Resource Mobilization and Utilization Through School Activities in Relation to Academic Achievement of Students

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DOI: https://doi.org/10.47772/IJRISS.2026.100700598

Received: 23 July 2026; Accepted: 28 July 2026; Published: 08 August 2026

INTRODUCTION

This chapter presents the background of the study, theoretical and conceptual framework, statement of the problem, hypotheses, significance of the study, scope and limitations, and definition of terms. These sections provide the foundation and direction of the study.

Background of the Study

Education plays a vital role in improving the quality of life of individuals and promoting national development. Schools are expected to provide learners with quality education that develops the knowledge, skills, values, and competencies necessary for lifelong learning and responsible citizenship. However, achieving these goals has become increasingly challenging as schools face growing demands to improve learning outcomes despite limited financial, material, and human resources. For instance, the Organization for Economic Co-operation and Development (2023) reported that the availability and adequacy of educational resources significantly influence schools' capacity to provide quality learning environments and improve student outcomes.

To respond to these challenges, schools have increasingly adopted resource mobilization and resource utilization as strategies for improving school performance. As In fact, Likoko, Barasa, and Khaemba (2022) reported that schools with effective resource mobilization and strong stakeholder support are better positioned to improve educational quality and student performance. However, acquiring resources alone does not guarantee better educational outcomes. As emphasized by Mestry (2023), the effective utilization of school resources is equally important, as educational resources contribute to improved teaching and learning only when they are strategically managed and maximized.

Furthermore, these resource management processes are commonly implemented through organized school activities. Villanueva (2025) found that well-planned school activities strengthen stakeholder collaboration and improve instructional efficiency by transforming available resources into meaningful learning opportunities. In the Philippine educational context, the Department of Education continues to promote shared governance through initiatives such as Brigada Eskwela, the Adopt-a-School Program under Republic Act No. 8525, School-Based Management, and the School Governance Council. These programs encourage collaboration among schools, parents, local government units, private organizations, and community members to support educational improvement and maximize available resources.

Despite these initiatives and existing literature, limited research has explored how resource mobilization and resource utilization operate together through school activities in relation to students' academic achievement, particularly in Philippine public secondary schools. This gap provided the basis for the present study, which examined the relationship between resource mobilization and resource utilization through school activities and the academic achievement of Grade 8 students. The findings of the study are expected to provide empirical evidence that will assist school administrators in strengthening resource management practices, enhancing stakeholder collaboration, improving school activities, and developing strategies that support better academic achievement and overall school effectiveness.

THEORETICAL FRAMEWORK

This study was anchored on the Resource Dependence Theory of Pfeffer and Salancik (1978), the Experiential Learning Theory of David A. Kolb (1984), and the Human Capital Theory of Gary S. Becker (1993). These theories collectively explain how schools acquire and manage educational resources, transform these resources into meaningful learning experiences through school activities, and ultimately enhance students' academic achievement.

Primarily, this study was anchored on the Resource Dependence Theory (RDT) developed by Pfeffer and Salancik (1978), which served as the principal theoretical foundation of the study. The theory suggests that organizations depend on resources from their external environment to achieve their goals and sustain organizational effectiveness. Since resources are often limited, organizations establish collaborative relationships with various stakeholders to obtain financial, material, human, and technical support. However, the theory further emphasizes that acquiring resources alone is insufficient; organizations must also manage and utilize these resources efficiently to maximize their value and achieve organizational objectives. Within the educational context, schools rely on partnerships with parents, alumni, local government units, private organizations, and community members to mobilize resources that support instructional programs and school improvement initiatives.

Building upon this perspective, the study was likewise anchored on the Experiential Learning Theory (ELT) of David A. Kolb (1984), which explains that learning occurs through the transformation of experience. According to Kolb, learners acquire knowledge by actively engaging in meaningful experiences. Within educational institutions, organized school activities provide authentic learning experiences that extend beyond the traditional classroom. Activities such as academic competitions, science fairs, leadership training, cultural programs, Brigada Eskwela, and community outreach enable learners to apply classroom knowledge while developing critical thinking, collaboration, creativity, and leadership skills. Furthermore, these activities serve as practical avenues through which mobilized financial, material, technological, and human resources are effectively utilized. Consequently, Experiential Learning Theory reinforces the idea that school activities are not merely supplementary programs but strategic mechanisms through which educational resources are transformed into meaningful learning experiences that support students' academic and holistic development.

Furthermore, the study was supported by the Human Capital Theory proposed by Gary S. Becker (1993), which views education as an investment that develops individuals' knowledge, skills, competencies, and productivity. The theory maintains that investments in quality educational resources generate long-term returns through improved learning outcomes and academic performance. In the educational setting, these investments include qualified teachers, instructional materials, learning technologies, school facilities, and other resources that enrich students' educational experiences. Accordingly, the resources mobilized through stakeholder collaboration and strategically utilized during school activities represent valuable educational investments that strengthen instructional quality, increase student engagement, and improve academic achievement.

Collectively, these theories support the proposition that effective resource mobilization and utilization through school activities create enriched learning environments that foster student engagement and enhance academic performance.

CONCEPTUAL FRAMEWORK

The present study was conceptualized on the premise that resource mobilization and utilization, implemented through organized school activities, are related to students' academic achievement. The framework illustrates the relationship between the independent variable, resource mobilization and resource utilization through school activities, and the dependent variable, students' academic achievement. It assumes that school activities provide the context through which educational resources are mobilized, utilized, and translated into meaningful learning experiences that support teaching and learning.

The independent variable consists of two components: resource mobilization and resource utilization through school activities. Resource mobilization refers to the school's ability to secure financial, material, human, and

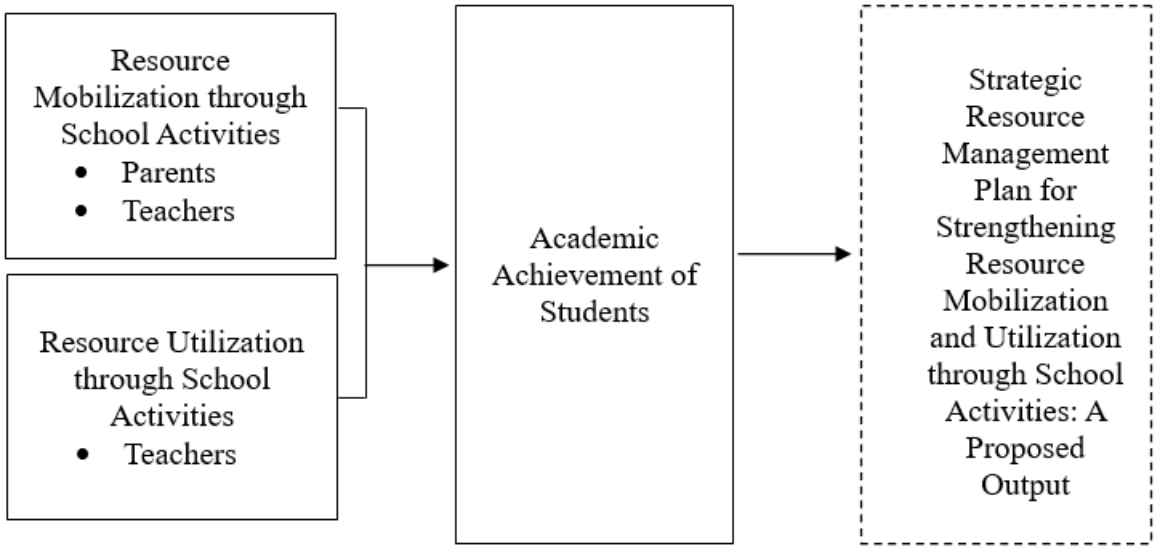
community resources through collaboration with stakeholders such as parents, alumni, local government units, private organizations, and community partners. Resource utilization, on the other hand, refers to the effective planning, allocation, management, and use of these resources to support instructional programs and other school activities. These processes are viewed as interdependent, as the value of mobilized resources depends on how effectively they are utilized to meet the educational needs of learners.

Organized school activities serve as the operational setting where resource mobilization and resource utilization are implemented. Activities such as academic, leadership, cultural, sports, and community-based programs provide opportunities for schools to maximize available resources while encouraging stakeholder participation and student engagement. Through these activities, educational resources are integrated into learning experiences that support students' academic and holistic development.

The dependent variable of the study is students' academic achievement, which represents the learners' academic performance as reflected in their educational outcomes. Within this framework, academic achievement is viewed as an educational outcome that may be associated with how effectively schools mobilize and utilize available resources through organized school activities. Schools that effectively manage their resources are expected to provide more supportive learning environments that encourage student engagement and improve opportunities for learning.

Overall, the conceptual framework illustrates the relationship between resource mobilization and resource utilization through school activities and students' academic achievement. It serves as the basis for examining the relationship between the study variables.

Figure 1. Schematic Diagram of the Study.



Statement of the Problem

This study aimed to investigate the relationship between resource mobilization and utilization through school activities and the academic achievement of Grade 8 students at one of the public high schools in Negros Island Region during the School Year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the level of resource mobilization through school activities as assessed by the teachers?
2. What is the level of resource mobilization through school activities as assessed by the parents?
3. What is the level of resource utilization through school activities as evaluated by the teachers?
4. What is the level of academic achievement of the Grade 8 students?

5. Is there a significant relationship between the level of resource mobilization through school activities as assessed by the teachers and the academic achievement of Grade 8 students?
6. Is there a significant relationship between the level of resource mobilization through school activities as assessed by the parents and the academic achievement of Grade 8 students?
7. Is there a significant relationship between the level of resource utilization through school activities as evaluated by the teachers and the academic achievement of Grade 8 students?
8. Based on the findings of the study, what Strategic Resource Management Plan can be developed to strengthen resource mobilization and utilization through school activities?

Hypotheses of the Study

Based on the statement of the problem, the following hypotheses were formulated:

1. There is no significant relationship between the level of resource mobilization through school activities as assessed by the teachers and the academic achievement of the Grade 8 students.

2. There is no significant relationship between the level of resource mobilization through school activities as assessed by the parents and the academic achievement of the Grade 8 students.

3. There is no significant relationship between the level of resource utilization through school activities as evaluated by the teachers and the academic achievement of the Grade 8 students.

Significance of the Study

The findings of this study were expected to provide valuable insights into how strategic resource management and student activities provide evidence on the relationship between resource mobilization and utilization through school activities and students' academic achievement. Ultimately, this research would be highly beneficial to the following groups:

School Administrators and Principals**.** This study can give school heads a clear, data-driven look at how effectively community resources are being gathered and spent. The resulting School Resource Management Plan will serve as a practical guide to help them optimize campus facilities, budget allocations, and teacher hours during major school events, ensuring that institutional assets directly back up student learning.

Teachers and Activity Coordinators**.** For educators who spearhead the school's 20 co-curricular and extra-curricular programs, this research highlights the academic value of their efforts. It can provide them with evidence on how to better structure subject-themed weeks, clubs, and sports events so that available instructional tools and facilities are fully utilized to improve student engagement and grades.

Parents and Guardian Associations (PTA**).** This study offers parents a transparent view of how their voluntary contributions, active participation, and mobilization efforts directly affect their children's scholastic outcomes. By understanding the importance of their continued participation in school activities, parents may feel more motivated to build stronger, more sustainable partnerships with the school.

Students**.** As the primary focus of the educational system, Grade 8 students will benefit the most. When the school effectively mobilizes outside support and fully utilizes its internal assets during activities, students gain access to a richer, more hands-on learning environment. This can provide students with richer learning opportunities and greater access to educational resources that support their academic development

Community Stakeholders and Local Partners**.** This research serves as an accountability tool for barangay officials, alumni, and local donors. It demonstrates that their donations and volunteer efforts support the implementation of school programs and activities.

Future Researchers. This study may contribute to the local literature on educational management and school governance in the Philippines. Future researchers can use the frameworks, methodologies, and findings

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

presented here as a foundational reference or a comparative baseline for similar studies in other school divisions.

Scope and Limitation of the Study

This study investigated how gathering and using resources during every school activity linked up with how well Grade 8 students performed in class. The research was conducted at one of the public high schools in Negros Island Region during the school year 2025–2026. To get a complete, real-world picture of the grade level, the study focused on students enrolled across all four of the school's unique curriculum paths: the Science, Technology, and Engineering Program (STEP), the Strengthened Technical Vocational Education Program (STVEP), the Special Program in the Arts (SPA), and the Enhanced Basic Education Curriculum Program (EBEC - Regular Class).

The boundary of this research revolved around its core variables. The independent variables were resource mobilization and resource utilization. Instead of looking at these as separate corporate concepts, the study evaluated them directly within the setting of the school activities. These events served as the actual stage where resources were spent. The dependent variable was the students' academic achievement, which was measured straight from the source using their final General Weighted Average (GWA) from School Form 9 for that school year.

The limitation of the study firstly, was restricted entirely to the selected participants within the school. Secondly, the project stuck strictly to these administrative and activity-based variables, it intentionally left out outside factors like a student's home life, socioeconomic background, or individual personality traits. Thirdly, because the study relied on survey questionnaires, the data depended heavily on the honest and accurate reporting of the teachers, and parents who filled them out, while the Grade 8 students participated using their academic records. Lastly, the timeline was a brief snapshot of a single school year, so the findings reflected that specific moment in time rather than long-term institutional shifts.

Definition of Terms

For clearer understanding, the terms were defined operationally and conceptually as deemed appropriate and applicable.

Academic Achievement**.** Conceptually, this is the extent to which a student has successfully mastered the knowledge, skills, and competencies expected of them within a specific academic timeframe.

Operationally, this meant the final scholastic performance of the Grade 8 respondents across their respective curriculum tracks: STEP, STVEP, SPA, and EBEC. It was measured using their final General Weighted Average (GWA) recorded on School Form 9, the official student report card.

Resource Mobilization. Conceptually, this is the strategic process of identifying, attracting, and securing diverse resources, including funding, materials, and volunteer help, from external partners to sustain an organization's goals.

Operationally, this refers to the capacity of the school to attract funding, material donations, and volunteer manpower directly integrated within institutional events. It was measured through the survey responses of teachers and parents evaluating the success of pooling external capital through specific school activities.

Resource Utilization**.** Conceptually, this refers to the hands-on management, allocation, and active deployment of an institution's available internal assets to ensure efficiency, minimize waste, and directly support day-to-day operations.

Operationally, this meant the actual extent to which the school's physical spaces like classrooms, labs, and libraries, technology; funds, and teachers' time were put to work. It was measured by how thoroughly these assets were utilized during the school activities, based on the direct survey reports of teachers.

School Activities. It refers conceptually to the structured co-curricular and extra-curricular programs, milestones, and events officially sanctioned by the Department of Education that run parallel to academic instruction to foster holistic student development and strengthen community-school partnerships.

Operationally, the term specifically denotes institutional events implemented in the public high school in Negros Island Region, that serve as the direct framework for evaluating resource mobilization and resource utilization, which include the Bible Month Celebration, MAPEH Day, Recognition Rites, Special Program in the Arts (SPA) Recital, School/Division Festival of Talents, Portfolio Day, National Simultaneous Earthquake Drill, Supreme Secondary Learner Government (SSLG) Election, Pi Day, Girl Scout & Boy Scout Jamboree, Nutrition Month, General PTA Meeting, Buwan ng Wika, School Intramurals, Science Month, Statistics Month, United Nations Celebration, Wellness Break, Book Week Celebration, and Family Week.

School Resource Management Plan**.** Conceptually, this is a forward-looking, strategic action plan that provides a clear framework for optimizing an organization's assets and stakeholder relationships to meet its long-term goals.

Operationally, this was the concrete, data-driven administrative action plan crafted. It was developed as the final product of this study, using the correlation findings to help school heads fine-tune event budgeting and get the absolute most value out of their available resources.

REVIEW OF RELATED LITERATURE AND STUDIES

Research and literature that were relevant to the current subject of study are presented in this chapter. This literature's goal was to provide readers a clear comprehension of the subject being studied.

School Activities as Platforms for Resource Mobilization,

Resource Utilization, and Educational Development

School activities are organized programs, events, and experiences conducted by educational institutions to complement classroom instruction and promote the holistic development of learners. These activities provide students with opportunities to participate in academic, cultural, social, civic, recreational, and leadership-oriented engagements that contribute to the development of knowledge, skills, values, and attitudes. According to Dewey (1938), education becomes more meaningful when learners actively engage in experiences that connect classroom learning with real-life situations. Through participation in school activities, students are able to apply acquired knowledge and skills in authentic contexts, thereby enhancing their overall educational development.

Moreover, the concept of school activities extends beyond formal classroom instruction and encompasses co-curricular and extracurricular experiences that support learners' intellectual, social, emotional, and personal growth. Coombs and Ahmed (1974) emphasized that non-formal educational experiences complement formal schooling by providing opportunities for learners to develop competencies that may not be fully addressed within the regular curriculum. Similarly, Fredricks, Blumenfeld, and Paris (2004) explained that participation in school activities promotes behavioral, emotional, and cognitive engagement, which are essential components of effective learning and student success. Through active involvement in school programs, students become more motivated, develop stronger connections with their schools, and demonstrate greater commitment to learning.

Beyond their instructional and developmental functions, school activities also perform important organizational and financial roles within educational institutions. Schools organize academic fairs, cultural festivals, intramurals, entrepreneurship programs, family days, alumni homecomings, and Parent-Teacher Association (PTA) projects not only to enrich students' learning experiences but also to mobilize resources that support school operations. These activities encourage collaboration among students, teachers, parents, alumni, and community stakeholders while generating additional funds for instructional programs, facility improvement, and student services. Consequently, school activities serve as both educational experiences and

practical mechanisms for resource mobilization, strengthening school development while enhancing learning opportunities for students.

Furthermore, school activities that include fundraising components make a significant contribution to resource mobilization by generating financial support that enhances teaching and learning. According to Worth (2021), fundraising is a systematic process of securing financial support for institutional programs and development. Within educational settings, proceeds from school activities may be used to acquire instructional materials, improve learning facilities, support student assistance programs, and strengthen educational initiatives. Brundrett and Duncan (2019) emphasized that well-managed fundraising activities contribute to school improvement by providing additional resources that enrich learning opportunities and create conditions that support students' academic achievement.

In addition to traditional fundraising efforts, many educational institutions now design school activities as structured income-generating programs (IGPs) that simultaneously support educational and financial objectives. Activities such as entrepreneurship fairs, school bazaars, agricultural projects, student-managed canteens, cultural events, and community exhibits enable schools to mobilize additional financial resources while providing meaningful learning experiences for students. According to Guzman-Mercado and Bautista (2024), integrating income-generating initiatives into school activities helps schools reduce dependence on limited government funding and provides additional resources for instructional materials, facility improvement, and student support programs. Beyond financial benefits, these activities allow students to apply classroom knowledge in authentic situations by developing entrepreneurial skills, collaboration, leadership, financial literacy, and problem-solving abilities. Adam, Torres, and Cruz (2025) further emphasized that participation in well-planned school-based income-generating activities strengthens student engagement and experiential learning, which contribute positively to academic development. Thus, school activities functioning as income-generating programs not only enhance resource mobilization but also create meaningful learning opportunities that support improved academic achievement.

However, the success of these school activities, particularly those intended to mobilize resources, depends largely on the active participation of various stakeholders. Stakeholders, including parents, teachers, students, alumni, local government units, private organizations, and community members, play vital roles in supporting school activities and institutional initiatives. Freeman (1984) explained that organizations are more likely to achieve their goals when stakeholders actively participate in planning, implementation, and decision-making processes.

Likewise, Epstein (2018) highlighted the importance of school-family-community partnerships in promoting educational success. Through school activities such as PTA meetings, Family Days, Brigada Eskwela, school fairs, and outreach programs, stakeholders are provided opportunities to collaborate and contribute to school development efforts. Hill and Tyson (2009) further found that parental involvement in school-related activities positively influences student achievement and school effectiveness. When stakeholders actively participate in school activities, they develop a stronger sense of ownership, responsibility, and commitment to achieving the educational goals of the institution.

Furthermore, school activities facilitate the development of strong school-community partnerships. These partnerships involve collaborative relationships among schools, families, local government units, private organizations, alumni associations, and community members who work together to support educational goals. According to Acierto (2026), strong school-community partnerships contribute significantly to educational productivity by enhancing stakeholder engagement and expanding support for school programs.

Similarly, the importance of collaboration is reinforced by Paccaud et al. (2021), who found that positive relationships between families and schools increase stakeholder satisfaction, trust, and engagement. Likewise, Al-Hail, Al-Fagih, and Koç (2021) noted that effective partnerships among parents, teachers, and schools strengthen institutional sustainability and promote greater support for educational initiatives. The OECD (2021) also emphasized that resilient educational systems rely on strong partnerships among schools, families, and communities to address challenges and sustain educational quality. Collectively, these studies demonstrate

that school activities serve as effective platforms for strengthening partnerships and encouraging collaborative participation among various stakeholders.

In the Philippine educational context, the Department of Education recognizes the significance of school activities in promoting stakeholder engagement and supporting school development. Various policies and programs encourage schools to establish partnerships and implement activities that contribute to educational improvement. Republic Act No. 8525, otherwise known as the Adopt-a-School Act of 1998, encourages private sector participation in supporting public education through donations, sponsorships, and educational assistance. Likewise, DepEd Order No. 26, s. 2022 institutionalized the School Governance Council to strengthen stakeholder participation in school governance and planning. DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024 further support stakeholder involvement through the implementation of Brigada Eskwela, which promotes volunteerism and collaborative efforts for school improvement.

Moreover, international organizations likewise recognize the importance of collaborative school activities in achieving quality education. UNESCO (2021) emphasized that sustainable and quality education requires strong collaboration among schools, families, communities, and other stakeholders. School activities provide valuable opportunities for fostering these collaborations while supporting the implementation of educational programs and initiatives. Through organized activities and stakeholder engagement, schools strengthen community support, promote shared responsibility, and create environments conducive to educational development.

