Educational Resource Management as Predictor to Quality of Work-Life

[1]Arnold Umandap Mendoza & [2]Eden C. Callo

Abstract

This study assessed the factors of educational resource management that relate to the quality of work-life among public elementary school teachers. Descriptive-correlational research design was employed to gather data among 534 teaching personnel from 26 public elementary schools in Candelaria District during the academic year 2021-2022. The primary instrument of the study was a researcher-made survey questionnaire distributed using Google forms. The study revealed that physical resources in different schools is managed while time, financial, human, information and communication technology and community resources is well-managed. Moreover, the community and physical/material resources are factors that significantly relate to the respondents' quality of work-life in terms of job satisfaction, workplace stress, financial reimbursement, working condition, work-life balance, and safety and health based on the regression of variables. However, there is no significant difference in the perceptions of two groups of respondents to educational resource management and level of their quality of work-life. School leaders may prioritize the management of community and physical resources since these are the two factors that can be linked to personnel's quality of work-life. This is important for all organizational inputs because it leads employee's satisfaction and influences organizational effectiveness.

About the authors:

[1]Corresponding author. Elementary Grade Teacher III, Pahinga Norte Elementary School, Candelaria East District, SDO Quezon, Philippines

[2]Research Advisor, Vice-President for Academic Affairs, Laguna State Polytechnic University- San Pablo City, Laguna, Philippines

1. Introduction

The effective management of human and capital resources is a critical responsibility of school leaders. They must make the best use of limited resources and align their resource management strategy with the school's mission and vision. To continue its mission, the school must establish various educational resources and properly manage them to retain the entire school operations and assist the whole personnel in ensuring their safety and welfare.

Educational resources are one way to ensure teachers' effectiveness in delivering quality instruction. These include all human material as well as other available materials to simplify the teaching-learning process and to make school administration easier (NTI, 2009), physical resources that entail providing a safe and clean environment (Amadi, 2019), time resources, including procurement production, and product mobility (Kumar & Aithal, 2020) and financial resources which are required for a school's smooth operation. The human resource builds the workforce and attempts to generate the human performances that the organization requires (Boxall & Purcell, 2016), information and communication technology resources and community resources for the exact teaching-learning process.

The current economic downturn has weakened educational systems while also providing opportunities to transform school education into a more resilient and firmer paradigm. The Department of Education (DepEd) is addressing fundamental issues in education. Simultaneously, the country is dealing with coronavirus disease through the Basic Education Learning Continuity Plan (BE-LCP) established by DepEd Order No. 012, s. 2020. As a result, the BE-LCP intends to safeguard the health, safety, and well-being of learners, teachers, and workers during COVID-19 while also figuring out how to keep education going despite the crisis. The BE-LCP, in particular, has been designed with a legal framework that is responsive to the new normal while keeping in mind the constitutional mandate to protect all citizens' right to quality education at all times.

The Republic Act No. 4670, also known as the Magna Carta for Public School Teachers, promotes and improves public school teachers' social and economic status, living and working conditions, employment, and career prospects. This implies that the school's administration should consider the well-being of the teaching staff, the provision of good work-life quality despite the daunting circumstances of this new normal. Moreover, Islam (2012) stated that work-life quality is an essential concept in an employee's life. Work-life quality indicates an employee's ability to balance job satisfaction and personal life satisfaction while also ensuring organizational

productivity. Furthermore, Padala and Suryanarayna (2010) emphasized that a worker's expectation and experience of quality work-life may result from his perspective of himself, his task, and his working environment.

Hence, in order to provide a high-quality education, schools must attract, develop, and retain effective teachers. Working conditions have a significant impact on a school's ability to do so. Schools that can provide a safe, pleasant, and supportive working environment for their teachers and adequate compensation, are better able to attract and retain good teachers and motivate them to do their best.

This study aimed to determine if the factors of school's educational resources, singly or in combination, relate to the respondents' quality of work-life (QWL), if so, which factors relate the QWL, and the perception difference of two groups of respondents to the educational resource management and level of quality of work-life.

2. Literature Review

2.1. Educational Resource Management

School educational resources may provide the teacher with more valuable and powerful direction than any personal efforts without the materials. Educational resources are not only limited to school administration, but they can also be effectively and efficiently managed when management activities are appropriately harmonized, organized, coordinated, and controlled by the school management team. Usman (2014) argues that it is not the availability of these resources alone that ensures effective school performance, but their adequacy and effective utilization. This means that the presence of various educational resources like physical/material, time, financial, human, information and communication, and community resources must be adequate for the school operations. Various researchers give the importance of each. Time management is the ability to effectively plan and control how someone spends hours in a day to accomplish their targets or goals (Fontein, 2019). In addition, an institution cannot carry out their assigned tasks effectively without adequate financial resources (Sarah, 2013). When it comes to human resources, Prachi (2018) defined personnel management as the systematic process of attracting, retaining, and using a satisfied workforce. The manager must be technically and practically adept in allocating managerial tasks to supervise employees effectively. Likewise, the availability of ICT resources is one of the essential factors for ICT integration in teaching and learning that could help for easier facilitation of learning (Mathevula & Uwizeyimana, 2014). Lastly, community resources improve

quality of life and engagement by strengthening communities through civic engagement and allocating resources effectively for desirable organizations or individuals (Kochhar, 2012).

