessed resource management practices favorably, variations were observed in Procurement and Supply Chain Management ($F = 4.30632$), Training and Capability Building ($F = 4.12106$), and Monitoring, Evaluation, and Feedback Mechanisms ($F = 4.33469$), all of which exceeded the critical value of 3.47 at the 0.05 level of significance. No significant differences were found in Human Resource Allocation and Deployment ($F = 0.05993$), Financial Resource Utilization ($F = 1.77175$), Asset and Facility Management ($F = 0.52496$), and Budget Planning and Monitoring ($F = 1.27632$). These findings suggest that differences in respondents' perceptions exist only in selected aspects of resource management, which may be attributed to their varying roles and levels of involvement in organizational processes.

Organizational Performance

Organizational performance obtained an overall weighted mean of 4.22, interpreted as Highly Evident. The findings indicate that the Department of Education (DepEd) Division of San Juan City consistently demonstrates effective organizational performance in delivering educational services and achieving institutional objectives. Stakeholder Satisfaction emerged as the highest-rated dimension ($WM = 4.27$), followed by Compliance and Accountability ($WM = 4.26$), Service Delivery ($WM = 4.24$), Innovation and Program Improvement ($WM = 4.23$), and Human Resource Productivity ($WM = 4.20$). Program Implementation ($WM = 4.19$) and Operational Efficiency ($WM = 4.14$) also received Highly Evident assessments, although operational efficiency ranked lowest among the seven dimensions.

Table 2 Summary Assessment of Organizational Performance

Dimension	Interpretation
Operational Efficiency	Highly Evident
Service Delivery	Highly Evident
Program Implementation	Highly Evident
Human Resource Productivity	Highly Evident
Innovation and Program Improvement	Highly Evident
Stakeholder Satisfaction	Highly Evident
Compliance and Accountability	Highly Evident
Overall Mean = 4.22	Highly Evident

The findings are consistent with Systems Theory, which emphasizes that organizational effectiveness is achieved through the coordinated interaction of institutional processes, human resources, financial resources, and organizational systems. Effective resource management enables educational institutions to strengthen operational efficiency, improve service delivery, enhance stakeholder satisfaction, and promote accountability, thereby contributing to sustained organizational performance.

Relationship Between Resource Management Practices and Organizational Performance

Pearson's Product-Moment Correlation analysis revealed a very strong positive and statistically significant relationship between resource management practices and organizational performance ($r = 0.99$, $p < .05$). All organizational performance dimensions—Operational Efficiency ($r = 0.99$), Service Delivery ($r = 0.99$), Program Implementation ($r = 0.99$), Human Resource Productivity ($r = 0.99$), Innovation and Program Improvement ($r = 0.99$), Stakeholder Satisfaction ($r = 0.99$), and Compliance and Accountability ($r = 0.99$)—demonstrated very strong positive correlations. The computed t -values ranged from 3.74090 to 3.74151, all of which exceeded the critical value (2.145), indicating statistically significant relationships at the 0.05 level.

The findings indicate that higher levels of resource management practices were significantly associated with higher levels of organizational performance across all assessed dimensions in the Department of Education Division of San Juan City. Specifically, human resource allocation and deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms were significantly associated with operational efficiency, service delivery, program implementation, human resource productivity, innovation and program improvement, stakeholder satisfaction, and compliance and accountability.

These findings are consistent with the Organisation for Economic Co-operation and Development (2020), which emphasized that effective management and allocation of organizational resources are associated with stronger organizational performance in educational institutions. Efficient governance, strategic resource allocation, and systematic monitoring support institutional effectiveness and accountability, reinforcing the significant association observed in the present study.

Table 3 Summary of Significant Relationships Between Resource Management Practices and Organizational Performance

Resource Management Practices Variable	r	p	Relationship with Organizational Performance
Human Resource Allocation and Deployment	.99	< .05	Significant
Financial Resource Utilization	.99	< .05	Significant
Procurement and Supply Chain Management	.99	< .05	Significant
Asset and Facility Management	.99	< .05	Significant
Budget Planning and Monitoring	.99	< .05	Significant
Training and Capability-Building Programs	.99	< .05	Significant
Monitoring, Evaluation, and Feedback Mechanisms	.99	< .05	Significant

These findings indicate that higher levels of resource management practices were significantly associated with higher levels of organizational performance. Human resource allocation and deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms were all significantly associated with operational efficiency, service delivery, institutional accountability, and organizational performance in the Department of Education (DepEd) Division of San Juan City.

Challenges Encountered

Respondents identified several challenges related to resource management practices and organizational performance. Resource management practices obtained an overall weighted mean of 3.21, interpreted as Moderately Encountered. The highest-rated challenge involved insufficient manpower limiting effective task execution (WM = 3.50), followed by budget constraints hindering program and activity implementation (WM = 3.40). Procurement delays, limited training and professional development opportunities, limited stakeholder participation in resource planning, inadequate facilities and equipment, inefficient resource distribution, and weak monitoring systems were likewise identified as operational concerns.

Organizational performance challenges obtained an overall weighted mean of 2.97, likewise interpreted as Moderately Encountered. Respondents identified delays in service delivery (WM = 3.09) and inefficient operational processes (WM = 3.05) as the most frequently encountered concerns. Communication gaps, limited innovation initiatives, compliance challenges, lower employee productivity, less effective program implementation, and stakeholder complaints were also reported as operational issues requiring continuous improvement.

Table 4 Summary of Challenges Encountered

Area	Overall Mean	Interpretation
Resource Management Practices	3.21	Moderately Encountered
Organizational Performance	2.97	Moderately Encountered

The findings indicate that although resource management practices and organizational performance were generally assessed favorably, several operational challenges continue to affect the effective implementation of programs and the delivery of educational services. Strengthening workforce planning, financial support, procurement processes, professional development, monitoring systems, operational coordination, and service delivery mechanisms. may be associated with improvements in institutional effectiveness and organizational performance in the Department of Education Division of San Juan City.