Overall, the reviewed literature demonstrates that school activities perform multiple functions within educational institutions. Beyond promoting students' holistic development, they serve as effective mechanisms for resource mobilization, resource utilization, stakeholder engagement, and school-community collaboration. When designed as structured income-generating programs, school activities generate additional financial and material resources that strengthen educational programs and improve learning environments. Furthermore, participation in these activities enhances student engagement, leadership, collaboration, and practical learning experiences, all of which contribute to improved academic achievement. Consequently, school activities represent a strategic platform through which educational institutions can effectively mobilize and utilize resources while promoting sustainable school development and improving students' academic success.

Resource Mobilization Through School Activities

Resource mobilization is a fundamental process in educational institutions that involves acquiring and generating financial, material, human, and community resources necessary for achieving educational goals and improving school performance. In schools, resource mobilization extends beyond government funding and includes support from parents, alumni, local government units, private organizations, civic groups, and other community stakeholders. Through organized school activities and collaborative initiatives, educational institutions are able to secure resources that support instructional programs, facility development, student services, and overall school improvement.

More importantly, school activities serve as important mechanisms for resource mobilization because they provide opportunities for stakeholder participation and strengthen school-community partnerships. Programs such as Brigada Eskwela, school fairs, fundraising campaigns, intramurals, cultural presentations, family days, alumni homecomings, Parent-Teacher Association (PTA) projects, and community outreach activities encourage stakeholders to contribute various forms of support. Through these activities, schools are able to generate financial resources, acquire instructional materials and equipment, mobilize volunteer services, and establish partnerships that contribute to sustainable educational development.

Among the various forms of support mobilized through school activities, financial resources constitute one of the most essential components of resource mobilization. These resources include government appropriations, stakeholder contributions, grants, donations, fundraising proceeds, and income generated through school-based activities. Adequate financial resources enable schools to procure instructional materials, maintain facilities, support student programs, and implement educational initiatives that enhance learning outcomes. According to

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

the Organisation for Economic Co-operation and Development (OECD, 2023), schools with sufficient financial resources are better positioned to create supportive learning environments and provide educational opportunities that contribute to student achievement. UNESCO (2021) likewise emphasized that sustainable educational development depends on schools' ability to diversify funding sources through stakeholder engagement and community partnerships.

Beyond financial resources, schools also mobilize material resources that directly contribute to teaching and learning. Material resources include classrooms, furniture, textbooks, instructional materials, laboratory equipment, computers, internet connectivity, sports facilities, and other educational infrastructure. The availability of these resources significantly influences instructional effectiveness and student learning experiences. Cabusor and Antonio (2025) reported that access to adequate facilities and learning resources enhances teaching quality, promotes student engagement, and supports academic achievement. Educational institutions that successfully mobilize material resources are therefore better equipped to implement programs that address the diverse learning needs of students.

Furthermore, human resources represent another critical dimension of resource mobilization. These resources include teachers, school administrators, non-teaching personnel, parents, volunteers, alumni, community leaders, and partner organizations who contribute their knowledge, skills, expertise, and services to support educational programs. According to Schleicher (2023), the effectiveness of educational institutions depends largely on the quality and commitment of the people involved in the teaching-learning process. Through school activities, stakeholders are provided opportunities to contribute their time, leadership, professional expertise, and volunteer services, thereby strengthening the implementation of school programs and initiatives.

Closely related to human resources, community support serves as another valuable dimension of resource mobilization. Community support refers to the assistance provided by local government units, private organizations, non-government organizations, alumni associations, civic groups, and community members. Such support may take various forms, including financial assistance, donations, infrastructure development, technical expertise, volunteer services, and participation in educational programs. Acierto (2026) found that strong school-community partnerships significantly contribute to educational productivity by expanding resource availability and increasing stakeholder engagement. These partnerships enable schools to access resources that may not be available through regular funding sources while fostering a culture of shared responsibility for educational development.

In the Philippine educational setting, the Department of Education recognizes the importance of stakeholder participation and community involvement through initiatives such as Brigada Eskwela, the Adopt-a-School Program, School Governance Councils, and School-Based Management. These programs encourage collaborative efforts among stakeholders and facilitate the mobilization of resources necessary for school improvement. Through these initiatives, schools are able to establish sustainable partnerships that support educational programs and address institutional needs.

Likewise, research consistently indicates that effective resource mobilization strengthens school capacity and contributes to improved educational outcomes. Tawakal et al. (2025) found that schools capable of mobilizing resources from various stakeholders are better positioned to support instructional programs, enhance infrastructure, and provide student services. Similarly, Bush (2020) emphasized that school leaders who actively engage stakeholders in resource-generation initiatives are more successful in sustaining educational programs and improving school performance. Jaso and Moleño (2023) likewise reported that stakeholder participation in school-initiated activities significantly enhances schools' ability to secure resources and implement development programs effectively.

Moreover, modern educational governance increasingly views structured school activities as critical conduits for resource mobilization rather than merely recreational extensions of the curriculum. According to Arrieta and Santos (2024), scheduled institutional events, such as subject-themed weeks, cultural recitals, and community-driven initiatives, act as highly visible mechanisms that encourage stakeholders to invest financial, material, and human resources. In resource-constrained public education settings, relying solely on centralized government appropriations is often insufficient to sustain comprehensive student development programs. To

address this structural gap, Bautista (2025) explained that progressive school leaders utilize the campus calendar of activities to construct collaborative platforms where parents, alumni, and local business partners can actively contribute. For instance, localized community-driven programs such as Brigada Eskwela and targeted Parent-Teacher Association milestones transform abstract resource needs into concrete, time-bound collective actions, resulting in greater volunteer participation and specialized learning resource donations. Consequently, embedding resource mobilization within school activities strengthens shared accountability and enriches the school's operational ecosystem.

Furthermore, the process of acquiring resources becomes more effective when it shifts from passive administrative appeals to active, event-driven engagement. According to Salazar and Peralta (2024), structured school activities serve as public platforms that reduce the psychological barriers for external donors by transforming institutional needs into visible and meaningful community initiatives. When schools organize academic clinics, environmental drives, or project showcases, they create opportunities for local enterprises and civic organizations to witness the immediate impact of their potential contributions. Rather than viewing school activities as consumers of institutional resources, modern governance perspectives recognize them as strategic platforms for investment. Ocampo, Santos, and Medina (2025) likewise observed that institutional events generate continuous momentum, encouraging stakeholders to provide learning materials, technological equipment, and volunteer services after witnessing their practical application during school activities. Consequently, resource mobilization becomes a dynamic, community-driven process that supports sustainable school development.

In addition, institutional milestones and traditional school activities provide valuable opportunities for activating alumni networks and establishing corporate partnerships. Valdez (2024) highlighted that annual event such as foundation day celebrations, recognition programs, and alumni homecomings serve not only to preserve institutional traditions but also to function as effective fundraising platforms. During these occasions, school leaders can present specific institutional needs, such as laboratory modernization, acquisition of digital learning resources, or support for student research, to alumni groups and corporate sponsors. Gomez and Labarda (2026) further emphasized that the success of these initiatives depends on aligning corporate social responsibility programs with the objectives of school activities. As a result, school activities become effective networking platforms that transform social capital into tangible educational resources capable of improving students' learning environments.

Overall, the reviewed literature demonstrates that resource mobilization through school activities plays a vital role in strengthening educational institutions. By generating financial resources, acquiring material support, mobilizing human expertise, and fostering community partnerships, schools are better able to enhance learning environments, improve educational services, and support student development. Consequently, resource mobilization through school activities remains an important strategy for achieving educational goals, promoting institutional effectiveness, and ultimately contributing to improved academic achievement.

Utilization of School Resources Through School Activities

Resource utilization is a critical component of educational management that involves the effective, efficient, and accountable use of available resources to achieve educational goals and improve student outcomes. Schools acquire various resources through government allocations, stakeholder contributions, community partnerships, and school-based activities. However, the benefits of resource mobilization can only be fully realized when these resources are strategically utilized to support teaching, learning, and institutional development. Educational institutions are therefore expected to maximize the use of facilities, financial resources, instructional materials, and human resources to enhance educational processes and improve school performance.

Among the resources available to schools, physical facilities constitute one of the most fundamental components of effective resource utilization. School facilities include classrooms, libraries, science laboratories, computer laboratories, sports facilities, and multipurpose halls that provide learners and teachers with environments conducive to teaching and learning. The effective utilization of these facilities contributes significantly to instructional quality, learner engagement, and educational effectiveness. According to the

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Organisation for Economic Co-operation and Development (OECD, 2023), educational institutions that maximize the use of available facilities create greater opportunities for learning, collaboration, and skills development. Similarly, Cabusor and Antonio (2025) found that the proper utilization of educational facilities enhances instructional effectiveness and improves students' learning experiences by providing access to practical and interactive learning environments.

Beyond physical infrastructure, the strategic utilization of financial resources is equally essential in ensuring educational effectiveness. Financial resources support the acquisition of instructional materials, maintenance of school facilities, implementation of educational programs, and provision of student services. UNESCO (2021) emphasized that schools must manage financial resources strategically to ensure sustainability while maximizing educational benefits. Effective financial resource utilization requires systematic planning, budgeting, monitoring, and evaluation to ensure that expenditures remain aligned with institutional priorities and educational objectives. Consequently, schools that allocate financial resources efficiently are better positioned to improve educational services and respond effectively to emerging institutional needs.

Furthermore, instructional materials represent another vital dimension of resource utilization because they directly support the teaching-learning process. These materials include textbooks, modules, workbooks, teaching aids, laboratory equipment, digital learning resources, and other educational tools that facilitate meaningful learning experiences. The availability and effective utilization of instructional materials significantly influence students' academic performance and learning engagement. According to Schleicher (2023), access to quality instructional resources enhances teaching effectiveness and promotes meaningful learning experiences. Teachers who effectively utilize instructional materials are better able to facilitate deeper understanding of concepts, encourage active participation, and address the diverse learning needs of students. Consequently, instructional materials serve as indispensable educational resources that contribute directly to instructional quality and learner achievement.

Equally important, human resources constitute another critical dimension of effective resource utilization within educational institutions. Human resources include teachers, school administrators, non-teaching personnel, parents, volunteers, alumni, and community stakeholders who contribute their expertise, knowledge, skills, and services to support school operations and student learning. Among these, teachers remain the most influential factor in determining educational quality. The OECD (2023) emphasized that the effectiveness of educational systems depends largely on the competence, commitment, and professional capacity of teachers and school leaders. Effective utilization of human resources therefore involves assigning personnel according to their qualifications, maximizing individual strengths, providing continuous professional development opportunities, and fostering collaborative participation in school programs and activities. Through these practices, schools maximize human potential and strengthen institutional effectiveness.

While the availability of educational resources is essential, their true value is realized only when they are actively utilized in programs that directly benefit learners. School activities serve as practical mechanisms through which various educational resources are effectively deployed. School facilities provide venues for academic and co-curricular programs, financial resources support the implementation of educational initiatives, instructional materials enrich classroom and experiential learning, and human resources facilitate the planning and execution of school activities and services. Through strategic planning and effective management, schools maximize the educational benefits derived from available resources while ensuring that these resources contribute meaningfully to institutional goals and student development.

In the Philippine educational context, the Department of Education recognizes the importance of effective resource utilization through programs that promote participatory governance and shared accountability. Initiatives such as School-Based Management (SBM), School Governance Councils, Brigada Eskwela, and other stakeholder-driven programs encourage transparency, accountability, and collaborative decision-making in managing school resources. By actively involving stakeholders in planning, implementation, monitoring, and evaluation, schools strengthen accountability mechanisms and ensure that available resources are directed toward priority educational needs and institutional improvement.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Likewise, numerous studies consistently demonstrate that effective resource utilization contributes significantly to school performance and student achievement. Schools that maximize the use of facilities, financial resources, instructional materials, and human resources are better equipped to provide quality learning environments and implement programs that support learner development. Efficient utilization of educational resources enables schools to address institutional challenges, improve organizational effectiveness, and promote higher levels of academic success among students. These findings underscore that educational quality depends not only on the availability of resources but also on how effectively they are managed and utilized.

Moreover, contemporary educational management increasingly views school activities as strategic platforms through which institutional resources are transformed into meaningful learning opportunities. The true measure of administrative efficiency lies not merely in the quantity of resources acquired but in the extent to which these resources are effectively utilized to support active student engagement and educational development. Organizational management literature suggests that educational assets, including laboratory facilities, Information and Communication Technology (ICT) equipment, specialized instructional materials, and teacher expertise, often remain underutilized when confined solely to traditional classroom settings. To address this challenge, Mendoza and Cruz (2023) demonstrated that schools maximize resource utilization by integrating these assets into co-curricular and extracurricular programs. When instructional materials and physical facilities are utilized during subject-specific activities, academic clubs, and school-wide learning events, they create richer, more interactive educational experiences. Likewise, Villanueva (2025) argued that school activities serve as primary platforms for deploying educational resources, ensuring that mobilized investments are transformed into meaningful learning opportunities. Consequently, resource utilization through structured school activities promotes experiential learning while maximizing the educational value of institutional investments.

Similarly, the educational value of physical resources depends not merely on their availability but on the frequency and quality of their utilization. According to Aquino and Macaranas (2024), specialized educational facilities such as ICT laboratories, science laboratories, multimedia centers, and learning resource hubs often remain underutilized when their use is limited to regular classroom schedules. To maximize these resources, high-performing schools integrate them into co-curricular programs, subject-themed exhibitions, science fairs, technology competitions, and other structured learning activities. These school activities provide students with extended opportunities to engage in practical and collaborative learning experiences beyond the limitations of regular instructional periods. Castro, Del Rosario, and Vargas (2025) further explained that utilizing educational resources through organized school activities significantly enhances operational efficiency by transforming expensive institutional assets into dynamic tools for experiential learning. As a result, schools ensure that available facilities and equipment directly contribute to students' academic growth and holistic development.

Furthermore, effective resource utilization extends beyond physical assets to include the strategic deployment of human capital. Teachers, school administrators, non-teaching personnel, parents, volunteers, alumni, and community partners possess valuable knowledge, professional expertise, leadership, and experience that contribute significantly to educational success. Santiago (2024) emphasized that conventional classroom instruction often limits opportunities for individualized mentoring and differentiated learning support. Through organized school activities such as academic clubs, remedial programs, leadership camps, creative arts activities, and student organizations, schools provide additional avenues for educators and stakeholders to extend learning beyond formal classroom instruction. Within these activity-centered environments, teachers are able to cultivate critical thinking, creativity, leadership, collaboration, and emotional resilience among learners. Pineda and Javier (2026) further observed that the strategic utilization of human resources through school activities enhances students' motivation, strengthens their sense of belonging, and reinforces institutional support systems. Consequently, maximizing human resource utilization through structured school activities increases the educational returns derived from stakeholder participation while contributing to improved academic achievement and holistic learner development.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

From a broader educational management perspective, a school's infrastructure is no longer viewed merely as a passive collection of buildings, facilities, and equipment. Rather, it is recognized as a strategic organizational asset that determines the institution's capacity to achieve its educational goals. Guided by organizational systems theory, physical infrastructure, including science laboratories, Information and Communication Technology (ICT) laboratories, home economics facilities, libraries, and classrooms, establishes the structural foundation upon which effective teaching and learning are built. However, contemporary educational literature consistently emphasizes that the mere availability of these resources does not automatically translate into improved educational outcomes. Trinidad (2020) highlighted that inadequate material resources in Philippine schools are closely associated with lower levels of academic achievement. This finding suggests that educational institutions must not only acquire sufficient resources but also ensure that these resources are strategically managed and actively utilized to benefit learners.

This challenge becomes even more evident within resource-constrained public educational institutions. In many schools under the Department of Education, administrators frequently encounter disparities between available institutional resources and the increasing demands of teaching and learning. Although government funding provides the primary source of educational support, maximizing these resources requires strategic leadership and effective local management. Ma and Ooi (2025) confirmed that positive school environments supported by adequate educational resources significantly enhance students' academic outcomes by enriching learning experiences and strengthening learner motivation. Likewise, the availability of supportive teachers and accessible learning resources fosters greater student engagement and academic resilience. These findings indicate that educational infrastructure should not be evaluated solely in terms of its physical presence but also in relation to the management processes that govern its accessibility, maintenance, and utilization.

Consequently, contemporary educational management increasingly adopts event-driven resource utilization as a practical strategy for maximizing institutional resources. Under this approach, structured school activities, including academic celebrations, subject-themed programs, co-curricular competitions, civic engagement initiatives, leadership training, and cultural events, are viewed not merely as supplementary school functions but as essential operational mechanisms through which educational resources are effectively deployed. These organized activities provide opportunities for schools to utilize facilities, instructional materials, financial resources, and human expertise in ways that extend learning beyond the traditional classroom. As a result, school activities become strategic platforms where educational resources are transformed into meaningful learning experiences that directly support institutional objectives.

Furthermore, school activities create opportunities for resource mobilization and resource utilization to operate as complementary and interdependent processes. From the perspective of resource mobilization, organized school activities encourage stakeholder participation by providing visible and purposeful avenues for parents, alumni, private organizations, local government units, and community members to contribute financial assistance, material resources, volunteer services, and professional expertise. Tawakal et al. (2025) emphasized that effective resource mobilization strengthens school operations and improves the overall quality of education. Activities such as Brigada Eskwela, Parent-Teacher Association initiatives, community outreach programs, and fundraising events transform institutional needs into collaborative community actions that generate additional resources for school development.

Equally important, these same school activities provide the operational environment in which mobilized resources are effectively utilized. Rather than allowing instructional materials, laboratory equipment, technological resources, and school facilities to remain underutilized, organized educational activities ensure that these resources are actively integrated into teaching and learning experiences. Abizada et al. (2020) found that participation in sports, arts, clubs, and other co-curricular activities contributes positively to students' academic performance, provided that participation remains balanced with academic responsibilities. Through carefully planned and curriculum-aligned school programs, educational resources are transformed into practical learning experiences that promote collaboration, critical thinking, leadership, creativity, and learner engagement. Consequently, school activities function not only as mechanisms for acquiring resources but also as strategic avenues for maximizing their educational value.

Nevertheless, educational management literature also recognizes that effective resource utilization does not always produce immediate improvements in students' academic performance. Guided by Drucker's Management by Objectives (MBO), organizational effectiveness depends on aligning institutional resources and operational processes with clearly defined educational goals. However, educational researchers frequently describe a "decoupling effect," wherein improvements in organizational efficiency may not immediately translate into higher examination scores or classroom grades. Although effective resource utilization enhances school environments, instructional support, and stakeholder collaboration, academic achievement is likewise influenced by numerous learner-related, family-related, and contextual factors beyond institutional resource management.

Moreover, literature on educational resource management explains that many benefits derived from school activities initially strengthen the broader educational environment rather than directly affecting students' immediate academic performance. Improvements such as renovated classrooms, upgraded laboratories, enhanced school safety, cleaner surroundings, improved technological infrastructure, and stronger stakeholder partnerships contribute significantly to institutional effectiveness and learner well-being. However, these improvements may influence students' academic achievement gradually by creating learning environments that enhance motivation, engagement, attendance, collaboration, and overall educational experiences. Thus, the impact of effective resource utilization often emerges through a complex interaction of environmental, instructional, and learner-related factors rather than through direct and immediate improvements in academic grades.

Overall, the reviewed literature demonstrates that resource utilization extends beyond the efficient management of educational assets and encompasses the strategic deployment of available resources through organized school activities. School activities provide the operational context in which financial resources, physical facilities, instructional materials, and human expertise are transformed into meaningful educational experiences that support teaching, learning, and institutional development. When resource mobilization and resource utilization are integrated through well-planned school activities, educational institutions strengthen stakeholder collaboration, maximize institutional resources, improve learning environments, and create greater opportunities for student engagement and holistic development. Consequently, examining resource mobilization and resource utilization through school activities provides a comprehensive framework for understanding how effective educational resource management contributes to improved academic achievement and overall school effectiveness.

Academic Achievement: Concept, Indicators, and Influencing Factors

Academic achievement is widely recognized as one of the primary indicators of educational success and institutional effectiveness. It refers to the extent to which students attain the learning objectives, competencies, and standards prescribed in the curriculum. As a key educational outcome, academic achievement reflects students' mastery of knowledge, skills, values, and competencies acquired through formal learning experiences. It is commonly measured using grades, general weighted averages (GWA), classroom assessments, performance tasks, and standardized test results, all of which provide evidence of students' academic progress and learning attainment.

Theoretically, the importance of academic achievement is reinforced by Becker's Human Capital Theory (1993), which posits that investments in education and learning resources enhance individuals' knowledge, skills, and productivity. From this perspective, educational resources, supportive learning environments, and effective instructional programs are viewed as valuable investments that contribute to improved student performance and long-term educational outcomes. Consequently, academic achievement serves not only as a measure of students' learning but also as an indicator of the effectiveness of educational investments and school management practices.

Moreover, recent educational literature recognizes academic achievement as a multidimensional construct influenced by a wide range of school-related, family-related, community-related, and learner-related factors. According to the Organisation for Economic Co-operation and Development (OECD, 2023), academic achievement reflects learners' ability to apply acquired knowledge and skills across different educational

contexts and serves as an important predictor of future educational and career success. This perspective suggests that educational outcomes are shaped by the combined influence of learning opportunities, instructional quality, educational resources, and student engagement rather than by a single factor alone.

Among these influencing factors, the availability and effective utilization of educational resources have consistently been identified as significant contributors to academic achievement. UNESCO (2021) emphasized that access to quality school facilities, instructional materials, technological resources, and supportive learning environments enhances students' learning experiences and improves academic performance. Schools that provide adequate educational resources and maintain conducive learning environments create favorable conditions that enable both teachers and learners to achieve desired educational outcomes. Consequently, effective resource management remains an essential component of school effectiveness and student success.