Inadequacy of these resources may be detrimental to the school administration's goals. However, regardless of how well packaged a school leader or a school system is at any level of education, the system may fail to achieve the desired results if the available resources are not utilized adequately and efficiently. The provision of resources, maximum utilization, and management determine the educational system. Fashiku (2015) emphasized that school resource management is the successful and effective management of accessible but limited institutional resources axes on the administration of educational institutions that are expected to be dynamic and up and doing in teacher training. Similarly, Olaleye (2014) proposed that dealing with available resources requires competent, professionally prepared school leaders and planners equipped with modern instructional administration strategies to educational goals and targets.

2.2. *Quality of Work Life*

Employees in many organizations nowadays may be dissatisfied with their jobs. According to Pandey (2015), the quality of one's work-life has become one of the most pressing organizational concerns. It is the quality of relationships between employees and their total working environment, taking into account human dimensions, technical considerations, and economic factors.

Organizations nowadays must be more adaptable if they are to develop their staff and enjoy their devotion. As a result, organizations must implement a plan to improve employees' quality of work-life in order to meet both organizational goals and employee needs. Work-life balance is achieved also by balancing the priorities of one's profession and one's family. Farideh (2012) defined quality of work-life as a process by which an organization responds to employee requirements by building systems that allow them to participate in the decision-making that shapes their work lives actively. Meanwhile, Srivastava and Kanpur (2014) stated that motivation, satisfaction degree, involvement, and commitment a person or experiences of an individual concerning their line of work is defined as the degree of satisfaction, motivation, involvement, and responsibility a person or individual experiences relating to their line of work. Likewise, Gupta et al. (2016) stated that quality of work-life refers to an employee's contentment as they work to improve their career and improve their personal lives through their work and work environment. Having a high quality of work-life is synonymous with an employee's ability to meet professional and personal demands in the institution they work.

Skaalvik and Skaalvik (2014) proposed that job satisfaction improves performance and decreases employee turnover. In contrary, workplace stress would substantially impact employees, putting the entire organization's performance at risk (Ismail et al., 2015). In addition, teachers need to be financially literate regarding reimbursement. They should acquire sufficient financial knowledge and skills in using financial representations, models, and tools to function personally, in the family, at work, and in society (Alhammouri et al., 2015).

According to Edo et al. (2018), a good working environment allows people to do their jobs in an ideal, safe, healthy, and comfortable manner. Abioro et al. (2018) added that there will be a decrease in employee productivity and performance if an organization does not adequately consider and manage employee work balance. This means that employees are responsible for taking all reasonable and necessary precautions to ensure their health and safety, as well as the health and safety of anyone else whom their work or activities may harm. (Canadian Labour Code, 2015).

Furthermore, Teryima et al. (2016) discovered that the employee attitude, working environment, possibilities for growth and development, nature of work, stress, career potentials, and development, among other things, act as difficulties that must be addressed to attain quality work-life in their study.

2.3. Theoretical Framework

The Conservation of Resources (COR) theory is a resource adaptation theory that investigates how people manage their resources when confronted with stressful or non-stressful situations (Halbesleben et al., 2014). This also follows the career motivation theory which is used to understand employees' career-related attitudes and behavior. The theory explains various career and work-related behaviors such as searching for and accepting a job, deciding to stay with an organization, revising. Pomsuwan (2007) cited Frederick Herzberg's Two Factor Theory of Motivation, a content model of motivation that different factors create satisfaction and dissatisfaction in work. When the output/input ratio is viewed as equivalent, there is not much motivation to change the situation. Hygiene factors are essential in helping individuals stop being dissatisfied at work, but they alone will never help individuals reach high levels of satisfaction. The teaching theory is rooted in the basis of the theory of human nature.

The need satisfaction approach to QWL is based on Maslow's Hierarchy of Needs. Maslow's hierarchy of needs is a psychological theory that explains human motivation by focusing

on different levels of needs. According to the theory, humans are motivated to meet their needs in a hierarchical order. This list starts with the most basic needs and progresses to more advanced needs. Maslow and the humanists don't believe that most people reach self-actualization. They think that we are always searching for it, and the closer we are, the more we can learn.