Acceptability of the Proposed Strategic Enhancement Plan

The proposed Strategic Enhancement Plan received an overall weighted mean of 4.29, indicating Highly Acceptable. Respondents strongly agreed that the proposed strategies and interventions adequately addressed the identified needs of the Department of Education (DepEd) Division of San Juan City and would strengthen resource management practices and organizational performance. Although the indicators on resource availability and implementation feasibility obtained comparatively lower ratings than the other indicators, respondents still evaluated the proposed plan favorably.

Table 5 Acceptability of the Proposed Strategic Enhancement Plan

Indicator	Interpretation
Relevance to Organizational Needs	Highly Acceptable
Improvement of Resource Management Practices	Highly Acceptable
Enhancement of Organizational Performance	Highly Acceptable
Practicality of Proposed Strategies	Highly Acceptable
Feasibility of Implementation	Highly Acceptable

Overall Mean = 4.29

Highly Acceptable

The high acceptability rating indicates strong stakeholder support for the proposed Strategic Enhancement Plan and demonstrates its potential for successful implementation within the Department of Education Division of San Juan City. The findings suggest that the proposed interventions are responsive to organizational needs and provide practical strategies for strengthening resource management practices, improving organizational performance, and promoting continuous institutional development.

CONCLUSIONS

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

First, the Department of Education (DepEd) Division of San Juan City demonstrated a high level of effectiveness in implementing resource management practices. The dimensions of human resource allocation and deployment, financial resource utilization, procurement and supply chain management, asset and facility management, budget planning and monitoring, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms were all assessed as Highly Evident, indicating that the Division has established effective systems for managing its organizational resources.

Second, the comparative assessments of school administrators, school heads, and teachers revealed significant differences in selected dimensions of resource management practices. These findings suggest that respondents' varying roles and responsibilities influence their perceptions of resource management implementation and highlight the importance of strengthening coordination and collaboration across all stakeholder groups.

Third, organizational performance in the Department of Education Division of San Juan City was assessed as Highly Evident. The findings indicate that the Division consistently demonstrates effective operational efficiency, service delivery, program implementation, human resource productivity, innovation and program improvement, stakeholder satisfaction, and compliance and accountability in delivering quality educational services.

Fourth, the study established a significant positive relationship between resource management practices and organizational performance. This finding confirms that effective management of human, financial, and physical resources is significantly associated with organizational performance and institutional effectiveness.

Fifth, although resource management practices and organizational performance were generally assessed favorably, respondents identified operational challenges that were Moderately Encountered, particularly in manpower allocation, budgeting, procurement processes, monitoring systems, operational efficiency, and service delivery. These findings indicate the need for continuous improvement initiatives to address operational constraints and strengthen institutional performance.

Sixth, the proposed Strategic Enhancement Plan was comprehensively developed based on the findings of the study. The plan incorporates key result areas, objectives, strategies, activities, responsible departments, implementation timelines for 2026–2027, and measurable success indicators that provide a practical framework for strengthening resource management practices and organizational performance.

Finally, the proposed Strategic Enhancement Plan was found to be Highly Acceptable, indicating that the respondents strongly supported its relevance, practicality, and potential effectiveness. The favorable assessment suggests that the proposed interventions can serve as a strategic guide for promoting continuous organizational improvement and sustaining quality educational service delivery within the Department of Education Division of San Juan City.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. The Department of Education (DepEd) Division of San Juan City should continuously strengthen resource management practices by improving human resource allocation and deployment, enhancing asset and facility management systems, and implementing competency-based staffing, equitable workload distribution, and effective facility maintenance programs to improve operational effectiveness.
2. School administrators, school heads, and teachers should strengthen coordination and collaboration in procurement and supply chain management, training and capability-building programs, and monitoring, evaluation, and feedback mechanisms through regular consultations, coordination meetings, and data-driven monitoring systems to ensure consistent implementation across schools.
3. The Department of Education should continuously improve organizational performance by enhancing operational efficiency, streamlining workflows, strengthening program implementation, and sustaining excellence in stakeholder satisfaction, compliance and accountability, service delivery, innovation, and human resource productivity through continuous monitoring and professional development initiatives.
4. The Department of Education should integrate resource management practices and organizational performance initiatives into a unified strategic management framework to strengthen institutional effectiveness, improve service delivery, support evidence-based decision-making, and sustain long-term organizational development.
5. The Department of Education should address the identified operational challenges by strengthening workforce planning, improving budget utilization, streamlining procurement systems, enhancing facilities and learning resources, expanding professional development opportunities, strengthening monitoring and evaluation systems, promoting equitable resource allocation, improving communication and coordination, encouraging stakeholder participation, and implementing continuous performance improvement initiatives.
6. The proposed Strategic Enhancement Plan should be adopted and implemented as part of the Department of Education Division of San Juan City's strategic improvement initiatives. Its implementation should be supported through continuous monitoring, adequate resource allocation, and regular evaluation to ensure the achievement of its intended objectives and success indicators.
7. The Department of Education should ensure the effective implementation of the proposed Strategic Enhancement Plan through the active participation and support of school administrators, school heads, and teachers, together with continuous monitoring, stakeholder collaboration, adequate resource allocation, and periodic evaluation to sustain organizational improvement.
8. Future researchers may conduct similar studies in other Department of Education divisions, educational institutions, or public sector organizations to validate and compare the findings and explore additional variables, such as leadership style, technology integration, organizational culture, and stakeholder engagement, that may further influence resource management practices and organizational performance.

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