Furthermore, research highlights the importance of positive school environments and stakeholder support in promoting academic achievement. Ma and Ooi (2025) found that students who study in supportive educational environments and have access to sufficient learning resources demonstrate higher levels of motivation, engagement, and academic performance. Similarly, Hattie (2023) identified instructional quality, learning resources, parental involvement, and student engagement as among the most influential factors affecting academic achievement. These findings indicate that educational success depends not only on students' individual abilities but also on the quality of the educational environment and the support systems provided by schools and communities.

Likewise, family and community involvement play a vital role in enhancing students' academic outcomes. Numerous studies have consistently shown that parental participation, stakeholder engagement, and strong school-community partnerships contribute positively to students' motivation, attendance, academic persistence, and overall educational performance. When schools cultivate collaborative relationships with parents, alumni, local government units, and community stakeholders, learners benefit from stronger academic support systems that facilitate both intellectual and personal development. These collaborative efforts further strengthen the educational environment in which students learn and succeed.

In addition to school and family influences, learner-related factors likewise contribute significantly to academic achievement. Student motivation, study habits, attendance, self-discipline, learning attitudes, and participation in school activities all influence academic performance. Fredricks, Reschly, and Christenson (2021) emphasized that students who are actively engaged in academic and co-curricular activities consistently demonstrate higher levels of academic performance, persistence, and commitment to learning. Participation in school activities provides learners with opportunities to benefit from the financial, material, and human resources mobilized and utilized by schools, thereby enriching educational experiences and supporting improved academic achievement.

In relation to the present study, academic achievement is viewed as an important educational outcome that may be influenced by effective resource mobilization and resource utilization through school activities. Through organized school activities, educational institutions are able to mobilize financial, material, human, and community resources that enhance instructional programs and learning environments. Likewise, the strategic utilization of facilities, financial resources, instructional materials, and human expertise improves instructional delivery and enriches students' educational experiences. Consequently, academic achievement serves as the dependent variable of this study because it reflects the effectiveness of resource mobilization and utilization efforts implemented through school activities.

Moreover, emerging frameworks in educational administration advocate for an integrated approach that directly links resource management processes with learner outcomes through the implementation of structured school activities. Recent empirical studies suggest that academic achievement is rarely the product of classroom instruction alone; rather, it is significantly influenced by the overall effectiveness of the school's operational ecosystem. Soriano and Del Rosario (2024) observed that when schools successfully align external resource mobilization with effective internal resource utilization during organized school activities, they create supportive learning environments that enhance students' motivation, persistence, and engagement. Participation in well-funded, well-organized, and resource-rich school programs fosters behavioral, emotional,

and cognitive engagement among learners. According to Tolentino (2026), this multidimensional engagement develops critical thinking, self-discipline, collaboration, and problem-solving skills that ultimately contribute to improved academic achievement. Therefore, examining resource management through the operational framework of school activities provides a more comprehensive understanding of how administrative processes translate into measurable improvements in students' General Weighted Average (GWA).

Similarly, the relationship between institutional resource mobilization and academic achievement is strongly supported by resource dependency and educational equity perspectives. Likoko, Barasa, and Khaemba (2022) reported that strategic resource mobilization demonstrates a significant positive relationship with student performance, indicating that schools with proactive stakeholder participation and diversified funding sources consistently perform better than resource-constrained institutions. By successfully mobilizing financial resources, instructional materials, technological equipment, and learning support services, school administrators establish the educational infrastructure necessary to minimize instructional disruptions and improve learning opportunities. These additional resources help reduce educational inequalities by providing learners with greater access to quality instructional materials and modern educational technologies. However, Savasci and Tomul (2023) emphasized that the acquisition of resources alone does not automatically guarantee higher academic performance. Instead, the educational value of mobilized resources depends largely on how effectively they are integrated into students' daily learning experiences. Thus, resource mobilization provides the essential foundation upon which improved academic achievement can be built.

Furthermore, contemporary educational researchers argue that the relationship between resource mobilization and academic achievement is best understood through the operational context of school activities. Cadiz and Torres (2026) observed that large-scale stakeholder mobilization initiatives, such as Brigada Eskwela, Parent-Teacher Association projects, and community-supported school programs, often produce only limited academic benefits when acquired resources remain underutilized. The educational impact of mobilized financial and material resources becomes evident only when these assets are transformed into meaningful learning opportunities through subject-specific competitions, academic enrichment programs, remedial classes, leadership training, and other co-curricular activities. When schools convert mobilized resources into active learning experiences, student engagement increases, dropout rates decline, and academic performance improves. Consequently, school activities function as the critical mechanism through which resource mobilization is translated into meaningful educational outcomes, reinforcing the importance of examining resource mobilization within the context of organized school activities.

Taken together, the reviewed literature demonstrates that resource mobilization contributes to academic achievement not merely through the acquisition of additional financial and material resources but through the strategic transformation of these resources into meaningful educational experiences. Schools that effectively mobilize stakeholder support and integrate acquired resources into well-planned school activities create richer learning environments that foster student engagement, strengthen instructional quality, and improve academic performance. These findings reinforce the theoretical foundation of the present study by emphasizing that resource mobilization achieves its greatest educational value when implemented through structured school activities that directly support student learning and development.

Beyond resource mobilization, contemporary educational management emphasizes that the educational value of institutional resources depends largely on how effectively they are utilized to support teaching and learning. Within this perspective, the mere presence of learning assets on a school campus yields minimal academic benefits unless these resources are actively and strategically integrated into educational programs. Mestry (2023) reported a significant relationship between the effective utilization of school infrastructure—including science laboratories, technical equipment, reading materials, and digital learning resources—and students' academic achievement. Educational resources that remain inaccessible because of administrative restrictions or infrequent use provide little instructional value. Conversely, schools that maximize access to and utilization of available resources create more engaging learning experiences that improve students' motivation, participation, and academic performance. Likewise, Asif, Fatima, and Imran (2024) explained that frequent interaction with instructional resources enhances students' cognitive development by transforming learning from passive

memorization into active problem-solving. Consequently, effective resource utilization strengthens instructional quality and contributes significantly to improved scholastic performance.

Furthermore, modern educational frameworks emphasize that the impact of resource utilization on academic achievement is maximized when educational resources are deployed through organized school activities. Onyango and Abraham (2024) demonstrated that instructional materials, technological resources, and human expertise produce greater educational benefits when integrated into co-curricular programs, academic clubs, subject-themed exhibitions, and other structured learning activities. Since regular classroom instruction often provides limited opportunities for experiential learning, organized school activities enable students to engage more deeply with instructional resources while applying theoretical concepts to authentic learning situations. Benson and Chijioke (2025) likewise observed that activity-mediated resource utilization strengthens critical thinking, collaboration, creativity, leadership, and problem-solving competencies that positively influence academic performance. Consequently, school activities provide an effective operational platform through which educational resources are transformed into meaningful learning experiences that enhance students' academic achievement.

Equally important, recent educational research highlights the critical mediating role of student engagement in linking resource management with academic success. Fredricks, Reschly, and Christenson (2022) argued that educational resources have limited instructional value unless they actively engage learners in meaningful educational experiences. Resources become pedagogically significant when they are utilized to support vibrant, activity-based learning environments that encourage students' behavioral, emotional, and cognitive engagement. When schools strategically invest their mobilized financial, material, and human resources in academic competitions, leadership programs, arts festivals, science fairs, and other co-curricular activities, students develop stronger school connectedness, improved attendance, and greater commitment to learning. Chien, Wang, and Lin (2025) further observed that increased student engagement serves as the direct pathway through which effective resource management contributes to improved academic achievement. Thus, student engagement functions as an essential mechanism that links resource mobilization and resource utilization through school activities with higher academic performance.

Moreover, the growing integration of digital technologies has expanded the scope of educational resource management beyond traditional physical resources. Contemporary schools increasingly recognize digital infrastructure as an essential component of quality education. According to Bozkurt and Sharma (2023), narrowing the digital divide requires more than simply providing schools with technological equipment; it also requires the strategic mobilization and effective utilization of digital resources through structured educational activities. When school administrators successfully secure technological support—including internet connectivity, software applications, digital devices, and corporate technology partnerships, these resources achieve greater educational value when integrated into robotics programs, digital literacy workshops, electronic publishing projects, virtual science activities, and other technology-enhanced school initiatives. Haleem, Javaid, and Qadri (2024) likewise found that students who actively utilize digital technologies during organized collaborative learning activities demonstrate stronger cognitive development, higher levels of engagement, and improved academic performance. These findings underscore the importance of integrating digital resource management with school activities to maximize educational outcomes in contemporary learning environments.

Overall, the reviewed literature demonstrates that academic achievement is influenced by the dynamic interaction of educational resources, instructional quality, stakeholder participation, supportive learning environments, effective resource management, and student engagement. While resource mobilization provides the financial, material, human, and community support necessary for educational development, resource utilization ensures that these resources are strategically applied to improve teaching and learning. School activities serve as the operational platform that connects these two resource management processes by transforming mobilized resources into meaningful educational experiences that foster learner engagement and academic growth. Consequently, the literature supports the proposition that effective resource mobilization and resource utilization through school activities contribute to improved academic achievement, thereby providing a strong theoretical and empirical foundation for the present study.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

RESEARCH METHODOLOGY

This chapter discussed the type of research design, subject and respondents of the study, population and sample size, sampling techniques, research instrument used in gathering data, validity and reliability of the instrument, procedures of data gathering and the data analyses.

Research Design

Research design served as the overall framework that guides the collection, analysis, and interpretation of data to address the objectives of the study. Since the present investigation sought to determine the relationship between resource mobilization and utilization through school activities and the academic achievement of students, a research design capable of describing existing conditions and examining the relationships among variables was considered most appropriate.

Accordingly, this study employed a quantitative research approach using a descriptive-correlational research design. The quantitative approach was appropriate because the study sought to collect numerical data to determine the relationship between resource mobilization and utilization through school activities and the academic achievement of Grade 8 students. A descriptive-correlational design was utilized because it allowed the researcher to describe the existing levels of resource mobilization and resource utilization through school activities and to determine whether these variables were significantly related to the academic achievement of Grade 8 students. This design did not involve the manipulation of variables but instead examined naturally occurring conditions within the school setting. Data were gathered from teachers and parents through structured questionnaires, while the academic achievement of Grade 8 students was obtained from their official General Weighted Averages (GWAs). Combining these sources of data enhanced the credibility and comprehensiveness of the findings. Thus, the descriptive-correlational research design was considered appropriate because it enabled the researcher to examine the relationships among the study variables under naturally occurring conditions without manipulating them.

Subject and Respondents of the Study

The primary focus of this research centered on resource mobilization and utilization within the context of the school's implemented activities. To evaluate these administrative processes from multiple angles, the study involved three sources of data: teachers, parents, and the official academic records of Grade 8 students.

The student-participants comprised the Grade 8 learners officially enrolled at one of the public high schools in Negros Island Region for the School Year 2025–2026. To ensure a comprehensive representation of the grade level, participants were drawn from all four distinct curriculum pathways offered by the institution: the Science, Technology, and Engineering Program (STEP); the Strengthened Technical Vocational Education Program (STVEP); the Special Program in the Arts (SPA); and the Enhanced Basic Education Curriculum Program (EBEC - Regular Class).

To complete the data source triangulation, the parent-respondents included the parents or legal guardians of the enrolled Grade 8 students across these specialized tracks. Meanwhile, the teacher-respondents consisted of the faculty members officially assigned to handle academic instruction, advisory duties, or event coordination within the STEP, STVEP, SPA, and EBEC programs.

The Grade 8 level was deliberately chosen as the focal population of this study due to its diverse curriculum tracks, which provided a rich environment for examining varied resource allocations. Furthermore, the researcher's administrative position as a faculty member within this specific grade level ensured streamlined coordination, high response rates, and efficient, secure administration of the research instruments during the data-gathering phase.

Population and Sample Size

The target population of this study consisted of 875 Grade 8 students, their corresponding parents or legal

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

guardians, and 158 faculty members from one of the public high schools in Negros Island Region for the school year 2025–2026.

From this pool, 158 Grade 8 students were selected for inclusion in the academic achievement dataset, 158 parents were selected as active respondents, while all 158 teachers were included using a total enumeration approach. Setting the sample sizes for the students and parents to match the number of teacher-respondents was a deliberate decision to facilitate balanced comparisons among the stakeholder groups.

To determine the specific distribution of the student and parent samples across the different sections, a proportionate random sampling technique was applied using the formula below:

Proportionate Random Sampling formula:

$$n = \frac{N_{section}}{N_{total}} x\ 158$$

where: n = number of respondents per section

$N_{section}$ = population per section

N_{total} = 875

158 = total sample size

For the teacher group, no sampling formula was necessary as the study utilized a total enumeration approach, incorporating all 158 faculty members across different departments to gather an exhaustive dataset on resource utilization.

The precise distribution of the student-respondents across their respective curriculum programs and sections, alongside the distribution of teacher-respondents across subject areas, were presented below and on the following page:

Subject Area	Number of Teachers
Filipino	18
English	20
Math	20
Science	23
Araling Panlipunan	16
TLE	25
MAPEH	25
Values Education	11
	N_t = 158

Grade 8 Curriculum Program	N	n
Science, Technology & Engineering Program (STEP)		
Mendel	38	7
Darwin	39	7
Linnaeus	38	7
Special Program in the Arts (SPA)		

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SPA- Harmony	32	6
SPA- Melody	29	5
Strengthened Technical Vocational Education Program (STVEP)		
STVEP A	30	5
STVEP B	37	7
STVEP C	36	7
STVEP D	36	7
STVEP E	36	7
STVEP F	34	6
Enhanced Basic Education Curriculum- Regular Class (EBEC)		
Narra	34	6
Acacia	33	6
Anahaw	33	6
Apitong	34	6
Banaba	30	5
Bangkal	33	6
Champaka	33	6
Duhat	30	5
Ebony	34	6
Gmelina	30	5
Ipil-Ipil	32	6
Kamachili	35	6
Kamagong	33	6
Mahogany	33	6
Oaktree	33	6
	N_t = 875	n_t = 158

Sampling Technique

This study utilized specific sampling techniques tailored to the unique characteristics of each stakeholder group. This ensured adequate representation of each stakeholder group and facilitated meaningful comparisons among the collected data. For the student-participants, the study employed proportionate stratified random sampling, followed by a simple random sampling procedure. Stratified sampling was necessary because student enrollment varied significantly across the four curriculum programs and twenty-five (25) distinct sections. Once the specific sample size for each section was determined using the proportionate formula, a simple random sampling process via the draw-lots of method was conducted on the ground to select the actual individual student participants. This ensured that every student within a given section had an equal, unbiased probability of selection.

For the parent-respondents, a purposive sampling technique was employed. The selection was strictly restricted to the parents or legal guardians of the specific Grade 8 students who were drawn during the student sampling phase. Additionally, inclusion was based on their availability and willingness to participate during the designated data collection period, ensuring that the gathered insights directly correlated with the sampled student households.

For the teacher-respondents, the study utilized a total enumeration approach. Rather than sampling a small subset, all 158 faculty members actively teaching core and specialized subjects were included as participants. This complete census eliminated sampling error within the faculty group, ensuring that the educational perspectives of the entire teaching staff handling these tracks were exhaustively represented in the study.

Data Gathering Instruments

The primary data-gathering instruments utilized in this study consisted of a structured, researcher-made survey questionnaire and the official academic records of the students. The questionnaire was designed to assess resource mobilization and resource utilization through school activities, while the students' General Weighted Average (GWA) served as the measure of their academic achievement based on their school form 9 of school year 2025-2026.

The questionnaire was divided into two operational components. The first component measured the level of resource mobilization through school activities. It consisted of items answered by teachers and parents to assess administrative and stakeholder efforts in mobilizing financial, material, and community resources. Responses were measured using a five-point rating scale with the following descriptors: Excellent (5), Good (4), Fair (3), Poor (2), and Very Poor (1).

The second component measured the level of resource utilization through school activities. It consisted of items answered exclusively by teachers to evaluate the extent to which available resources, such as physical facilities, instructional materials, technology, financial resources, and instructional time, were utilized in implementing school activities. Responses were measured using a five-point utilization rating scale with the following descriptors: Fully Utilized (5), Mostly Utilized (4), Partially Utilized (3), Minimally Utilized (2), and Not Utilized (1).

Validity and Reliability of the Instrument

To ensure that the data collected were accurate, valid, and consistent, the researcher-made survey questionnaire underwent a rigorous process of validation and reliability testing before its full deployment. These procedures were conducted to establish that the instrument appropriately measured the constructs under investigation and consistently generated dependable results for the study.

For content validity, the instrument was evaluated by a panel of five experts consisting of two (2) Education Program Supervisors and three (3) school heads. They examined each questionnaire item for its clarity, relevance, and alignment with the study's redefined variables to ensure that the instrument accurately measured the actual practices of resource mobilization and utilization through school activities without relying on subjective or perceptual language. Furthermore, the validity of the instrument was established using Lawshe's Content Validity Ratio (CVR). Each expert classified every item as essential, useful but not essential, or not necessary in measuring the constructs under investigation. A separate CVR was computed for each questionnaire item based on the experts' evaluations. The instrument obtained an overall mean Content Validity Ratio of 0.92, indicating high overall content validity. The validators' comments and recommendations were incorporated to further improve the clarity and relevance of the questionnaire items before the instrument was finalized. Items that failed to satisfy the required threshold were revised in accordance with the recommendations of the validators, thereby ensuring that the instrument possessed adequate content validity.

Following the content validation process, the instrument was pilot tested to establish its reliability. The pilot test was administered to a separate group of thirty (30) parents and thirty (30) teachers who possessed characteristics similar to those of the actual respondents but were excluded from the final study. The pilot test data were analyzed using Cronbach's alpha to determine the internal consistency of the instrument, with a coefficient of 0.70 or higher considered acceptable. The statistical analysis yielded a Cronbach's alpha coefficient of 0.835 for the level of resource mobilization through school activities scale and 0.940 for the level of resource utilization through school activities scale. These coefficients indicate high to excellent internal consistency, confirming that the instrument was reliable and capable of producing consistent results. Therefore,

the questionnaire was deemed suitable for gathering data and for examining the relationship between resource mobilization and utilization through school activities and the academic achievement of Grade 8 students.

Data Gathering Procedures

Prior to the conduct of the study, the researcher secured a formal letter of request addressed to the Schools Division Superintendent of one of the Schools Division Offices in the Negros Island Region, seeking official permission to conduct the research at one of the public high schools in the same region. Upon receiving the superintendent's approval, a copy of the endorsed letter was presented to the secondary school principal to formally coordinate the logistics of the study and ensure institutional support. Next, the researcher coordinated with the Grade 8 teacher-advisers to explain the research objectives and establish a timeline for data collection. A comprehensive orientation was conducted for the teachers and parents to discuss the purpose of the study, explain the digital data-gathering process, and emphasize key ethical considerations, such as data confidentiality and voluntary participation.

Following the orientation, the researcher distributed the survey questionnaire electronically by sending the official Google Form links through the school's established communication channels, such as official group chats and email networks. The teachers and parents completed the sections relevant to them online, with the teachers and parents evaluating the level of resource mobilization through school activities and the teachers independently evaluating the level of resource utilization through school activities. The researcher closely monitored the submission of responses and coordinated with the teacher-advisers to ensure that all identified respondents completed the questionnaire within the prescribed data collection period. As a result, a 100% response rate was achieved, with all 158 teacher respondents and 158 parent respondents successfully submitting their completed questionnaires through Google Forms.

Simultaneously, to measure student academic achievement without disrupting regular classes, the researcher requested and secured the official general weighted average of the Grade 8 students directly from their respective teacher-advisers using the students' official School Form 9 (Learner's Progress Report Card). Finally, the digital questionnaire responses and academic records were merged, encoded, and prepared for statistical analysis in alignment with the study's specific objectives.

Data Analyses

The collected data were encoded, processed, and analyzed using statistical software. To address the study's specific objectives systematically, the following statistical tools were utilized as presented on the succeeding page:

To answer statement of the problem number 1, on the level of resource mobilization through school activities as assessed by teachers, the Weighted Mean and Standard Deviation were used.

Mean:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = mean

Σ = summation notation

x = responses

n = sample size

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Standard Deviation:

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where:

s = sample standard deviation

Σ = summation

x = individual value in the data set

$\bar{x}$ = mean of the values

n = sample size

n − 1 = degrees of freedom

To interpret the scores in statement of the problem number 1, the following scale was utilized:

Scale	Mean Score Range	Interpretation	Verbal Description
5	4.21 – 5.00	Excellent	External stakeholders provided extensive financial, material, and volunteer support.
4	3.41 – 4.20	Good	External stakeholders provided substantial financial, material, and volunteer support.
3	2.61 – 3.40	Fair	External stakeholders provided adequate support to meet basic requirements.
2	1.81 – 2.60	Poor	External stakeholders provided limited financial, material, and volunteer support.
1	1.00 – 1.80	Very Poor	External stakeholders provided very minimal financial, material, and volunteer support.

To answer statement of the problem number 2, on the level of resource mobilization through school activities as assessed by parents, the Weighted Mean and Standard Deviation were used. To interpret these scores, the scale on the following page was utilized:

Scale	Mean Score Range	Interpretation	Verbal Description
5	4.21 – 5.00	Excellent	External stakeholders provided extensive financial, material, and volunteer support.
4	3.41 – 4.20	Good	External stakeholders provided substantial financial, material, and volunteer support.

3	2.61 – 3.40	Fair	External stakeholders provided adequate support to meet basic requirements.
2	1.81 – 2.60	Poor	External stakeholders provided limited financial, material, and volunteer support.
1	1.00 – 1.80	Very Poor	External stakeholders provided very minimal financial, material, and volunteer support.