3. Methodology

This study employed the descriptive-correlational research design in determining the relationship between school educational resources as predictors to teachers' quality of work-life.

This study was conducted in 26 public elementary schools in Candelaria District, 15 schools from East and 11 schools from West District, province of Quezon. There were 534 public school teaching personnel who were grouped and became the respondents of the study. The participants were purposively chosen who agreed to answer the research questionnaire. The respondents were mostly from Candelaria East District, within the age ranges from 41 to 50 years old (30.71%), female (87.64%), married (74.91%), Master's educational level (46.82%), specializing in General Education (76.03%), Teacher I (38.01%), with 1-10 years in teaching profession (48.13%), coming from a large school (45.88%), under Developing school-based management level (50.56%) and have at least one ancillary service (52.62%).

The study used a researcher-made questionnaire as the primary instrument to gather data. The questionnaire is divided into three parts. The first part describes the respondents' profile which includes the name, school, age, gender, civil status, educational attainment, area of specialization, designation, years in service, school classification, SBM level and ancillary services. The second part covers the management of educational resources which includes physical/material resources, time resources, financial resources, human resources, information and communication resources and community resources. The last part conforms to quality of work-life which includes job satisfaction, workplace stress, working condition/job environment, work-life balance and safety and health. Cronbach's alpha was used by the researcher to determine the instrument's internal consistency. The statements were in a 4-Likert style format.

Because of the strict health protocols in place during the data collection period, the researcher created a Google form to conduct the survey with the link distributed to all 26 public schools in the Candelaria District. The researcher ensured the confidentiality of the respondents' data.

In dealing with the data regarding various school educational resource management and quality work-life dimensions of teachers, mean and standard deviation were used. To test the correlation of the perceived educational resource management and the perceived level of respondents' quality of work-life, Pearson product-moment correlations was used. A stepwise multiple regression was used to determine which factors of educational resources singly or in combination, relate to the respondents' work-life quality. To find out if there is significant difference in the perception of the two groups of respondents (group 1 for Teachers I-III and group 2 for OIC/TICs, master teachers, head teachers, coordinators and school principals) to the management of educational resources and level of quality of work-life, Analysis of Variance was used.

4. Findings and Discussion

Table 1

Summary of Perceived Extent of Physical/ Material Resource Management

Indicators	Mean	SD	Verbal Interpretation
Utilization of Physical/Material Resources	3.48	0.51	Managed
Adequacy of Physical/Material Resources	3.47	0.53	Managed
Overall	**3.48**	**0.52**	**Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table 1 summarizes the mean level of the respondent's perception concerning the management of physical resources. Data reveals that respondents both interpreted as agree/managed on the variables related to physical resources with the overall mean of 3.48 and 0.52 SD. This signifies that school authorities have carefully established and managed physical or material resource management in their respective schools.

The difference of the two indicators is 0.01 which means that respondents agreed that utilization and adequacy of physical resources should always be together that is controlled and managed by the school leaders**.** This implies that physical/material resources should not only be available, but also adequate.

The effective use of school resources has an impact on educational institution personnel' job performance and students' learning outcomes. Investing in educational resources is critical for

ensuring that educational institutions foster student collaboration and integration, as well as a pleasant and welcoming school atmosphere which is similar to Mugure's (2012) study that an organization's availability of resources is crucial to attaining its objectives and goals.

Table 2

Summary of Perceived Extent of Time Resource Management

Indicators	Mean	SD	Verbal Interpretation
Availability of Time	3.49	0.56	Managed
In-school/Work time	3.49	0.56	Managed
Work from Home	3.59	0.49	Well-Managed
Overall	**3.52**	**0.54**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table 2 demonstrates the mean level summary of the respondent's perception concerning the management of time resources. This presents that sub variables one and two which got the lowest mean of 3.49 and 0.56 SD implies that respondents do not prioritize onsite schedule of reporting and doing school-related tasks**.** In contrary, work from home set-up has the highest mean of 3.59 and 0.49 SD which tells that personnel preferred to have WFH schedule instead the other two options. This is because school leaders effectively managed the WFH schedule to allow teachers to complete school-related tasks at home, which was more convenient during the pandemic.

In general, it has the overall mean of 3.52 and 0.54 SD interpreted as well-managed which signifies that school authorities have carefully established and followed time resource management effectively. Improving personal effectiveness requires an individual to control and manage time effectively in doing relevant activities. Thus, good leaders always remind the essential tasks that the school needs to prioritize be it onsite of WFH schedule. This study is related to the findings of Davidescu et al. (2020) who emphasized that employees under work from home schedule felt satisfied with their jobs, which could be attributed to the flexibility of working hours compared to more static office-based hours and reduced commuting time.