To answer statement of the problem number 3, on the level of resource utilization through school activities as evaluated by the teachers, the Weighted Mean and Standard Deviation were used. To interpret these scores, the scale on the following page was utilized:

Scale	Mean Score Range	Interpretation	Verbal Description
5	4.21 – 5.00	Fully Utilized	Institutional assets, funds, facilities, and personnel were utilized to a very great extent in achieving the objectives of school activities.
4	3.41 – 4.20	Mostly Utilized	Institutional assets, funds, facilities, and personnel were utilized to a great extent in implementing school activities.
3	2.61 – 3.40	Partially Utilized	Institutional assets, funds, facilities, and personnel were utilized to a moderate extent during school activities.
2	1.81 – 2.60	Minimally Utilized	Institutional assets, funds, facilities, and personnel were utilized to a limited extent in implementing school activities.
1	1.00 – 1.80	Not Utilized	Institutional assets, funds, facilities, and personnel were not utilized in the implementation of school activities.

To answer statement of the problem number 4, on the level of academic achievement of the Grade 8 students, the Mean and Standard Deviation were applied to their General Weighted Average (GWA). To interpret these scores, the DepEd grading standard (DepEd Order No. 8, s. 2015) on the following page was utilized:

Scale	GWA Range	Interpretation	Verbal Description
5	90 – 100	Outstanding	Demonstrated an outstanding level of mastery of the expected learning competencies.
4	85 – 89	Very Satisfactory	Demonstrated a very satisfactory level of mastery of the expected learning competencies.

3	80 – 84	Satisfactory	Demonstrated a satisfactory level of mastery of the expected learning competencies.
2	75 – 79	Fairly Satisfactory	Demonstrated a fairly satisfactory level of mastery of the expected learning competencies and requires further improvement.
1	Below 75	Did Not Meet Expectations	Did not demonstrate the minimum level of mastery of the expected learning competencies.

To answer statement of the problem number 5 on the significant relationships between the levels of resource mobilization as assessed by teachers and the students' academic achievement, the Spearman Rank-Order Correlation Coefficient was used. The inferential test was measured at a 0.05 alpha level of significance using Spearman's rho formula as shown on the following page:

Spearman's rho:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where:

r_s= Spearman rank-order correlation coefficient

n = total number of paired observations

d = difference between the ranks of the independent variable (Mobilization/Utilization) and the dependent variable (Academic Achievement) for each pair of observations

$\sum d^2$ = sum of the squared differences between the paired ranks

To answer statement of the problem number 6 on the significant relationships between the levels of resource mobilization as assessed by parents and the students' academic achievement, the Spearman Rank-Order Correlation Coefficient was used. The inferential test was measured at a 0.05 alpha level of significance using Spearman's rho formula.

To answer statement of the problem number 7 on the significant relationships between the levels of resource utilization as evaluated by teachers and the students' academic achievement, the Spearman Rank-Order Correlation Coefficient was used. The inferential test was measured at a 0.05 alpha level of significance using Spearman's rho formula.

To answer statement of the problem no. 8, which sought to develop a Strategic Resource Management Plan for Strengthening Resource Mobilization and Utilization through School Activities based on the findings of the study, qualitative synthesis of the quantitative findings, thematic consolidation, and strategic program planning framework were employed. These approaches facilitated the integration of the study's findings into a comprehensive and evidence-based strategic plan aimed at optimizing resource mobilization and utilization through school activities and enhancing the academic achievement of students.

Presentation, Analysis, And Interpretation Of Data

This chapter presented, analyzed, and interpreted the data gathered in the study. The data were organized based

on the research questions and were presented through tables and descriptive discussions to ensure clarity and understanding.

Level of Resource Mobilization Through

School Activities as Assessed by the Teachers

Table 1 below and on the following pages shows the level of resource mobilization through school activities as assessed by the teachers.

Table 1. Level of Resource Mobilization Through School Activities as Assessed by the Teachers.

Level of Resource Mobilization Through School Activities as Assessed by the Teachers	Mean	SD	Interpretation
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.	4.88	0.38	Excellent
2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.	4.77	0.48	Excellent
3. The school allocates financial resources to support the implementation of the school improvement activities.	4.66	0.57	Excellent
4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.	4.80	0.42	Excellent
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.	4.80	0.44	Excellent
6. Private volunteers help in cleaning the school.	4.75	0.53	Excellent
7. Local government officials participate in the	4.70	0.54	Excellent
Table 1 continuation…			
cleaning activities for school readiness.			
8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.	4.63	0.61	Excellent
9. The school raise funds to subsidize expenses of students competing for division or regional academic contests.	4.34	0.92	Excellent
10. The school informs parents and students about the activity and enrollment through a recorrida.	4.84	0.37	Excellent
11. The school conduct cleaning and repair activities consistently to prevent disruption to the class stakeholders.	4.51	0.66	Excellent
12. Donations of school materials, equipment, or funds are regularly organized and collected.	4.48	0.74	Excellent
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.	4.51	0.72	Excellent
14. The documentation committee accurately records all activities during Brigada Eskwela.	4.66	0.62	Excellent
15. The registration committee ensures that all students and participants are properly registered.	4.64	0.59	Excellent
16. The program committee ensures that all participants, including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.	4.72	0.67	Excellent
17. Student club and organization contribute resources, materials, or manpower to support the school community.	4.72	0.55	Excellent
18. The school mobilizes community professionals including alumni to serve as mentor for students, resource person or guest speaker.	4.70	0.56	Excellent

19. The school encourages feedback from participants to improve the mobilization of Table 1 continuation…	4.44	0.69	Excellent
resources for the academic years.			
20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students learning.	4.54	0.83	Excellent
Resource Mobilization Through School Activities as Assessed by the Teachers	**4.65**	**0.45**	**Excellent**

Legend: (4.21 – 5.00)-Excellent; (3.41 – 4.20)-Good; (2.61 – 3.40)-Fair; (1.81 – 2.60)-Poor; (1.00 – 1.80)-Very Poor

Table 1 presents the teachers' assessment of the level of resource mobilization through school activities. The findings show an overall composite mean of 4.65 with a standard deviation of 0.45, verbally interpreted as Excellent. The low standard deviation indicates that the teachers' responses were highly consistent, suggesting that they shared similar views regarding the school's resource mobilization efforts through various school activities. The findings further suggest that the school has successfully established effective and sustainable strategies for engaging parents, community members, local government units, private organizations, and other stakeholders in supporting educational programs and school improvement initiatives. Moreover, the results imply that resource mobilization has become an integral part of the school's management practices, allowing the school to secure the necessary support to address both instructional and operational needs effectively.

Among the twenty indicators, the highest mean score (M = 4.88, SD = 0.38) was obtained by the indicator stating that the school regularly plans for Brigada Eskwela before the opening of classes to prepare the learning environment. This finding demonstrates that teachers recognize advance planning as one of the school's greatest strengths in mobilizing resources and coordinating stakeholder participation. Early planning provides sufficient time to identify school needs, organize volunteer participation, secure donations, and allocate responsibilities among stakeholders. Such proactive preparation contributes to the successful implementation of school improvement activities and ensures that learning spaces are safe, organized, and ready before the start of the academic year.

The second highest-rated indicator (M = 4.84, SD = 0.37) pertains to informing parents and students about school activities and enrollment through recorrida. This result highlights the effectiveness of the school's communication strategies in encouraging community participation and strengthening partnerships with parents and other stakeholders. By utilizing localized information campaigns, the school fosters greater awareness, promotes inclusivity, and encourages stakeholders to become active partners in achieving educational goals. The consistently high ratings of these indicators demonstrate that effective communication and careful planning are fundamental elements of successful resource mobilization, as they encourage shared responsibility and collective commitment toward school development.

In contrast, the lowest-rated indicator (M = 4.34, SD = 0.92) pertains to the school's efforts to raise funds to subsidize the expenses of students participating in division and regional academic competitions. Although this indicator still received an Excellent verbal interpretation, it obtained the lowest mean score and the highest standard deviation among all indicators, indicating greater variation in teachers' perceptions regarding the consistency and adequacy of fundraising efforts. This variation may reflect differences in the availability of external sponsors, financial support from stakeholders, or the frequency of student participation in academic competitions. The comparatively lower rating suggests that while the school has effectively implemented resource mobilization practices through school activities to support general school improvement initiatives, sustaining financial support for students participating in academic competitions remains an area that could benefit from more structured fundraising strategies and stronger collaboration with external stakeholders. Strengthening these initiatives would help ensure that deserving learners are provided with equitable opportunities to participate in academic events regardless of financial constraints.

Overall, the findings demonstrate that the school has developed effective resource mobilization practices implemented through school activities, characterized by proactive planning, transparent communication, and active stakeholder involvement. Teachers recognize that school activities, particularly Brigada Eskwela, serve not only as school maintenance initiatives but also as important platforms for strengthening partnerships among parents, teachers, local government units, private organizations, alumni, and community volunteers. Through these collaborative efforts, the school is able to generate financial assistance, in-kind donations, volunteer services, and technical expertise that contribute to improving the quality of the learning environment. The consistently high ratings further indicate that teachers perceive resource mobilization practices implemented through school activities as a shared responsibility rather than an administrative function alone. Nevertheless, the relatively lower evaluation of fundraising for student competitions highlights the need to diversify resource generation strategies and establish more sustainable funding mechanisms that will continuously support learners' participation in academic, cultural, and co-curricular competitions.

The findings strongly support the literature presented in this study. Tawakal et al. (2025) emphasized that schools capable of mobilizing financial, material, and human resources from multiple stakeholder groups are better positioned to sustain educational programs, strengthen institutional operations, and improve student services. Similarly, Acierto (2026) reported that strong school-community partnerships enhance stakeholder participation, increase resource availability, and contribute significantly to educational productivity and school effectiveness.

Likewise, Jaso and Moleño (2023) found that stakeholder engagement through organized school activities strengthens collaborative governance and improves the implementation of school programs. In addition, Paccaud et al. (2021) emphasized that meaningful partnerships among schools, families, and communities foster shared accountability, strengthen stakeholder commitment, and improve educational outcomes. These findings are likewise consistent with the principles advanced by UNESCO (2021), which recognizes community participation and collaborative governance as essential elements of sustainable educational development. Collectively, these studies reinforce the view that successful resource mobilization is not solely dependent on financial capacity but is primarily driven by strong leadership, effective communication, and meaningful stakeholder collaboration.

Furthermore, the findings also provide empirical support for Gary S. Becker's Human Capital Theory, which posits that investments in educational resources, community partnerships, and institutional support systems enhance human capital and improve educational outcomes. By actively mobilizing financial assistance, volunteer services, material resources, and community expertise, the school strengthens its capacity to provide quality educational opportunities and create an environment that supports both teaching and learning. Furthermore, the findings reflect the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which advocate stakeholder engagement, volunteerism, transparency, and collaborative governance through programs such as Brigada Eskwela. These policies recognize that sustainable school improvement is best achieved when schools, families, local government units, private organizations, alumni, and community members work together to mobilize resources and share responsibility for advancing the quality of basic education.

Level of Resource Mobilization Through

School Activities as Assessed by the Parents

Table 2 below and on the following pages shows the level of resource mobilization through school activities as assessed by the parents.

Table 2. Level of Resource Mobilization Through School Activities as Assessed by the Parents.

Level of Resource Mobilization Through School Activities as Assessed by the Parents	Mean	SD	Interpretation
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.	4.20	0.86	Good

2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.	3.96	0.84	Good
3. The school allocates financial resources to support the implementation of the school Table 2 Table 2continuation…	4.13	0.77	Good
improvement activities.			
4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.	4.22	0.75	Excellent
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.	4.21	0.72	Excellent
6. Private volunteers help in cleaning the school.	4.08	0.77	Good
7. Local government officials participate in the cleaning activities for school readiness.	4.08	0.79	Good
8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.	4.06	0.77	Good
9. The school raises funds to subsidize the expenses of students competing in division or regional academic contests.	4.04	0.79	Good
10. The school informs parents and students about the activity and enrollment through a recorrida.	4.21	0.71	Excellent
11. The school conducts cleaning and repair activities consistently to prevent disruption to classes.	4.22	0.75	Excellent
12. Donations of school materials, equipment, or funds are regularly organized and collected.	4.13	0.80	Good
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.	4.36	0.65	Excellent
14. The documentation committee accurately records all activities during Brigada Eskwela.	4.16	0.75	Good
15. The registration committee ensures that all students and participants are properly registered.	4.15	0.81	Good
16. The program committee ensures that all participants including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.	4.29	0.75	Excellent
Table 2 continuation…			
17. Student club and organization contribute resources, materials, or manpower to support the school community.	4.06	0.80	Good
18. The school mobilizes community professionals including alumni to serve as mentors, resource persons, or guest speakers for students.	4.15	0.78	Good
19. The school encourages feedback from participants to improve the mobilization of resources for the academic years.	4.20	0.75	Good
20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students' learning.	4.18	0.82	Good
Resource Mobilization Through School Activities as Assessed by the Parents	**4.15**	**0.48**	**Good**

Legend: (4.21 – 5.00)-Excellent; (3.41 – 4.20)-Good; (2.61 – 3.40)-Fair; (1.81 – 2.60)-Poor; (1.00 – 1.80)-Very Poor

Table 2 presents the level of resource mobilization through school activities as assessed by the parents. The findings reveal an overall composite mean of 4.15 with a standard deviation of 0.48, which is verbally interpreted as Good. The relatively low standard deviation indicates that the parents' responses were generally

consistent, suggesting that they shared similar views regarding the school's efforts in mobilizing resources through school activities. The findings indicate that parents generally view the school as effective in mobilizing financial, material, and human resources by promoting stakeholder partnerships and encouraging community participation. While the overall rating is favorable, the results also suggest that there is still room for improvement in further strengthening resource mobilization initiatives and expanding stakeholder involvement to achieve an even higher level of effectiveness.

Among the twenty indicators, Indicator 13, which states that emergency medical assistance is promptly provided by the school medic to secure student well-being during classes, obtained the highest mean score (M = 4.36, SD = 0.65) and was verbally interpreted as excellent. This finding demonstrates that parents highly value the school's commitment to protecting the health and safety of learners. It also suggests that the resources mobilized and allocated to health services are highly visible to parents and are effectively utilized to promote students' health, safety, and well-being. Parents are more likely to recognize and support school programs when they observe tangible benefits that contribute to their children's safety, welfare, and overall learning experience.

The next highest-rated indicators were Indicator 4, which pertains to the provision of financial and in-kind support by the PTA, local government units, non-government organizations, and other stakeholders, and Indicator 11, which refers to the consistent conduct of cleaning and repair activities to maintain school readiness. Both indicators obtained a mean score (M = 4.22, SD = 0.75) and were verbally interpreted as excellent. These findings reflect parents' recognition of the strong collaboration between the school and its stakeholders in supporting educational programs and maintaining a clean, safe, and conducive learning environment. They likewise suggest that the school has successfully cultivated a culture of shared responsibility, where parents, community members, and partner organizations actively participate in school improvement initiatives. These collaborative efforts demonstrate that resource mobilization through school activities extends beyond financial support and includes volunteer services, material donations, and community participation that collectively contribute to school development.

On the other hand, Indicator 2, which refers to the school sending invitation letters to private sectors, local government units, and parents to secure resources for the school, obtained the lowest mean score (M = 3.96, SD = 0.84), although it remained verbally interpreted as good. Although the indicator received a verbal interpretation of Good, the comparatively lower rating suggests that parents may not always be fully aware of the school's resource mobilization initiatives conducted through school activities. It may also indicate that communication strategies related to partnership-building and stakeholder engagement could be strengthened to encourage broader participation and improve parents' awareness of these initiatives. The relatively higher standard deviation likewise indicates variations in parents' experiences and levels of awareness regarding the school's resource mobilization efforts.

Overall, the findings indicate that parents assessed the school's resource mobilization practices implemented through various school activities as effective, particularly those that directly influence student welfare, school safety, and the quality of the learning environment. The consistently favorable ratings demonstrate that parents recognize the school's efforts to engage various stakeholders in supporting educational programs and institutional development. Moreover, the findings suggest that visible, student-centered initiatives, such as health services, campus maintenance, and stakeholder-assisted school improvement projects, are more readily appreciated by parents because they produce immediate and observable benefits for learners. However, the relatively lower ratings on activities related to external partnership building indicate that the school may further enhance its communication strategies and strengthen collaboration with private institutions, civic organizations, alumni, and other community partners to diversify available resources and sustain future school development initiatives.

The present findings are supported by the literature discussed in this study. Tawakal et al. (2025) emphasized that schools capable of mobilizing financial, material, and human resources from multiple stakeholders are better positioned to sustain educational programs, improve school operations, and provide quality services to learners. Similarly, Acierto (2026) reported that strong school-community partnerships significantly enhance stakeholder engagement and educational productivity by expanding resource availability and promoting shared

responsibility for school improvement. Likewise, Jaso and Moleño (2023) found that active stakeholder participation in school-initiated activities strengthens collaboration and contributes to the successful implementation of educational programs. Furthermore, Paccaud et al. (2021) observed that positive partnerships among schools, families, and communities foster greater trust, satisfaction, and stakeholder involvement, while UNESCO (2021) emphasized that sustainable educational development depends on meaningful collaboration among schools, families, local communities, and partner organizations. Collectively, these studies reinforce the importance of community participation as a fundamental component of effective resource mobilization.

The findings also support Gary S. Becker's Human Capital Theory, which posits that investments in educational resources, stakeholder collaboration, and supportive learning environments enhance educational productivity and student development. By mobilizing financial assistance, volunteer services, community expertise, and material resources through school activities, the school strengthens its human and social capital, thereby creating better opportunities for teaching, learning, and institutional improvement. Furthermore, the findings are consistent with the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which promote Brigada Eskwela as a mechanism for strengthening stakeholder participation, volunteerism, transparency, and collaborative governance. These policies recognize that sustainable school improvement is achieved when schools actively engage parents, local government units, private organizations, alumni, and community members in addressing educational needs through shared responsibility and collective action.

Level of Resource Utilization Through School

Activities as Evaluated by the Teachers

Table 3 below and on the following pages shows the level of resource utilization through school activities as evaluated by the teachers.

Table 3. Level of Resource Utilization Through School Activities as Evaluated by the Teachers.

Level of Resource Utilization Through School Activities as Evaluated by the Teachers	Mean	SD	Interpretation
1. The school provides opportunities for teachers to attend professional development trainings to improve instructions.	4.50	0.84	Fully Utilized
Table 3 continuation…			
2. The trainings attended by teachers are related to their subject area or specialization.	4.54	0.75	Fully Utilized
3. Textbooks and modules are provided by the school are aligned with the current curriculum.	4.22	0.88	Fully Utilized
4. Classrooms are adequate for the number of students assigned to them.	4.13	1.01	Mostly Utilized
5. Toilet facilities are available for use by students and staff.	3.66	1.18	Mostly Utilized
6. Hygiene practices like handwashing are encouraged within the school environment.	3.93	1.17	Mostly Utilized
7. The availability of school seats supports effective classroom learning.	3.81	1.07	Mostly Utilized
8. The feeding program is consistently implemented for all eligible students to address nutritional needs.	3.90	1.05	Mostly Utilized
9. The school library is accessible to students and teachers.	4.42	0.91	Fully Utilized
10. Library staff assist students and teachers in finding and using resources.	4.48	0.75	Fully Utilized
11. The school provides technical support for ICT facilities when needed.	4.38	0.89	Fully Utilized

12. Internet connectivity is reliable and supports educational activities.	3.59	1.11	Mostly Utilized
13. The laboratory contributes to improving students' understanding of science concepts.	4.38	0.75	Fully Utilized
14. The school has a functional Home Economics laboratory or facility.	4.41	0.85	Fully Utilized
15. Students have access to Home Economics facilities during scheduled class periods.	4.23	0.95	Fully Utilized
16. Teachers and coaches regularly use sports equipment and facility to support training and games.	4.07	0.95	Mostly Utilized
17. Guidance services provide appropriate advice and support to students.	4.71	0.57	Fully Utilized
Table 3 continuation…			
18. Donated resources like paint and cleaning equipment are properly managed and utilized by the school.	4.17	0.88	Mostly Utilized
19. Reports on school finances are available and updated regularly on the school transparency board.	4.50	0.64	Fully Utilized
20. Students can easily access the clinic when they are unwell or need health services.	4.42	0.77	Fully Utilized
Resource Utilization Through School Activities as Evaluated by the Teachers	**4.22**	**0.64**	**Fully Utilized**

Legend: (4.21 – 5.00)-Fully Utilized; (3.41 – 4.20)- Mostly Utilized; (2.61 – 3.40)- Partially Utilized; (1.81 – 2.60)- Minimally Utilized; (1.00 – 1.80)- Not Utilized

Table 3 presents the level of resource utilization through school activities as evaluated by the teachers. The findings reveal an overall composite mean of 4.22 with a standard deviation of 0.64, which is verbally interpreted as Fully Utilized. The standard deviation indicates a relatively small variation in the teachers' responses, suggesting that their assessments were generally consistent regarding how resources were utilized through school activities. The results indicate that teachers generally evaluated the resources mobilized through various school activities as being effectively used to support classroom instruction, student services, and the successful implementation of educational programs. Furthermore, the findings suggest that the school demonstrates sound resource management practices by ensuring that facilities, instructional materials, personnel, and financial resources generated or supported through school activities are efficiently utilized to enhance teaching, learning, and overall school operations.

Among the twenty indicators, Indicator 17, which states that guidance services provide appropriate advice and support to students, obtained the highest mean score (M = 4.71, SD = 0.57) and was verbally interpreted as Fully Utilized. This finding highlights the teachers' strong confidence in the school's effective utilization of guidance services as an essential resource that supports students' academic, personal, social, and emotional development. The findings further suggest that resources mobilized through various school activities are efficiently utilized to strengthen student support services, promote learner well-being, and foster a positive learning environment. This indicates that the school effectively transforms available human resources into meaningful interventions that contribute to students' holistic development by enhancing learner engagement, discipline, motivation, and overall well-being. Consequently, guidance services serve as an important component of effective resource utilization within the school.

The next highest-rated indicators include Indicator 2, which states that the trainings attended by teachers are related to their subject area or specialization (M = 4.54, SD = 0.75), followed by Indicator 1, which pertains to providing teachers with opportunities to attend professional development trainings (M = 4.50, SD = 0.84), and Indicator 19, which refers to the regular updating of financial reports on the school transparency board (M = 4.50, SD = 0.64). These findings demonstrate that the school effectively utilizes resources generated and supported through school activities by investing in teacher professional development and promoting

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

transparency in financial management. The high ratings indicate that teachers recognize the school's commitment to maximizing both human and financial resources to improve instructional quality and strengthen institutional accountability. Continuous professional development enhances teachers' instructional competence, while transparent financial reporting promotes stakeholder trust and confidence. Together, these practices demonstrate that available resources are strategically utilized to support quality instruction and continuous school improvement.

In contrast, Indicator 12, which pertains to the reliability of internet connectivity for educational activities, obtained the lowest mean score (M = 3.59, SD = 1.11) and was verbally interpreted as Mostly Utilized. This was followed by Indicator 5, concerning the availability of toilet facilities for students and staff (M = 3.66, SD = 1.18). Although both indicators received favorable evaluations, they obtained comparatively lower ratings than the other indicators. These findings suggest that although the school generally utilizes its available resources effectively, technological infrastructure and selected physical facilities require further enhancement to maximize the benefits of resource utilization through school activities. Reliable internet connectivity has become an essential educational resource that supports classroom instruction, digital learning, research, assessment activities, communication, and school administration. The comparatively lower rating indicates that teachers may encounter occasional limitations that affect the efficient delivery of instruction and other school-related activities. Likewise, the relatively higher standard deviations indicate varying experiences among teachers, possibly due to differences in classroom locations, infrastructure availability, or fluctuations in internet connectivity across the school.

Overall, the findings indicate that the school has established effective resource utilization practices through school activities. Teachers perceive that instructional facilities, professional expertise, student support services, financial resources, and stakeholder-supported resources are efficiently utilized to strengthen teaching effectiveness, improve learner outcomes, and support the successful implementation of school activities and educational programs. The consistently favorable ratings demonstrate that the school can maximize available resources through sound management practices. However, the comparatively lower ratings for internet connectivity and selected physical facilities indicate the need for continuous investment in technological infrastructure and school facilities to further strengthen the effectiveness and sustainability of resource utilization through school activities.

The findings strongly support the literature discussed in this study. Schleicher (2023) emphasized that the quality of an educational institution depends not only on the availability of resources but also on how effectively teachers and school leaders utilize those resources to improve instruction. Similarly, Cabusor and Antonio (2025) reported that maximizing the use of educational facilities and instructional resources enhances teaching quality, student engagement, and overall academic experiences. These findings are likewise consistent with Mendoza and Cruz (2023), who argued that educational resources become more meaningful when they are actively utilized through structured school activities rather than remaining idle. Likewise, Villanueva (2025) explained that effective resource utilization transforms school investments into student-centered learning opportunities by ensuring that facilities, instructional materials, and educational technologies are integrated into meaningful school programs. Collectively, these studies reinforce that the value of school resources lies not merely in their availability but in their strategic and consistent utilization to support teaching and learning.

Furthermore, the findings support Gary S. Becker's Human Capital Theory, which posits that investments in people, educational resources, and institutional support systems enhance productivity and educational outcomes. By effectively utilizing educational resources, teacher development opportunities, student support services, and school facilities generated and supported through school activities, the school strengthens its human capital and creates conditions that promote improved learner performance. The findings also reflect the principles of School-Based Management, which emphasize accountability, participatory governance, and efficient resource allocation. Likewise, they are aligned with the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which encourage schools to maximize stakeholder-supported resources through collaborative school activities and transparent management practices to improve educational quality and institutional effectiveness.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Level of Academic Achievement of Grade 8 Students

Table 4 on the following page shows the level of academic achievement of grade 8 students based on their general weighted average from school form 9 for school year 2025- 2026.

Table 4. Level of Academic Achievement of Grade 8 students.

Level of Academic Achievement of Grade 8 Students	f	Mean	SD	Interpretation
Outstanding	107	89.52	2.79	Very Satisfactory
Very Satisfactory	45			
Satisfactory	2			
Fairly Satisfactory	2			
Did Not Meet Expectations	2			
Total	158			

Legend: (90-100)-Outstanding; (89-85)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (Below 75)-Did Not Meet Expectations

Table 4 presents the level of academic achievement of the 158 Grade 8 students included in the study. The results revealed that the majority of the students, comprising 107 or 67.72 percent, attained an Outstanding level of academic achievement. This was followed by 45 students or 28.48 percent who obtained a Very Satisfactory rating. Only two students or 1.27 percent were classified as Satisfactory, while another two students or 1.27 percent were categorized as Fairly Satisfactory. Likewise, two students or 1.27 percent did not meet expectations.

The findings further revealed an overall mean grade of 89.52 with a standard deviation of 2.79, which is verbally interpreted as Very Satisfactory. The relatively low standard deviation indicates that the students' academic performance was generally consistent, with most learners obtaining grades that were clustered around the overall mean. This suggests that there was only minimal variation in their academic performance across the group.

Overall, the results indicate that the Grade 8 students achieved a commendable level of academic performance and were generally able to attain the learning competencies expected for their grade level. The findings also suggest that the school's learning environment, instructional practices, and educational support contributed to the students' favorable academic outcomes, as reflected in their overall very satisfactory level of achievement.

Moreover, the findings indicate that students' academic achievement may be associated with various educational factors within the school environment. Academic performance may be influenced by learners' abilities, motivation, study habits, instructional quality, learning resources, student support services, and participation in school activities. Since learning outcomes are shaped by multiple interacting factors, the present findings demonstrate that the respondents generally achieved commendable academic performance. However, the extent to which resource mobilization and resource utilization through school activities are related to students' academic achievement is examined in the succeeding analysis of this study.

The relatively small variation in students' grades likewise indicates that educational opportunities and instructional support were generally experienced by most of the respondents. This consistency may reflect the school's commitment to providing equitable access to quality instruction, learning resources, student support services, and educational opportunities. Sustaining this level of academic achievement requires the continued collaboration of school administrators, teachers, parents, and community stakeholders in maintaining programs and services that address the diverse learning needs of students.

The findings are consistent with the studies presented in the review of related literature. Tolentino (2026) emphasized that students who actively participate in well-organized school activities demonstrate greater

engagement, responsibility, and motivation, which are associated with higher academic achievement. Similarly, Soriano and Del Rosario (2024) found that schools that effectively integrate resource mobilization with the efficient utilization of educational resources provide learning environments that support improved student performance. Likewise, Likoko, Barasa, and Khaemba (2022) reported that adequate educational resources, combined with strong stakeholder support, promote better learner outcomes by enhancing instructional quality and the overall learning environment. Furthermore, Savasci and Tomul (2023) emphasized that educational resources become more beneficial to student achievement when they are effectively managed and strategically utilized to support teaching and learning. Collectively, these studies reinforce the view that academic achievement is influenced by the combined effects of quality instruction, effective school management, resource availability, and active stakeholder participation.

The findings likewise support Gary S. Becker's Human Capital Theory, which posited that investments in education, teacher competence, learning resources, and supportive educational environments contribute to the development of learners' knowledge, skills, and future productivity. The Very Satisfactory academic achievement obtained by the Grade 8 students reflects the value of providing quality educational opportunities that foster learner development and academic success. Furthermore, the findings are aligned with the goals of the Department of Education, particularly DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which emphasize collaborative school governance, stakeholder engagement, and the strategic management of educational resources to support quality, inclusive, and equitable basic education.

Relationship Between the Level of Resource Mobilization

Through School Activities as Assessed by the Teachers and

Level of Academic Achievement of Grade 8 Students

Table 5 below shows the relationship between the level of resource mobilization through school activities as assessed by the teachers and level of academic achievement of grade 8 students.

Table 5. Relationship Between the Level of Resource Mobilization Through School

Activities as Assessed by the Teachers and Level of Academic Achievement of Grade 8 Students.

Variables	Test Statistics (r_s)	p-value	Decision for H_o	Interpretation
Resource Mobilization Through School Activities as Assessed by the Teachers vs. Academic Achievement	0.094	0.240	Fail to Reject H_o	Not Significant

Table 5 presents the relationship between the level of resource mobilization through school activities as assessed by the teachers and the academic achievement of Grade 8 students. The results reveal a Spearman's rank-order correlation coefficient ($r_s = 0.094$) with a p-value of 0.240, which is greater than the 0.05 level of significance. Consequently, the null hypothesis is not rejected, indicating that there is no statistically significant relationship between the level of resource mobilization through school activities and the academic achievement of Grade 8 students.

Although the computed correlation coefficient indicates a very weak positive relationship, the association was not statistically significant. This suggests that variations in teachers' perceptions of resource mobilization through school activities were not significantly associated with variations in students' academic achievement. In other words, the excellent level of resource mobilization reported by the teachers was not significantly associated with differences in the academic performance of the Grade 8 students included in the study. The findings imply that academic achievement is influenced by multiple interacting factors beyond resource mobilization through school activities.

The absence of a significant relationship does not diminish the importance of resource mobilization in school management. Rather, it suggests that resource mobilization through school activities primarily provides schools with the necessary resources and support to enhance teaching, learning, and school operations rather than exhibiting a direct statistical association with students' academic achievement. Students' academic performance may likewise be associated with learner motivation, study habits, prior academic preparation, family support, teacher effectiveness, classroom instruction, and socioeconomic conditions. These factors may have a stronger association with students' academic achievement than resource mobilization alone.

The findings are likewise consistent with the descriptive results presented in Tables 1 and 4. Although teachers assessed the school's resource mobilization through school activities as Excellent, and the Grade 8 students attained a very satisfactory level of academic achievement, the statistical analysis indicates that these variables were not significantly associated. This suggests that while effective resource mobilization through school activities may support school operations and the learning environment, it was not significantly related to variations in the academic achievement of the respondents in the present study.

The findings are supported by several studies discussed in the Review of Related Literature. Likoko, Barasa, and Khaemba (2022) emphasized that although adequate school resources are essential for improving educational quality, learner achievement is also influenced by teacher competence, instructional practices, and students' personal characteristics. Similarly, Savasci and Tomul (2023) argued that the availability and mobilization of educational resources do not automatically result in improved academic outcomes unless such resources are strategically utilized within the teaching and learning process. Likewise, Tawakal et al. (2025) explained that resource mobilization primarily strengthens institutional capacity, school operations, and stakeholder collaboration, but its relationship with student achievement is often indirect and influenced by other educational processes. Furthermore, Acierto (2026) emphasized that school-community partnerships contribute significantly to organizational effectiveness and educational productivity; however, improvements in learner achievement depend on how mobilized resources are translated into meaningful instructional practices and learner-centered interventions.

The findings likewise support Gary S. Becker's Human Capital Theory, which posits that investments in educational resources and institutional support contribute to the development of human capital. The theory suggests that the benefits of these investments are realized through complex educational processes rather than through immediate improvements in academic achievement. Resource mobilization through school activities provides schools with the capacity to strengthen teaching, improve learning environments, and support educational programs. However, students' academic achievement also depends on how these resources are utilized and how learners engage with the educational opportunities provided. Thus, the findings reinforce the view that resource mobilization serves as an important foundation for school improvement, although it was not significantly associated with students' academic achievement in the present study.

Furthermore, the findings are consistent with the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which promote stakeholder participation, volunteerism, and collaborative governance in strengthening public schools. These policies recognize that resource mobilization enhances school capacity, improves educational services, and supports the implementation of quality programs. Although the present study found no significant relationship between resource mobilization through school activities and students' academic achievement, the findings affirm the continued importance of stakeholder collaboration in sustaining school improvement initiatives and creating learning environments that support holistic learner development.

Relationship Between the Level of Resource Mobilization Through School Activities as Assessed by the Parents and Level of Academic Achievement of Grade 8 Students

Table 6 below shows the relationship between the level of resource mobilization through school activities as assessed by the parents and level of academic achievement of grade 8 students.

Table 6. Relationship Between the Level of Resource Mobilization Through School Activities as Assessed by the Parents and Level of Academic Achievement of Grade 8 Students.

Variables	Test Statistics (r_s)	p-value	Decision for H_o	Interpretation
Resource Mobilization Through School Activities as Assessed by the Parents vs. Academic Achievement	0.103	0.196	Fail to Reject H_o	Not Significant

Table 6 presents the relationship between the level of resource mobilization through school activities as assessed by the parents and the academic achievement of Grade 8 students. The results reveal a Spearman's rank-order correlation coefficient (r_s) of 0.103 with a p-value of 0.196, which is greater than the 0.05 level of significance. Consequently, the null hypothesis is not rejected, indicating that there is no statistically significant relationship between the level of resource mobilization through school activities as perceived by the parents and the academic achievement of Grade 8 students.

Although the computed correlation coefficient indicates a very weak positive relationship, the association was not statistically significant. This suggests that parents' perceptions of the school's resource mobilization efforts were not significantly associated with variations in students' academic achievement. While parents generally evaluated the school's resource mobilization practices as good, these perceptions did not correspond to measurable differences in the academic performance of the Grade 8 students. The findings imply that although stakeholder participation and community support are important components of school development, they do not independently determine learners' academic achievement.

The absence of a statistically significant relationship further suggests that resource mobilization, as perceived by parents, primarily contributes to strengthening the overall educational environment rather than directly influencing students' grades. Parents often observe visible outcomes of school activities, such as Brigada Eskwela, campus improvement projects, stakeholder participation, and school safety initiatives. While these activities enhance the quality of the learning environment and strengthen stakeholder collaboration, their contribution to academic achievement may depend on other educational factors. The findings are likewise consistent with the descriptive results presented in the previous tables. Parents rated the school's resource mobilization as Good, while the Grade 8 students attained a very satisfactory level of academic achievement. However, the statistical analysis indicates that these variables were not significantly related. This suggests that although parents generally perceived the school's resource mobilization through school activities positively, these perceptions were not significantly associated with students' academic achievement.

The present findings are supported by the literature reviewed in this study. Acierto (2026) emphasized that school-community partnerships enhance educational productivity by strengthening stakeholder participation, expanding available resources, and improving school operations. However, the author also noted that improvements in learner achievement depend largely on how these resources are translated into effective instructional practices and learner-centered interventions. Similarly, Tawakal et al. (2025) explained that resource mobilization primarily enhances institutional capacity, strengthens stakeholder collaboration, and supports the implementation of educational programs, but its influence on academic performance is often indirect. Likewise, Paccaud et al. (2021) reported that partnerships among schools, families, and communities foster trust, shared responsibility, and stronger school support systems, while UNESCO (2021) emphasized that collaborative governance contributes to sustainable educational development by creating conditions that support quality learning rather than directly determining academic outcomes. These studies collectively indicate that stakeholder participation strengthens school operations and educational support systems; however, improvements in students' academic achievement depend on multiple educational and learner-related factors rather than on resource mobilization through school activities alone.

The findings also support Gary S. Becker's Human Capital Theory, which posits that investments in education, stakeholder collaboration, and institutional resources enhance the development of human capital over time. From this perspective, the mobilization of financial, material, and human resources creates opportunities that

improve educational quality and learner development. However, the realization of these benefits depends on how effectively resources are utilized and how learners engage with the educational opportunities provided. Thus, although parents generally rated the school's resource mobilization through school activities positively, the findings indicate that these efforts were not significantly associated with students' academic achievement.

Furthermore, the findings remain aligned with the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which encourage schools to strengthen partnerships with parents, local government units, private organizations, alumni, and other community stakeholders through Brigada Eskwela and related school initiatives. These policies recognize that stakeholder participation enhances school effectiveness, improves educational services, and promotes collaborative governance. Although the present study found no significant relationship between parents' assessment of resource mobilization through school activities and students' academic achievement, The findings reaffirm the importance of sustaining stakeholder engagement and resource mobilization through school activities as strategies for strengthening school operations and supporting holistic learner development, even though they were not significantly associated with students' academic achievement in the present study.

Relationship Between the Level of Resource Utilization Through School Activities as Evaluated by the Teachers and Level of Academic Achievement of Grade 8 Students

Table 7 on the following page shows the relationship between the level of resource utilization through school activities as evaluated by the teachers and level of academic achievement of grade 8 students.

Table 7. Relationship Between the Level of Resource Utilization Through School Activities as Evaluated by the Teachers and Level of Academic Achievement of Grade 8 Students.

Variables	Test Statistics (r_s)	p-value	Decision for H_o	Interpretation
Resource Utilization Through School Activities as Evaluated by the Teachers vs. Academic Achievement	0.183*	0.021	Reject H_o	Significant

*Correlation is significant at the 0.05 *. level (2-tailed).

Table 7 presents the relationship between the level of resource utilization through school activities as evaluated by the teachers and the academic achievement of Grade 8 students. The results reveal a Spearman's rank-order correlation coefficient (r_s) of 0.183 with a p-value of 0.021, which is lower than the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that there is a statistically significant relationship between the level of resource utilization through school activities and the academic achievement of Grade 8 students. Although the computed correlation coefficient indicates only a weak positive relationship, the findings suggest that improvements in the effective utilization of school resources are associated with corresponding improvements in students' academic achievement. This implies that more effective utilization of educational resources through school activities is associated with slightly better academic achievement among Grade 8 students. However, the weak correlation indicates that resource utilization represents only one of several factors associated with students' academic performance.

The findings underscore the importance of resource utilization as an essential component of educational effectiveness. While resource mobilization focuses on acquiring financial, material, and human resources from various stakeholders, resource utilization emphasizes how these resources are strategically managed, distributed, and applied to improve teaching and learning. The significant relationship observed in this study suggests that educational resources are more likely to achieve their intended value only when they are translated into meaningful classroom experiences, student support services, and school programs that directly enhance learning. Resources that remain underutilized or are not effectively integrated into instructional practices are less likely to produce measurable improvements in student achievement. Thus, the results

highlight that the quality of resource management is just as important as the availability of resources themselves.

The findings also reinforce the descriptive results presented in the earlier tables. Teachers evaluated the school's resource utilization as Fully Utilized, while the Grade 8 students achieved a very satisfactory level of academic performance. The significant relationship suggests that effective resource utilization is associated with improved learning experiences and may contribute to students' academic achievement. Although the relationship is relatively weak, it nonetheless demonstrates that efficient resource utilization forms part of the broader set of factors that support learner achievement. This further implies that schools which maximize the educational value of available facilities, instructional materials, technology, and student support services are more likely to create learning environments that foster academic excellence.

An important implication of the present findings is the distinction between resource mobilization and resource utilization. In the preceding analyses, resource mobilization, whether assessed by teachers or parents, did not show a statistically significant relationship with students' academic achievement. However, resource utilization demonstrated a significant positive relationship. This contrast suggests that obtaining resources alone does not automatically improve learner performance. Rather, educational gains are realized when those resources are effectively managed, strategically allocated, and consistently integrated into classroom instruction and school activities. In other words, the success of educational programs depends not only on what resources schools possess but also on how efficiently those resources are used to address learners' educational needs. This finding represents one of the most important contributions of the present study, as it emphasizes that effective school management extends beyond resource generation to include responsible and purposeful resource utilization.

Moreover, the findings highlight the critical role of school administrators and teachers in ensuring that educational resources are transformed into meaningful learning opportunities. School facilities, instructional materials, laboratories, ICT equipment, libraries, guidance services, and professional development programs become more valuable educational investments when they are consistently utilized to improve classroom instruction and learner engagement. Teachers serve as the primary implementers of educational programs, while school leaders ensure that available resources are allocated efficiently and aligned with instructional priorities. Consequently, effective resource utilization reflects not only sound administrative practices but also the collective commitment of school personnel to maximizing educational opportunities for learners.

The findings are strongly supported by the literature presented in this study. Schleicher (2023) emphasized that educational quality is determined not merely by the availability of resources but by the effectiveness with which teachers and school leaders utilize those resources to improve instruction and learner outcomes. According to Schleicher, high-performing schools distinguish themselves through their ability to transform available resources into meaningful teaching and learning experiences rather than by simply possessing greater financial or material resources. This perspective closely aligns with the present findings, which demonstrate that effective resource utilization contributes significantly to students' academic achievement.

Similarly, Cabusor and Antonio (2025) reported that the efficient utilization of school facilities, instructional materials, and educational resources enhances teaching effectiveness, increases learner engagement, and promotes improved academic performance. Their study emphasized that well-maintained learning environments, accessible instructional materials, and properly managed educational facilities create conditions that enable teachers to deliver quality instruction more effectively. The significant relationship identified in the present study is consistent with the present findings by demonstrating that the effective use of available school resources contributes positively to learners' educational outcomes.

The present findings are likewise consistent with Savasci and Tomul (2023), who argued that educational resources alone do not guarantee improved student achievement. Instead, the educational benefits of these resources depend largely on how they are managed, utilized, and integrated into instructional practices. Their study concluded that schools derive the greatest educational value from available resources when they are strategically aligned with teaching objectives and learner needs. This provides additional evidence consistent

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

with the present study that resource utilization, rather than resource availability alone, is associated with students' academic achievement.

In the same manner, Mendoza and Cruz (2023) emphasized that educational investments become meaningful only when they are translated into actual learning opportunities for students. They explained that school resources achieve their intended purpose when teachers actively integrate instructional materials, technological resources, laboratories, libraries, and other educational facilities into classroom instruction. Likewise, Villanueva (2025) highlighted that effective resource utilization creates learner-centered environments that encourage active participation, critical thinking, collaboration, and academic engagement. These studies collectively further explain why effective resource utilization is associated with improved learning experiences that maximizing the educational value of existing resources contributes significantly to improving students' learning experiences.

Furthermore, Soriano and Del Rosario (2024) found that schools capable of effectively utilizing mobilized resources consistently demonstrate stronger instructional delivery and higher learner performance. Their findings suggest that educational quality depends not only on securing additional resources but also on ensuring that these resources are efficiently managed and continuously monitored to maximize their educational impact. Similarly, Likoko, Barasa, and Khaemba (2022) reported that schools with effective resource utilization practices provide richer learning experiences because educational facilities, instructional materials, and support services are fully integrated into daily teaching and learning activities. These findings further complement the findings of the present study by emphasizing that efficient resource utilization contributes directly to creating conditions that support academic success.

The findings also resonate with the work of Bush (2020), who emphasized that effective school leadership is reflected in the ability of administrators to allocate, manage, and utilize available resources in ways that improve teaching quality and organizational effectiveness. Bush argued that instructional leadership involves ensuring that educational resources are directed toward activities that maximize student learning rather than merely maintaining school operations. This perspective supports the present findings by highlighting the crucial role of school leaders in ensuring that available resources generate meaningful educational outcomes.

Likewise, UNESCO (2021) emphasized that sustainable educational development depends on the efficient utilization of educational resources through collaborative governance, accountability, and continuous monitoring of educational programs. UNESCO further recognized that investments in school facilities, teacher development, learning resources, and community partnerships contribute to improved educational quality only when these resources are effectively managed and utilized to address learners' needs. This international perspective is likewise consistent with the findings of this study by demonstrating that effective resource utilization is a universally recognized factor in promoting quality education.

The findings likewise provide strong empirical support for Gary S. Becker's Human Capital Theory, which posits those investments in education increase individuals' productivity by developing their knowledge, skills, competencies, and future economic potential. According to Becker, educational resources represent investments whose value is realized only when they contribute to meaningful learning and skill development. In the context of the present study, the significant relationship between resource utilization and academic achievement suggests that schools maximize their educational investments when available resources are effectively utilized to enhance instruction, strengthen learner engagement, and improve academic performance. Thus, the findings affirm Becker's proposition educational investments are more likely to yield positive educational outcomes when they are efficiently managed and purposefully applied to support human capital development.

Furthermore, the findings are aligned with the objectives of DepEd Order No. 21, s. 2023 and Department Memorandum No. 33, s. 2024, which emphasize not only stakeholder participation in generating educational resources but also the efficient, transparent, and accountable utilization of these resources to improve learner outcomes. These policies encourage schools to maximize the educational value of available facilities, learning materials, financial resources, and community support through sound governance and continuous monitoring of school programs. The significant relationship identified in this study reinforces the Department of

Education's commitment to ensuring that educational resources are strategically utilized to improve instructional quality, strengthen school programs, and promote higher levels of academic achievement.

Overall, the findings indicate that resource utilization through school activities has a statistically significant, though weak, association with students' academic achievement, unlike resource mobilization through school activities, which showed no significant relationship. These findings suggest that the effective management and utilization of available educational resources may support improved learner outcomes when combined with other instructional and learner-related factors.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter presented a summary of findings of the study, the conclusions based on the results obtained, and the corresponding recommendations for future actions and improvements.

Summary of Findings

Presented below were the summary of the findings corresponding to the seven specific problems of the study.

1. The study found that the level of resource mobilization through school activities, as assessed by the teachers, was excellent, with an overall composite mean of 4.65 and a standard deviation of 0.45. Among the indicators, the highest mean was obtained by the school's regular planning of Brigada Eskwela activities before the opening of classes (M = 4.88), followed by informing parents and students about school activities and enrollment through recorrida (M = 4.84). Conversely, the lowest mean score was recorded for fundraising activities intended to subsidize the expenses of students participating in division and regional academic competitions (M = 4.34), although it remained within the excellent descriptive rating.

2. The study found that the level of resource mobilization through school activities, as assessed by the parents, was good, with an overall composite mean of 4.15 and a standard deviation of 0.48. The highest-rated indicator was the prompt provision of emergency medical assistance by the school medic to ensure students' well-being during classes (M = 4.36), followed by stakeholder support through financial and in-kind contributions and the consistent implementation of school cleaning and repair activities (M = 4.22). Meanwhile, the lowest-rated indicator was the school's practice of sending invitation letters to private sectors, local government units, and parents to secure additional resources (M = 3.96).

3. The study revealed that the level of resource utilization through school activities, as evaluated by the teachers, was fully utilized, with an overall composite mean of 4.22 and a standard deviation of 0.64. The highest-rated indicator was the provision of appropriate guidance services to students (M = 4.71). On the other hand, the lowest-rated indicator was the reliability of internet connectivity to support educational activities (M = 3.59).

4. The study found that the Grade 8 students attained a very satisfactory level of academic achievement, with a mean grade of 89.52 and a standard deviation of 2.79.

5. The study found no significant relationship between the level of resource mobilization through school activities, as assessed by the teachers, and the academic achievement of Grade 8 students. The computed Spearman's rank-order correlation coefficient (r_s) was 0.094, with a p-value of 0.240, which is greater than the 0.05 level of significance.

6. The study found no significant relationship between the level of resource mobilization through school activities, as assessed by the parents, and the academic achievement of Grade 8 students. The computed Spearman's rank-order correlation coefficient (r_s) was 0.103, with a p-value of 0.196, which exceeds the 0.05 level of significance.

7. The study found a significant relationship between the level of resource utilization through school activities, as evaluated by the teachers, and the academic achievement of Grade 8 students. The computed Spearman's

rank-order correlation coefficient (r_s) was 0.183, with a p-value of 0.021, which is less than the 0.05 level of significance.

Conclusions

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

1. Resource mobilization through school activities, as assessed by the teachers, was at excellent level, indicating that external stakeholders provided maximum financial, material, and volunteer support to the school.

2. Resource mobilization through school activities, as assessed by the parents, was at good level, indicating that substantial contributions and partnerships were secured from the community to support school activities.

3. Resource utilization through school activities, as evaluated by the teachers, was fully utilized, indicating that institutional assets, funds, facilities, and personnel were utilized to a very great extent in achieving the objectives of school activities.

4. The Grade 8 students demonstrate a very satisfactory level of mastery of the expected learning competencies.

5. The stakeholder support does not contribute directly to Grade 8 students' academic achievement.

6. Resource mobilization through school activities is insufficient to produce measurable improvements in academic outcomes of Grade 8 students.

7. The efficient and effective utilization of available resources through school activities contributes to improving students' academic achievement.

Recommendations

Based on the findings of the study, the following recommendations are proposed for the appropriate action of the concerned parties:

1. School administrators may sustain the existing resource mobilization practices by continuously strengthening partnerships with parents, alumni, local government units, private organizations, and other community stakeholders. Existing strategies can be maintained and enhanced to ensure the continuous availability of financial, material, and human resources that support school activities.

2. School administrators and the Parent-Teacher Association (PTA) can strengthen stakeholder engagement by expanding communication strategies and encouraging greater participation of parents and community partners in resource-generation activities. Additional initiatives may also be developed to encourage broader community involvement in supporting school programs and activities.

3. Teachers and school personnel may continue maximizing the effective use of school facilities, instructional materials, financial resources, technology, and learner support services. Priority may also be given to improving internet connectivity and other technological resources to further enhance the implementation of school activities and classroom instruction.

4. School administrators, and parents may continue providing learner-centered instruction, timely academic interventions, and supportive learning environments that sustain students' academic performance while providing additional assistance to learners who require academic support.

5. School administrators may continue implementing resource mobilization initiatives because of their importance in supporting school operations, improving educational facilities, and enhancing learning

opportunities. Future resource mobilization efforts may also focus on resources that directly support classroom instruction and learner support services.

6. Parents, the Parent-Teacher Association (PTA), and community stakeholders may continue supporting school programs through volunteerism, resource sharing, and collaborative partnerships. Their continued participation remains essential in promoting school improvement and sustaining quality educational services.

7. Teachers and school administrators may further strengthen the efficient and effective utilization of available educational resources by integrating them into teaching, learning, and school activities. Regular monitoring and evaluation of resource utilization practices can likewise be conducted to ensure that available resources continue to support students' academic success.

8. The public high school in Negros Island Region is encouraged to adopt and implement the proposed Strategic Resource Management Plan for Strengthening Resource Mobilization and Utilization Through School Activities. The plan can be integrated into the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and other relevant school programs. Its implementation can be regularly monitored, evaluated, and periodically reviewed to ensure its effectiveness, sustainability, and responsiveness to the evolving needs of the school. Furthermore, future researchers may validate and enhance the proposed plan by replicating this study in different educational settings or by examining additional variables related to resource management and academic achievement.

Strategic Resource Management Plan For Strengthening Resource Mobilization And Utilization Through School Activities: A Proposed Output

Rationale

The delivery of quality basic education requires schools to effectively manage financial, material, and human resources in support of teaching, learning, and institutional development. In the Philippine educational system, school administrators are entrusted with the responsibility of ensuring that available resources are planned, mobilized, utilized, monitored, and evaluated in accordance with the goals of the Department of Education and the priorities identified in the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP). Effective resource management is therefore recognized as a vital component of good school governance and continuous school improvement.

Public schools operate within a resource management system that requires school administrators to effectively mobilize, manage, and utilize available resources to ensure the delivery of quality education. While the Maintenance and Other Operating Expenses (MOOE) serves as the primary source of operational funding, it is often insufficient to meet the increasing demands of schools for instructional materials, learning facilities, educational technology, infrastructure improvements, learner support services, and other educational needs. The World Bank (2020) reported that although the Philippine government has increased investments in basic education, many public schools continue to experience resource constraints due to growing enrollment, infrastructure deficiencies, shortages of learning resources, and increasing operational requirements. These conditions underscore the need for schools to maximize available resources while strengthening partnerships with stakeholders to support educational programs and services.

Consequently, schools supplement government appropriations through various legitimate resource sources, including the Special Education Fund (SEF) from local government units, Income-Generating Projects (IGPs), donations from private individuals and organizations, Parent-Teacher Association (PTA) initiatives, Brigada Eskwela, the Adopt-a-School Program, alumni contributions, grants, and partnerships with government agencies, non-government organizations, civic organizations, and other community stakeholders. These diverse sources of support enable schools to sustain and enhance the implementation of Projects, Activities, and Programs (PAPs), thereby addressing priority needs and improving the quality of educational services despite limited government resources.

Beyond securing additional resources, schools are expected to ensure that these resources are managed strategically and utilized efficiently to achieve their educational goals. Effective resource management involves systematic planning, budgeting, allocation, implementation, monitoring, and evaluation to ensure that available resources are aligned with school priorities and are utilized transparently, efficiently, and accountably. Through sound resource management, schools are better positioned to strengthen stakeholder collaboration, improve institutional effectiveness, promote responsible stewardship of resources, and sustain continuous school improvement.

School activities serve as the primary operational mechanism through which resource mobilization and resource utilization are translated into meaningful educational outcomes. Academic programs, leadership activities, cultural celebrations, sports events, Brigada Eskwela, Parent-Teacher Association initiatives, community outreach programs, school-based income-generating projects, and other co-curricular and extracurricular activities provide opportunities for schools to mobilize financial, material, technological, and human resources from various stakeholders. At the same time, these activities serve as the avenue through which acquired resources are strategically allocated and utilized to improve learning environments, provide instructional materials, strengthen learner support services, and enhance the delivery of instruction. As such, school activities bridge resource management and educational outcomes by transforming available resources into programs and services that support learner development and contribute to students' academic achievement.

Given the vital role of school activities in translating resources into meaningful educational experiences, it is important to determine whether resource mobilization and resource utilization through these activities contribute to improved academic achievement. The findings of this study revealed that resource mobilization through school activities was assessed as excellent by teachers and good by parents, while resource utilization through school activities was evaluated as fully utilized by teachers. These findings indicate that resource mobilization and utilization through school activities are generally well implemented, as reflected in the favorable assessments of both respondent groups. However, the variation in the assessments of teachers and parents suggests opportunities to further strengthen stakeholder engagement, communication, and collaborative participation in resource mobilization initiatives to achieve a more unified and sustainable approach to resource management.

More importantly, the study found that resource mobilization through school activities did not have a statistically significant relationship with students' academic achievement, whereas resource utilization through school activities demonstrated a statistically significant relationship with academic achievement. These findings suggest that while generating financial, material, and human resources remains essential for sustaining school operations and implementing Projects, Activities, and Programs (PAPs), the educational value of these resources depends primarily on how effectively, efficiently, and strategically they are utilized. Simply acquiring additional resources does not automatically translate into improved academic performance unless those resources are properly planned, allocated, monitored, evaluated, and integrated into well-designed school activities that directly support teaching, learning, and learner development.

The findings reveal an important opportunity for strengthening school resource management. Although resource mobilization and resource utilization through school activities are generally well implemented, the study demonstrates that the availability of resources alone does not necessarily improve students' academic achievement. Rather, greater emphasis should be placed on ensuring that available resources are strategically utilized through carefully planned, effectively implemented, and systematically evaluated school activities that directly support instructional priorities and learner outcomes. Likewise, strengthening stakeholder partnerships, institutionalizing evidence-based planning, enhancing transparency and accountability, and improving monitoring and evaluation systems are essential to maximize the educational benefits of available resources and sustain continuous school improvement.

Recognizing these findings, the Strategic Resource Management Plan for Strengthening Resource Mobilization and Utilization Through School Activities was developed to provide a comprehensive, systematic, and evidence-based framework for enhancing resource management practices. The plan complements existing school governance and planning mechanisms, particularly the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP), by providing strategic directions for strengthening resource mobilization and

improving resource utilization through school activities. Specifically, it seeks to expand partnerships with parents, alumni, local government units, private organizations, and other community stakeholders while promoting sustainable resource-generation initiatives. Likewise, it aims to ensure that financial, material, technological, and human resources are strategically allocated and effectively integrated into school activities that directly support teaching, learning, and learner development. The plan also institutionalizes mechanisms for strategic planning, financial transparency, stakeholder participation, continuous monitoring, evaluation, and accountability to ensure the efficient, effective, and sustainable implementation of Projects, Activities, and Programs (PAPs).

Ultimately, the Strategic Resource Management Plan serves as a guide for strengthening collaborative governance, promoting responsible stewardship of school resources, maximizing the educational value of available resources through well-planned school activities, and supporting the continuous improvement of instructional delivery, learner development, school effectiveness, and students' academic achievement.

Goal

The Strategic Resource Management Plan aims to strengthen resource mobilization and optimize the utilization of available school resources through meaningful collaboration among school administrators, teachers, parents, alumni, local government units, private organizations, and other stakeholders. Ultimately, it seeks to improve the delivery of educational services, promote active stakeholder participation, and support the academic achievement and holistic development of learners

Objectives

At the end of the implementation period, the school shall be able to:

1. Strengthen partnerships with parents, the Parent-Teacher Association (PTA), the School Governing Council (SGC), alumni, local government units (LGUs), private organizations, non-government organizations (NGOs), and other community stakeholders.

2. Increase financial, material, technological, and human resources through sustainable resource mobilization initiatives, including income-generating projects, donations, fundraising activities, and stakeholder partnerships.

3. Ensure the effective and efficient utilization of MOOE, Special Education Fund (SEF), instructional materials, school facilities, ICT resources, and other available resources to support teaching and learning.

4. Enhance communication and stakeholder engagement by encouraging active participation in school activities, planning, and decision-making.

5. Promote transparency, accountability, and responsible management of school resources through proper monitoring, documentation, and reporting.

6. Improve the quality of school activities by providing adequate learning resources, technology, and support services that respond to the needs of teachers and learners.

7. Establish a sustainable monitoring and evaluation system to continuously assess and improve resource mobilization and utilization practices.

Strategic Areas

Strategic Area	Purpose
Stakeholder Partnership and Community Engagement	Foster strong collaboration among parents, the PTA, SGC, alumni, LGUs, private organizations, NGOs, and other community partners in supporting school programs and activities

Resource Generation and Sustainability	Strengthen resource mobilization through income-generating projects, fundraising activities, donations, and collaborative partnerships that provide additional support for school programs.
Resource Utilization and Management	Ensure that available financial, material, technological, and human resources are utilized efficiently and responsibly to improve teaching, learning, and student support services.
Transparency and Accountability	Promote openness, integrity, and accountability in managing school resources through regular reporting, monitoring, and stakeholder participation.
Monitoring and Continuous Improvement	Continuously evaluate resource mobilization and utilization initiatives to identify strengths, address challenges, and improve future implementation.

Action Plan

Activities	**Objectives**	**Persons Responsible**	**Time Frame**	**Expected Outcome**
Conduct Stakeholder Orientation and Partnership Meeting	Strengthen partnerships among parents, PTA, SGC, alumni, LGUs, NGOs and other stakeholders	School Head, Teachers, PTA, SGC	Beginning of the School Year	Stakeholders oriented and partnership commitments established.
Conduct Brigada Eskwela and Adopt-a-School Activities	Increase stakeholder participation and mobilize financial, material, and human resources.	School Head, Teachers, Stakeholders	Before the Opening of Classes	Increased stakeholder participation and improved school facilities.
Conduct Monthly Proposed School Activities and Programs	Maximize the utilization of instructional materials, school facilities, ICT resources, and learner support services.	Teachers, Activity Coordinators, Department Heads	Monthly	Proposed activities successfully implemented with active learner participation.
Monitor the Utilization of MOOE, SEF, ICT Resources, Laboratories, Library, and Other Learning Resources	Ensure efficient, transparent, and accountable utilization of school resources.	School Head, Department Heads, ICT Coordinator	Monthly	Efficient utilization of available school resources documented.
Conduct School Monitoring, Evaluation, and Adjustment (SMEA) and End-of-Term Evaluation	Assess the implementation and effectiveness of all activities and resource management initiatives.	School Planning Team	End of Every Term	Evaluation reports completed and recommendations formulated.

Present Accomplishment Reports, Financial Reports, and Resource Utilization Reports during PTA General Assembly	Promote transparency and accountability in resource management.	School Head, School Finance Committee, PTA Officers	Last Term	Stakeholders informed of school accomplishments and financial status.
Conduct the Rewards and Recognition Program	Recognize outstanding teachers, parents, PTA officers, SGC members, alumni, LGUs, NGOs, private organizations, donors, volunteers, and students for their valuable contributions to resource mobilization and utilization through school activities.	School Head, Awards and Recognition Committee, PTA Officers, SGC	Last Term (During the PTA General Assembly)	Certificates and plaques awarded; stakeholder commitment strengthened; sustained participation and stronger school-community partnerships achieved.

Monitoring and Evaluation

The implementation of the Strategic Resource Management Plan shall be continuously monitored and evaluated to assess the extent to which the planned activities and objectives are achieved. The School Planning Team, in collaboration with the School Head and other stakeholders, shall conduct periodic monitoring and evaluation using the following indicators and means of verification.

Monitoring and Evaluation Indicators	**Means of Verification**	**Persons Responsible**	**Time Frame**	**Expected Outcomes**
Completion of planned activities and programs	Activity Completion Reports	School Head, Activity Coordinators	Monthly	Planned school activities and programs are implemented as scheduled.
Stakeholder participation and satisfaction	Stakeholder Satisfaction Survey Results	School Planning Team, PTA, SGC	End of Every Term	Increased stakeholder participation and a high level of stakeholder satisfaction.
Resource mobilization initiatives	Resource Mobilization Reports	Resource Mobilization Committee	Quarterly	Increased financial, material, technological, and human resources generated through stakeholder partnerships.

Resource utilization practices	Resource Utilization Reports	School Head, Department Heads, School Finance Committee	Monthly	School resources are utilized efficiently, effectively, and in accordance with identified priorities.
Financial transparency and accountability	Financial Reports, Procurement Reports, Transparency Board Updates	School Finance Committee	Quarterly	Improved transparency, accountability, and stakeholder trust in resource management.
Implementation of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP)	SIP and AIP Monitoring Reports	School Planning Team	End of Every Term	School programs and activities are aligned with school improvement goals and implemented successfully.
Implementation of Brigada Eskwela and stakeholder partnership programs	Brigada Eskwela Accomplishment Report and Partnership Reports	Brigada Eskwela Coordinator	Annually	Stronger school-community partnerships and increased stakeholder support for school programs.
Students' academic performance	General Weighted Average (GWA), Mean Percentage Score (MPS), and School Performance Reports	School Head, Department Heads, Teachers	End of Every Term	Improved academic performance and learner participation in school activities.
Overall implementation of the Strategic Resource Management Plan	School Monitoring, Evaluation, and Adjustment (SMEA) Reports	School Planning Team	Semi-Annually	Effective implementation of the Strategic Resource Management Plan and timely identification of areas for improvement.

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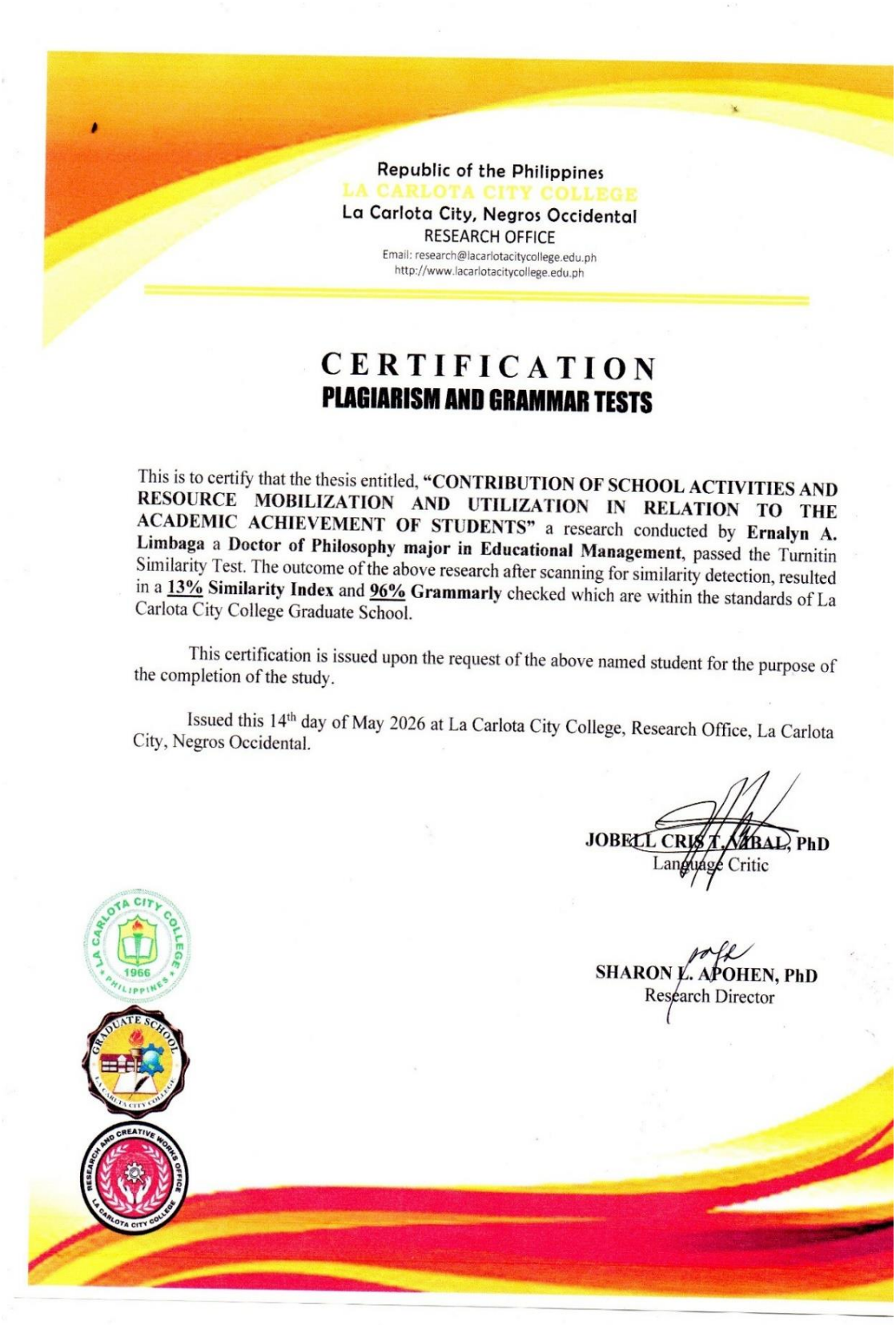
ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

APPENDICES

Appendix A.1

Plagiarism And Grammar Tests



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CERTIFICATION
PLAGIARISM AND GRAMMAR TESTS

This is to certify that the thesis entitled, **"CONTRIBUTION OF SCHOOL ACTIVITIES AND RESOURCE MOBILIZATION AND UTILIZATION IN RELATION TO THE ACADEMIC ACHIEVEMENT OF STUDENTS"** a research conducted by **Ernalyn A. Limbaga** a **Doctor of Philosophy major in Educational Management**, passed the Turnitin Similarity Test. The outcome of the above research after scanning for similarity detection, resulted in a **13% Similarity Index** and **96% Grammarly** checked which are within the standards of La Carlota City College Graduate School.

This certification is issued upon the request of the above named student for the purpose of the completion of the study.

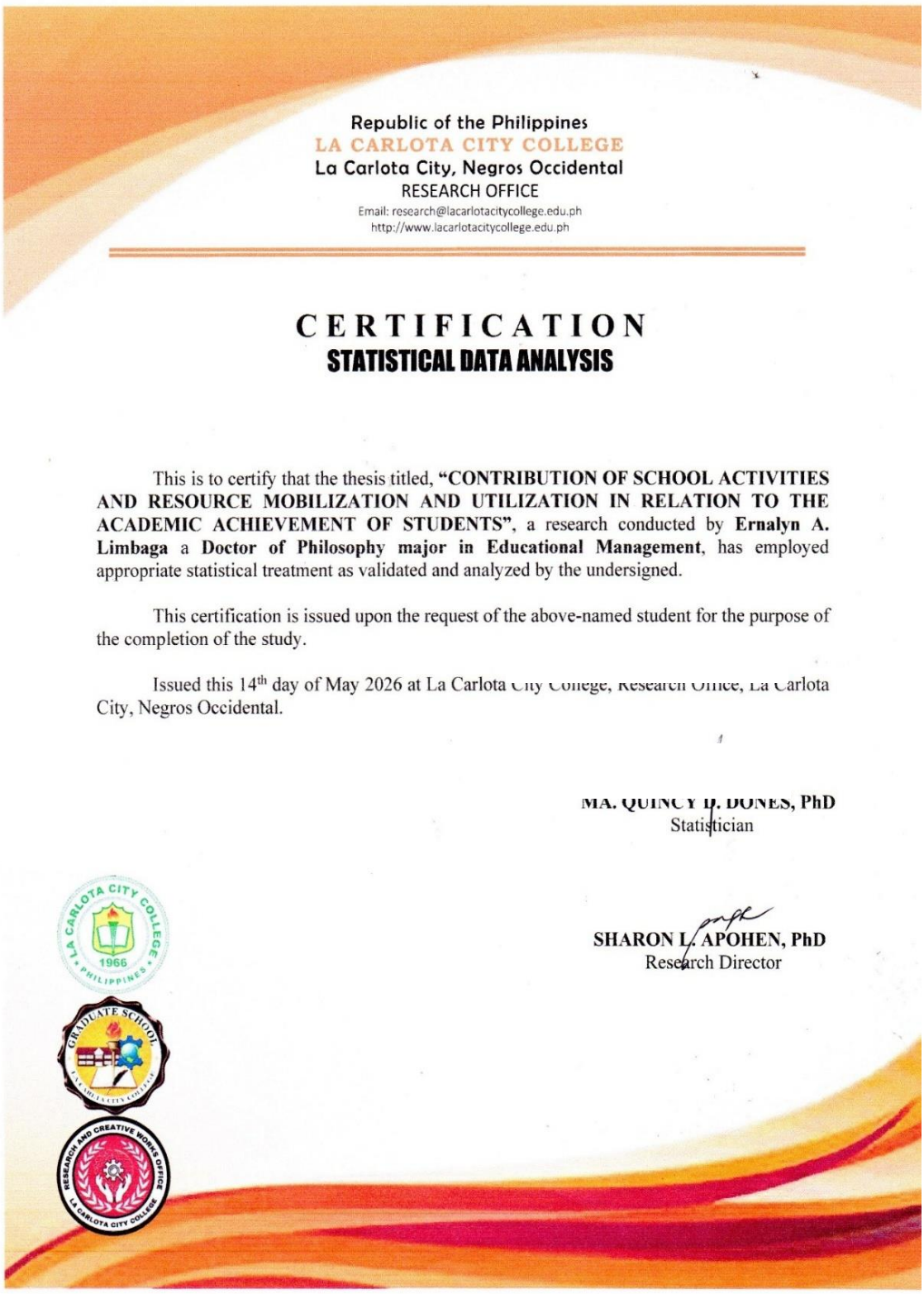
Issued this 14th day of May 2026 at La Carlota City College, Research Office, La Carlota City, Negros Occidental.

JOBELL CRIS T. NIBAL, PhD
Language Critic

SHARON L. APOHEN, PhD
Research Director

Appendix A.2

Certification of Statistical Data Analysis



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CERTIFICATION
STATISTICAL DATA ANALYSIS

This is to certify that the thesis titled, **"CONTRIBUTION OF SCHOOL ACTIVITIES AND RESOURCE MOBILIZATION AND UTILIZATION IN RELATION TO THE ACADEMIC ACHIEVEMENT OF STUDENTS"**, a research conducted by **Ernalyn A. Limbaga** a **Doctor of Philosophy major in Educational Management**, has employed appropriate statistical treatment as validated and analyzed by the undersigned.

This certification is issued upon the request of the above-named student for the purpose of the completion of the study.

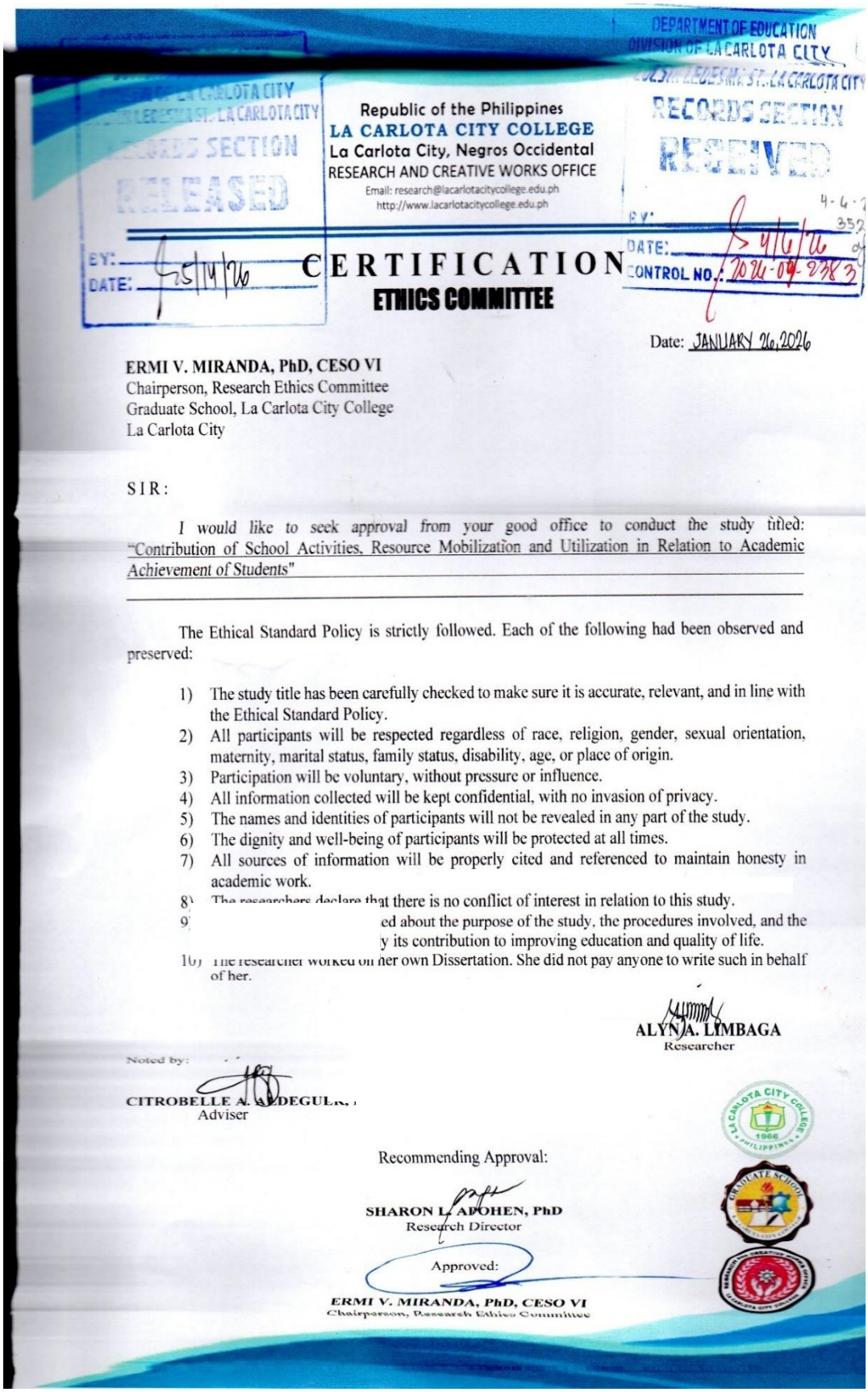
Issued this 14th day of May 2026 at La Carlota City College, Research Office, La Carlota City, Negros Occidental.

MA. QUINCY D. DONES, PhD
Statistician

SHARON L. APOHEN, PhD
Research Director

Appendix A.3

Certification of Ethics Committee



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CERTIFICATION
ETHICS COMMITTEE

Date: JANUARY 26, 2026

ERMI V. MIRANDA, PhD, CESO VI
Chairperson, Research Ethics Committee
Graduate School, La Carlota City College
La Carlota City

SIR:

I would like to seek approval from your good office to conduct the study titled: "Contribution of School Activities, Resource Mobilization and Utilization in Relation to Academic Achievement of Students"

The Ethical Standard Policy is strictly followed. Each of the following had been observed and preserved:

1) The study title has been carefully checked to make sure it is accurate, relevant, and in line with the Ethical Standard Policy.
2) All participants will be respected regardless of race, religion, gender, sexual orientation, maternity, marital status, family status, disability, age, or place of origin.
3) Participation will be voluntary, without pressure or influence.
4) All information collected will be kept confidential, with no invasion of privacy.
5) The names and identities of participants will not be revealed in any part of the study.
6) The dignity and well-being of participants will be protected at all times.
7) All sources of information will be properly cited and referenced to maintain honesty in academic work.
8) The researchers declare that there is no conflict of interest in relation to this study.
9) ed about the purpose of the study, the procedures involved, and the y its contribution to improving education and quality of life.
10) The researcher worked on her own Dissertation. She did not pay anyone to write such in behalf of her.

ALYNA. LIMBAGA
Researcher

Noted by:

CITROBELLE A. [illegible]DEGUL[illegible]
Adviser

Recommending Approval:

SHARON L. APOHEN, PhD
Research Director

Approved:

ERMI V. MIRANDA, PhD, CESO VI
Chairperson, Research Ethics Committee

Appendix B

Letter to Conduct the Study

February 12, 2026

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City
La Carlota City

DEPARTMENT OF EDUCATION
DIVISION OF LA CARLOTA CITY
RECORDS SECTION
RELEASED
2/24/26

DEPARTMENT OF EDUCATION
DIVISION OF LA CARLOTA CITY
RECORDS SECTION
RECEIVED
DATE: 2/17/26
2026-02-1026

Dear Dr. Miranda,

I hope this message finds you in good health and high spirits.

I am respectfully writing to you seeking permission from your good office to conduct my research study entitled ***"Contribution of School Activities, Resource Mobilization and Utilization in Relation to Academic Achievement of Students"*** at one of the schools under your esteemed division, particularly at Doña Hortencia Salas Benedicto National High School.

This study is being undertaken in partial fulfillment of the requirements for Doctor of Philosophy major in Educational Management at La Carlota City College Graduate School. The primary objective of the research is to examine how school activities, resource mobilization, and resource utilization contribute to the academic achievement of students. The findings of this study may support school improvement initiatives and enhancement of academic support system.

Should approval be granted, the study will involve selected Grade 8 students and parents, and all teachers as respondents. The confidentiality and anonymity of all participants and data will be fully ensured. Furthermore, the research activities will be carefully coordinated with the school administrator to ensure that regular academic activities continue uninterrupted and that all procedures adhere to the bureau's ethical standards.

In this regard, I humbly seek your approval to conduct this research in a school within your jurisdiction. I am fully prepared to comply with any requirements or protocols your office may deem necessary in relation to this request.

Additionally, attached herewith is my ready-to-validate questionnaire for your review and feedback.

I sincerely appreciate your time and consideration and look forward to your favorable response on this matter.

God bless and more power!

Respectfully yours,

ERNALYN A. LIMBAGA MAEd
DHSBNHS-JHS Teacher III, Mathematics
PhD Candidate

Approved:

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City

Appendix C

Approval Letter for Validator

LOCSIN LEGESKA ST. LA CARLOTA CITY
RECORDS SECTION
RECEIVED
BY:
DATE: 2/27/26
CONTROL NO.: 2026-03-1898

February 25, 2026

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City
La Carlota City

Dear Dr. Miranda,

Warm greetings.

I respectfully request the approval of your good office for the (2) Education Program Supervisors whom I have selected to serve as validators for my dissertation, in compliance with the requirements of my doctoral program. I am currently pursuing a Doctor of Philosophy in Education Management at La Carlota City College. As part of my dissertation process, validation by authorized Education Program Supervisors from the Schools Division Office is required to ensure that the study adheres to established standards, policies, and ethical guidelines.

In this regard, I have chosen the following Education Program Supervisors to serve as validators of my dissertation:

1. Sonia B. Oplas	**EPS, Filipino**
2. Ana Liza B. Villanueva	**EPS, Mathematics**

May I respectfully seek your approval for their confirmation as validators for my dissertation study entitle: ***"Contribution of School Activities, Resource Mobilization and Utilization in Relation to Academic Achievement of Students."*** Attached herewith is the copy of my dissertation proposal for your review and reference.

I am sincerely grateful for your time and consideration. I look forward to your favorable response. Should you require further information, I am willing to comply at your convenience.

Sincerely yours,

ERNALYN A. LIMBAGA
Researcher

Noted by:

CITROBELLE A. ALDEGUER PhD
Research Adviser

Attested:

MAYLIN M. TONGCUA PhD
Dean, Graduate School
OIC, Vice President for Academic Affairs

Approved:

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City

DEPARTMENT OF EDUCATION
DIVISION OF LA CARLOTA CITY
LOCSIN LEGESKA ST. LA CARLOTA CITY
RECORDS SECTION
RELEASED
BY:
DATE: 2/16/26

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Appendix D

Letter of Questionnaire Validation

February 27, 2026

SONIA B. OPLAS
Education Program Supervisor, Filipino
Division of La Carlota City

Dear Ma'am Oplas,

Greetings of peace!

I am currently conducting a research study entitled ***"Contribution of School Activities, Resource Mobilization and Utilization in Relation to Academic Achievement of Students."*** The purpose of this study is to examine how school activities, resource mobilization and utilization contribute to improving student's academic performance.

In this regard, I respectfully invite you to serve as one of the validators of the research instrument for this study. Your expertise and professional experience as an Education Program Supervisor will be invaluable in evaluating the content, clarity and relevance of the questionnaire.

Your participation in this process will greatly contribute to the quality and credibility of this research. Rest assured that all comments and recommendations you provide will be treated with utmost respect and will be used solely for academic and research purposes.

I sincerely hope for your support and willingness to participate as one of the validators of this study. Your expertise will be highly appreciated and acknowledged in the completion of this research

Sincerely yours,

ERNALYN A. LIMBAGA
Researcher

Noted by:

CITROBELLE A. ALDEGUER PhD
Research Adviser

Attested:

MAYLIN M. TONGCUA PhD
Dean, Graduate School
OIC, Vice President for Academic Affairs

Approved:

SONIA B. OPLAS
Education Program Supervisor, Filipino
Division of La Carlota City

Appendix E

Research Instrument Validation Form

Using the Content Validity Ratio (CVR) devised by C.H Lawshe (1975), kindly select one option by checking (/) whether each item is essential, useful but not essential, or not necessary to the contribution of school activities, resource mobilization and utilization in relation to academic achievement of students.

Rating Scale	**Descriptive Interpretation**
Essential	The item is necessary and critically important to the contribution of school activities, resource mobilization and utilization in relation to academic achievement of students.
Useful but not Essential	The item is useful but not indispensable to the contribution of school activities, resource mobilization and utilization in relation to academic achievement of students.
Not Necessary	The item does not meaningfully contribute to the contribution of school activities, resource mobilization and utilization in relation to academic achievement of students.
Each indicator in the instrument utilized a five-point Likert scale to measure the respondent's perceptions. The options for this part are as follows:	

Part I. Resource Mobilization through School Activities
5- Excellent 4- Good 3- Fair 2- Poor1- Very Poor
Part II. Resource Utilization through School Activities
5- Fully Utilized 4- Mostly Utilized 3- Partially Utilized

2- Minimally Utilized 1- Not Utilized

Part I. Resource Mobilization through School Activities

Statement	**Essential**	**Useful but not Essential**	**Not Necessary**
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.			
2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.			
3. The school allocates financial resources to support the implementation of the school improvement activities.			

4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.			
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.			
6. Private volunteers help in cleaning the school.			
7. Local government officials participate in the cleaning activities for school readiness.			
8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.			
9. The school raise funds to subsidize expenses of students competing for division or regional academic contests.			
10. The school informs parents and students about the activity and enrollment through a recorrida.			
11. The school conduct cleaning and repair activities consistently to prevent disruption to the class stakeholders.			
12. Donations of school materials, equipment, or funds are regularly organized and collected.			
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.			
14. The documentation committee accurately records all activities during Brigada Eskwela.			
15. The registration committee ensures that all students and participants are properly registered.			
16. The program committee ensures that all participants, including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.			
17. Student club and organization contribute resources, materials, or manpower to support the school community.			
18. The school mobilizes community professionals including alumni to serve as mentor for students, resource person or guest speaker.			

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

1. 19. The school encourages feedback from participants to improve the mobilization of resources for the academic years.			
2. 20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students learning.			

Part II. Resource Utilization through School Activities

Statement	Essential	Useful but not Essential	Not Necessary
1. The school provides opportunities for teachers to attend professional development trainings to improve instructions.			
2. The trainings attended by teachers are related to their subject area or specialization.			
3. Textbooks and modules are provided by the school are aligned with the current curriculum.			
4. Classrooms are adequate for the number of students assigned to them.			
5. Toilet facilities are available for use by students and staff.			
6. Hygiene practices like handwashing are encouraged within the school environment.			
7. The availability of school seats supports effective classroom learning.			
The feeding program is consistently implemented for all eligible students to address nutritional needs.			
9. The school library is accessible to students and teachers.			
10. Library staff assist students and teachers in finding and using resources.			
11. The school provides technical support for ICT facilities when needed.			
12. Internet connectivity is reliable and supports educational activities.			
13. The laboratory contributes to improving students' understanding of science concepts.			
14. The school has a functional Home Economics laboratory or facility.			
15. Students have access to Home Economics facilities during scheduled class periods.			
16. Teachers and coaches regularly use sports equipment and facility to support training and games.			
17. Guidance services provide appropriate advice and support to students.			
18. Donated resources like paint and cleaning equipment are properly managed and utilized by the school.			
19. Reports on school finances are available and updated regularly on the school transparency board.			
20. Students can easily access the clinic when they are unwell or need			

health services.			

Appendix F

Letter for Reliability Testing

March 10, 2026

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City
La Carlota City

Dear Dr. Miranda,

Warm greetings.

I respectfully request the approval of your good office the conduct of reliability test of my study ***"Contribution of School Activities, Resource Mobilization and Utilization in Relation to Academic Achievement of Students"*** in one of the schools under your supervision following the requirements of my doctoral program.

I am currently pursuing a Doctor of Philosophy in Education Management at La Carlota City College. As part of my dissertation process, reliability testing is required to evaluate the clarity, reliability, and effectiveness of the research instrument.

In this regard, I have chosen ***30 Grade 8 student, parents and teachers*** for ***pilot testing*** at ***San Miguel National High School.***

I am sincerely grateful for your time and consideration. I look forward to your favorable response. Should you require further information, I am willing to comply at your convenience.

Sincerely yours,

ERNALYN A. LIMBAGA
Researcher

Noted by:

CITROBELLE A. ALDEGUER PhD
Research Adviser

Attested:

MAYLIN M. TONGCUA PhD
Dean, Graduate School
OIC, Vice President for Academic Affairs

Approved:

ERMI V. MIRANDA PhD, CESO VI
Schools Division Superintendent
Division of La Carlota City

Appendix G

Survey Questionnaire

RESOURCE
MOBILIZATION AND UTILIZATION THROUGH SCHOOL ACTIVITIES IN RELATION TO ACADEMIC ACHIEVEMENT OF STUDENTS

INVITATION AND INFORMED CONSENT
You are invited to participate in a study on faculty internationalization readiness. Participation is voluntary and anonymous. You may withdraw at any time. Data will be used for research purposes only and reported in aggregate. By proceeding, you indicate your informed consent.

Part I. Resource Mobilization through School Activities

Statement	Excellent 5	Good 4	Fair 3	Poor 2	Very Poor 1
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.					
2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.					
3. The school allocates financial resources to support the implementation of the school improvement activities.					
4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.					
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.					
6. Private volunteers help in cleaning the school.					
7. Local government officials participate in the cleaning activities for school readiness.					
8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.					
9. The school raise funds to subsidize expenses of students competing for division or regional academic contests.					
10. The school informs parents and students about the activity and enrollment through a recorrida.					
11. The school conduct cleaning and repair activities consistently to prevent disruption to the class stakeholders.					
12. Donations of school materials, equipment, or funds are regularly organized and collected.					
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.					
14. The documentation committee accurately records all activities during Brigada Eskwela.					

15. The registration committee ensures that all students and participants are properly registered.					
16. The program committee ensures that all participants, including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.					
17. Student club and organization contribute resources, materials, or manpower to support the school community.					
18. The school mobilizes community professionals including alumni to serve as mentor for students, resource person or guest speaker.					
3. 19. The school encourages feedback from participants to improve the mobilization of resources for the academic years.					
4. 20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students learning.					

Part II. Resource Utilization through School Activities

Statement	**Fully Utilized 5**	**Mostly Utilized 4**	**Partially Utilized 3**	**Minimally Utilized 2**	**Not Utilized 1**
1. The school provides opportunities for teachers to attend professional development trainings to improve instructions.					
2. The trainings attended by teachers are related to their subject area or specialization.					
3. Textbooks and modules are provided by the school are aligned with the current curriculum.					
4. Classrooms are adequate for the number of students assigned to them.					
5. Toilet facilities are available for use by students and staff.					
6. Hygiene practices like handwashing are encouraged within the school environment.					
7. The availability of school seats supports effective classroom learning.					
The feeding program is consistently implemented for all eligible students to address nutritional needs.					
9. The school library is accessible to students and teachers.					
10. Library staff assist students and teachers in finding and using resources.					
11. The school provides technical support for ICT facilities when needed.					

12. Internet connectivity is reliable and supports educational activities.					
13. The laboratory contributes to improving students' understanding of science concepts.					
14. The school has a functional Home Economics laboratory or facility.					
15. Students have access to Home Economics facilities during scheduled class periods.					
16. Teachers and coaches regularly use sports equipment and facility to support training and games.					
17. Guidance services provide appropriate advice and support to students.					
18. Donated resources like paint and cleaning equipment are properly managed and utilized by the school.					
19. Reports on school finances are available and updated regularly on the school transparency board.					
20. Students can easily access the clinic when they are unwell or need health services.					

Appendix H

Result of Normality Test

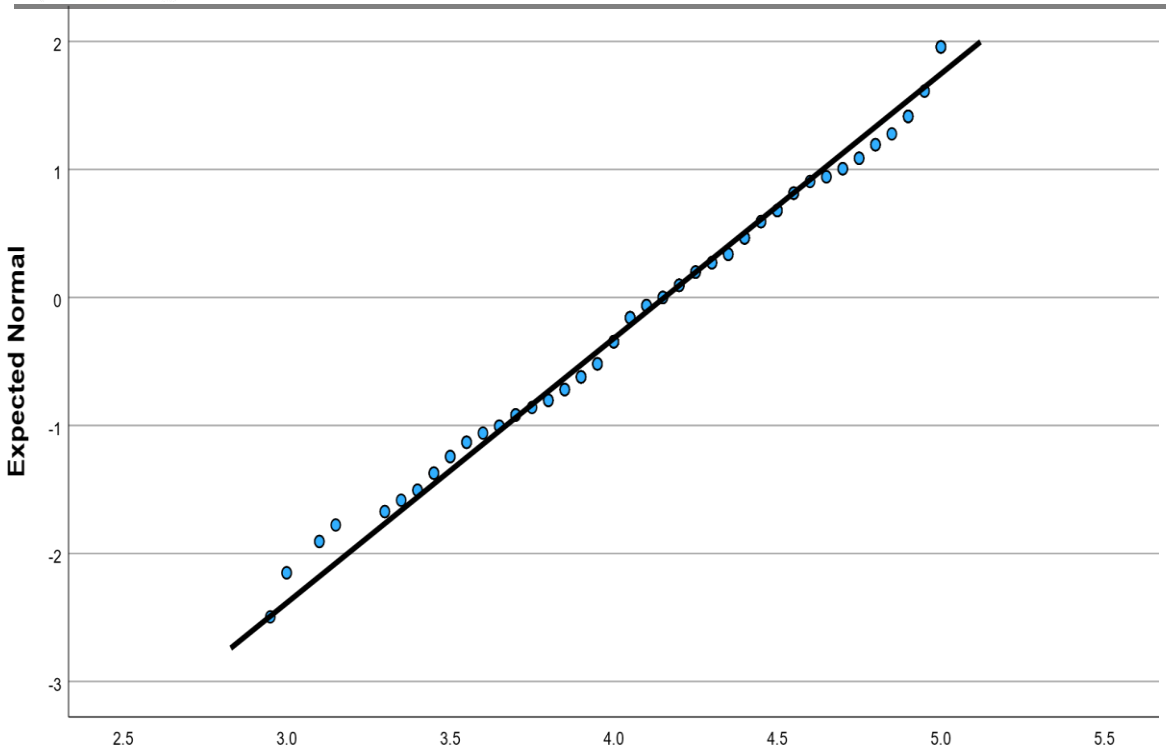
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean_ Resource Mobilization	.058	158	.200*	.980	158	.021
Mean_ Utilization	.143	158	<.001	.870	158	<.001

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

Mean_ of Resource Mobilization

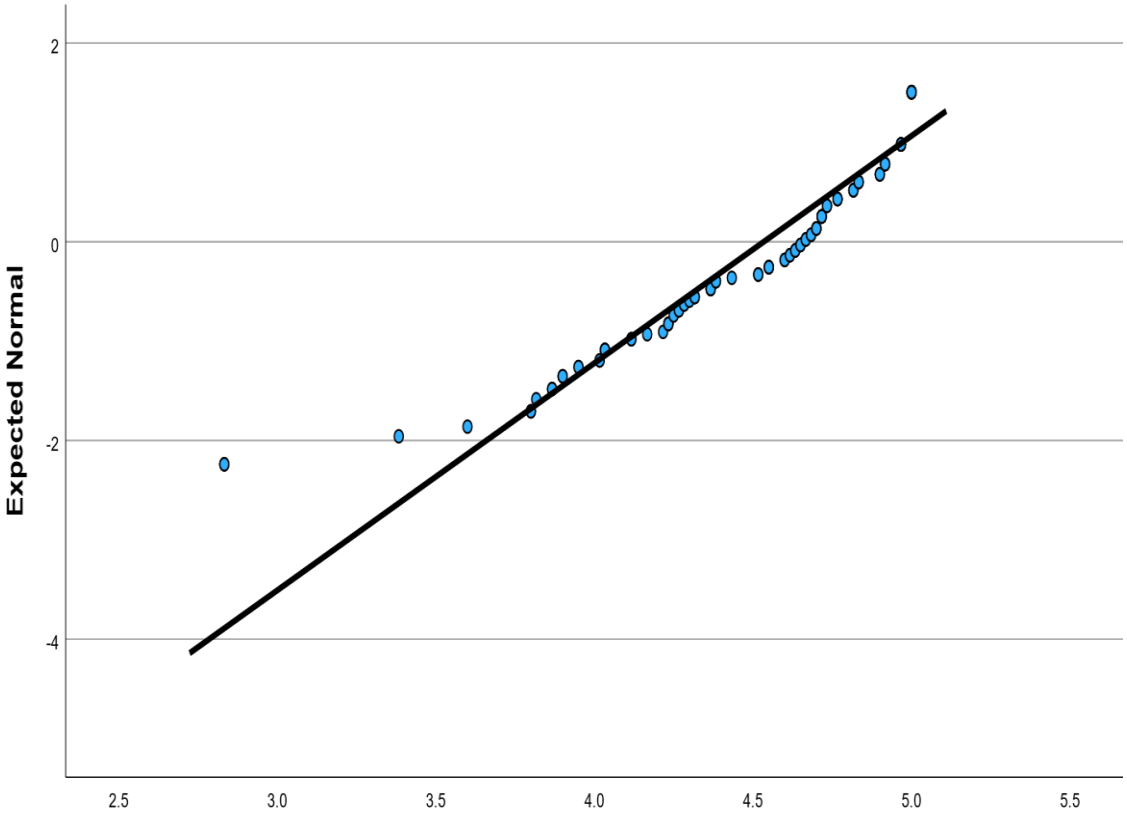
Normal Q-Q Plot of Mean_ Resource Mobilization



Observed Value

Mean_ of Utilization

Normal Q-Q Plot of Mean_ Utilization



Observed Value

Appendix I

SOP 1

Level of Resource mobilization through school activities as assessed by the teachers

	N	Mean	Std. Deviation
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.	158	4.88	.38
2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.	158	4.77	.48
3. The school allocates financial resources to support the implementation of the school improvement activities.	158	4.66	.57
4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.	158	4.80	.42
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.	158	4.80	.44
6. Private volunteers help in cleaning the school.	158	4.75	.53
7. Local government officials participate in the cleaning activities for school readiness.	158	4.70	.54
8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.	158	4.63	.61

Result of Statistical Data Analysis

	N	Mean	Std. Deviation
9. The school raise funds to subsidize expenses of students competing for division or regional academic contests.	158	4.34	.92
10. The school informs parents and students about the activity and enrollment through a recorrida.	158	4.84	.37
11. The school conduct cleaning and repair activities consistently to prevent disruption to the class stakeholders.	158	4.51	.66
12. Donations of school materials, equipment, or funds are regularly organized and collected.	158	4.48	.74
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.	158	4.51	.72
14. The documentation committee accurately records all activities during Brigada Eskwela.	158	4.66	.62
15. The registration committee ensures that all students and participants are properly registered.	158	4.64	.59
16. The program committee ensures that all participants, including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.	158	4.72	.67

17. Student club and organization contribute resources, materials, or manpower to support the school community.	158	4.72	.55

	N	Mean	Std. Deviation
18. The school mobilizes community professionals including alumni to serve as mentor for students, resource person or guest speaker.	158	4.70	.56
19. The school encourages feedback from participants to improve the mobilization of resources for the academic years.	158	4.44	.69
20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students learning.	158	4.54	.83
Resource mobilization achieved through school activities as assessed by the teachers	158	4.65	.45
Valid N (listwise)	158		

SOP 2

Level of Resource mobilization through school activities as assessed by the parents

	N	Mean	Std. Deviation
1. The school regularly plans for Brigada Eskwela activities before the school year starts to prepare the learning environment.	158	4.20	.86
2. The school sends invitation letters to private sectors, local government unit, and parents to secure resources for the school.	158	3.96	.84
3. The school allocates financial resources to support the implementation of the school improvement activities.	158	4.13	.77
4. PTA, LGU, NGO, and other stakeholders provide financial and in-kind support that contributes to the school's programs and students' academic development.	158	4.22	.75
5. Teachers are assigned to each area to assist students with their designated cleaning tasks.	158	4.21	.72
6. Private volunteers help in cleaning the school.	158	4.08	.77
7. Local government officials participate in the cleaning activities for school readiness.	158	4.08	.79

8. The school is mobilizing supplementary reading materials, science equipment, math manipulative and ICT resources to support students' learning and academic performance.	158	4.06	.77
	N	Mean	Std. Deviation
9. The school raise funds to subsidize expenses of students competing for division or regional academic contests.	158	4.04	.79
10. The school informs parents and students about the activity and enrollment through a recorrida.	158	4.21	.71
11. The school conduct cleaning and repair activities consistently to prevent disruption to the class stakeholders.	158	4.22	.75
12. Donations of school materials, equipment, or funds are regularly organized and collected.	158	4.13	.80
13. Emergency medical assistance is promptly provided by the school medic to secure student well-being during classes.	158	4.36	.65
14. The documentation committee accurately records all activities during Brigada Eskwela.	158	4.16	.75
15. The registration committee ensures that all students and participants are properly registered.	158	4.15	.81

16. The program committee ensures that all participants, including students, parents and community members, are acknowledged appropriately and any concerns are promptly addressed.	158	4.29	.75
	N	Mean	Std. Deviation
17. Student club and organization contribute resources, materials, or manpower to support the school community.	158	4.06	.80
18. The school mobilizes community professionals including alumni to serve as mentor for students, resource person or guest speaker.	158	4.15	.78
19. The school encourages feedback from participants to improve the mobilization of resources for the academic years.	158	4.20	.75
20. The school evaluates the outcomes of Brigada Eskwela each year to ensure that funds and materials are used for students learning.	158	4.18	.82
Resource mobilization achieved through school activities as assessed by the parents	158	4.15	.48
Valid N (listwise)	158		

SOP 3

Level of Resource utilization through school activities as evaluated by the teachers

	N	Mean	Std. Deviation
1. The school provides opportunities for teachers to attend professional development trainings to improve instructions.	158	4.50	.84
2. The trainings attended by teachers are related to their subject area or specialization.	158	4.54	.75
3. Textbooks and modules are provided by the school are aligned with the current curriculum.	158	4.22	.88
4. Classrooms are adequate for the number of students assigned to them.	158	4.13	1.01
5. Toilet facilities are available for use by students and staff.	158	3.66	1.18
6. Hygiene practices like handwashing are encouraged within the school environment.	158	3.93	1.17
7. The availability of school seats supports effective classroom learning.	158	3.81	1.07
8. The feeding program is consistently implemented for all eligible students to address nutritional needs.	158	3.90	1.05
9. The school library is accessible to students and teachers.	158	4.42	.91

10. Library staff assist students and teachers in finding and using resources.	158	4.48	.75
11. The school provides technical support for ICT facilities when needed.	158	4.38	.89
12. Internet connectivity is reliable and supports educational activities.	158	3.59	1.11

	N	Mean	Std. Deviation
13. The laboratory contributes to improving students' understanding of science concepts.	158	4.38	.75
14. The school has a functional Home Economics laboratory or facility.	158	4.41	.85
15. Students have access to Home Economics facilities during scheduled class periods.	158	4.23	.95
16. Teachers and coaches regularly use sports equipment and facility to support training and games.	158	4.07	.95
17. Guidance services provide appropriate advice and support to students.	158	4.71	.57
18. Donated resources like paint and cleaning equipment are properly managed and utilized by the school.	158	4.17	.88
19. Reports on school finances are available and updated regularly on the school transparency board.	158	4.50	.64

20. Students can easily access the clinic when they are unwell or need health services.	158	4.42	.77
Resource utilization through school activities as evaluated by the teachers	158	4.22	.64
Valid N (listwise)	158		

SOP 4

Level of Academic achievement

	N	Mean	Std. Deviation
Academic achievement	158	89.52	2.79
Valid N (listwise)	158		

Report

Academic achievement

Level of Academic achievement	N	Mean	Std. Deviation
Outstanding	107	91.05	1.14
Very Satisfactory	45	87.02	1.41
Satisfactory	3	83.33	.58
Fairly Satisfactory	3	78.67	.58
Total	158	89.52	2.79

SOP 5

Relationship between of Level of Resource mobilization through school activities as assessed by the teachers and level of academic achievement

			Level of Resource mobilization achieved through school activities as assessed by the teachers	Level of Academic achievement
Spearman's rho	Level of Resource mobilization achieved through school activities as assessed by the teachers	Correlation Coefficient	1.000	.094
		Sig. (2-tailed)	.	.240
		N	158	158
	Level of Academic achievement	Correlation Coefficient	.094	1.000
		Sig. (2-tailed)	.240	.
		N	158	158

SOP 6

Relationship between of level of Resource mobilization through school activities as assessed by the parents and level of academic achievement

			Level of Resource mobilization achieved through school activities as assessed by the parents	Level of Academic achievement
Spearman's rho	Level of Resource mobilization achieved through school activities as assessed by the parents	Correlation Coefficient	1.000	.103
		Sig. (2-tailed)	.	.196
		N	158	158
	Level of Academic achievement	Correlation Coefficient	.103	1.000
		Sig. (2-tailed)	.196	.
		N	158	158

SOP 7

Relationship between the Level of Resource utilization through school activities as evaluated by the teachers and level of academic achievement

			Level of Resource utilization through school activities as evaluated by the teachers	Level of Academic achievement
Spearman's rho	Level of Resource utilization through school activities as evaluated by the teachers	Correlation Coefficient	1.000	.183*
		Sig. (2-tailed)	.	.021
		N	158	158
	Level of Academic achievement	Correlation Coefficient	.183*	1.000
		Sig. (2-tailed)	.021	.
		N	158	158

*. Correlation is significant at the 0.05 level (2-tailed).

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Ernalyn Aguinda- Limbaga
Address: Purok Malacañang Grass, Barangay Balabag, La Carlota City
Mobile Number: 09171153578
Email Address: Ernalyn.aguinda@deped.gov.ph
Date of Birth: December 12, 1993
Place of Birth: La Carlota City
Sex: Female
Civil Status: Married
Nationality: Filipino

CORE COMPETENCIES

Curriculum and Instruction

Mathematics Education

Assessment and Intervention

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Educational Technology

Classroom Management

Leadership and Collaboration

Communication Skills

Program Implementation and Evaluation

KEY CONTRIBUTIONS

Led the implementation of school-based health, sanitation, and hygiene programs as WASH in Schools (WinS) Coordinator (2019–2021).

Coordinated numeracy programs and interventions to enhance learners' mathematical skills as School Numeracy Coordinator (2022–2024).

Served as Grade 8 Grade Level Adviser (2021–2023), coordinating grade-level activities and facilitating the timely dissemination of important information, including examination schedules, school announcements, and administrative updates. Assisted in the organization and implementation of school programs and intramural activities to ensure effective coordination among Grade 8 teachers and learners.

Facilitated instructional planning, curriculum implementation, and professional collaboration among Grade 8 Mathematics teachers as Team Leader (2022–2024).

Supported environmental sustainability initiatives and school greening programs as a member of the Environment-Friendly School System (EFSS) Committee (2018–2020).

EDUCATIONAL BACKGROUND

Graduate Studies

Master of Education major in Mathematics
La Carlota City College
2016- 2018

Tertiary Education

Bachelor of Secondary Education major in Mathematics
La Carlota City College
2014

Secondary Education

Doña Hortencia Salas Benedicto National High School
2010

Elementary Education

La Carlota South Elementary School-I
2006

ELIGIBILITY

Licensed Professional Teacher (LPT)
Professional Regulation Commission (PRC)
License No.: 1352095
Date of Registration: November 25, 2014

WORK EXPERIENCE

Teacher III

Doña Hortencia Salas Benedicto National High School

June 2023 – Present

Facilitates learner-centered instruction aligned with the K to 12 Curriculum.

Designs and implements assessment and intervention programs to improve learning outcomes.

Participates in school leadership, curriculum development, and professional learning activities.

Part-Time Instructor

College of Education, La Carlota City College

July 2024 – December 2025

Taught major courses to Mathematics major college students

Prepared instructional materials, assessments, and learning activities.

Guided students in academic and field-based requirements.

Teacher I

Doña Hortencia Salas Benedicto National High School

June 2016 – June 2023

Delivered quality instruction and monitored learner progress.

Implemented school-based and division-wide educational programs.

Collaborated with stakeholders to support student development and achievement.

Staff

Office of the Sangguniang Panlungsod

January 2016 – June 2016

Provided administrative and clerical support.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume X Issue VII July 2026

Assisted in records management, documentation, and office operations.

Coordinated communication and logistical requirements for office activities.

TRAININGS AND SEMINARS ATTENDED (last 3 years)

Revised K to 12 Curriculum Implementation Training (Phase 2)
May 29–31, 2025

Core Training Faculty Expansion for Grades 2, 3, 5, and 8 Teachers
April 6 – June 6, 2025

Online Learning Sessions with DepEd Central Office Specialists
January 16 – December 3, 2025

Empowering Educators: Differentiation, DRRM, Mental Health, and Legal Responsibilities
November 25–29, 2024

DHSBNHS Transcendence 2024: Higher Order Thinking Skills (HOTS)
January 24–30, 2024

National Learning Camp Program Implementation Review
October 27–28, 2023

Designing 21st Century Assessments in All Learning Areas
August 9–11, 2023

National Learning Camp Capability Building for English, Science, and Mathematics Teachers
July 21–23, 2023

Development and Utilization of 21st Century Assessment in Mathematics
June 30 – July 1, 2023

Integration of Campus Journalism Across Learning Areas
March 5, 2023

PRIMALS Plus: Retooling in Mathematics, Languages, and Science
March 4 – April 13, 2023

Mental Health, Psychological First Aid, and Localized 21st Century Assessment Training
February 6–10, 2023