Table 3 summarizes the mean level of the respondent's perception concerning the financial resource management. It displays the planning and utilization of financial resources agreed by the respondents which has the lowest mean of 3.54 and 0.56 SD. Though it has the lowest mean, school

still sensibly managed well their financial resources without sacrificing educational quality. It simply served to highlight the principal's capacity to manage and allocate cash.

Table 3

Summary of Perceived Extent of Financial Resource Management

Indicators	Mean	SD	Verbal Interpretation
Planning and Utilization of Funds	3.54	0.56	Well-Managed
Transparency	3.56	0.56	Well-Managed
Donation	3.57	0.52	Well-Managed
Overall	**3.56**	**0.55**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Meanwhile, most of the respondents strongly agreed about dealing with donations which has the highest mean of 3.57 and 0.52 SD. It means that school leaders managed well all the donations received by the school from record keeping, monitoring and evaluating whether those donated materials were still adequate and functional for educational purposes.

In general, respondents strongly agreed on all the variables of financial resource management with an overall mean of 3.56 and 0.55 SD. This signifies that school leaders managed well the financial management that are carefully established and followed to plan, procure, utilize, be transparent and accountable to all financial resources.

In this study, one of the responsibilities of school leaders for a specific educational institution is to ensure and keep track of the proper, adequate, and accountable utilization of educational resources budgeted. It is similar to the study of Carpio et al. (2014) who emphasized that financial management ability is an important characteristic of a school administrator. Thus, financial management includes tasks for managing all funds raised and allocated in a specific school.

Table 4

Summary of Perceived Extent of Human Resource Management

Indicators	Mean	SD	Verbal Interpretation
Management of Personnel	3.51	0.57	Well-Managed
Training and Development	3.59	0.51	Well-Managed
Benefits of Teachers	3.58	0.51	Well-Managed
Overall	**3.56**	**0.55**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Table 4 summarizes the mean level of the respondent's perception regarding human resource management. Though it reveals that management of personnel has the lowest mean of 3.51 and 0.57 SD, this still signifies that school leaders managed well their teaching personnel. As a result, teachers are satisfied with the welfare provided and supported by their leaders, as well as the substantial benefits they have received.

Meanwhile, most of the respondents strongly agreed about training and development with the highest mean of 3.59 and 0.51 SD. It signifies that teachers enjoy activities about training and development are well-managed by the school leaders showing their good skills in imparting specific knowledge and abilities through orientation, communication, supervision, conflict resolution, motivation, and ensuring teachers' professional development.

In general, respondents agreed and interpreted as well-managed on all the variables related to human resource management with an overall mean of 3.56 and 0.55 SD. This signifies that school leaders have carefully established, developed and managed career orientation and professional development. Furthermore, good leaders are constantly providing opportunities for teachers to participate in various activities and programs to share their best available talents through with adequate remuneration and other means of job satisfaction and fulfillment.

Comprehensive evaluation of school success is based not only on the leadership of school principals, but also on the school management personnel, which includes motivation of teachers and administrative staff. Meanwhile, it is connected to the study of Redońa and De Cadiz (2019) who cited that in order to build a harmonious relationship and conduct various activities to help realize the functions to be delivered both to schools and students, one must possess great skill in human resource management and cooperating with school members, teachers, and administrative staff.

Table 5

Summary of Perceived Extent of Information and Communication Resource Management

Indicators	Mean	SD	Verbal Interpretation
Availability of Information and Communication Technology	3.49	0.56	Managed
Frequency of Usage	3.57	0.50	Well-Managed
Overall	**3.53**	**0.53**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

Based on the results, ICT availability, has a lower mean in the table with a 3.49 mean and a 0.56 SD. It means that school administrators ensured that some schools had access to ICT. This shows that some schools still need to improve their ICT infrastructure. DepEd hopes to enhance ICT literacy among students, teachers, and school administrators by incorporating ICT into the educational system. However, with a higher mean of 3.57 and 0.50 SD, most respondents strongly agreed on the frequency of consumption. According to the respondents, school administrators know that teachers' enhanced ICT proficiency positively impacts the frequency with which ICT is used in the classroom. It indicates that the respective school authorities well managed the frequent usage of ICT.

Data in Table 5 show that respondents rated all of the factors relating to ICT availability and usage frequency as "strongly agree." The respondents' average degree of perception of managing information and communication resources with an overall mean is 3.53 and 0.53 SD shows that school administrators adequately set up and controlled ICT by stressing to teachers the value of these resources as effective teaching aids in the current context. To encourage innovation and expand its usage, it thus mobilizes resources for ICT in education research and assessment.

The study by Petko et al. (2017) stressed that the quality of using digital technology is determined not only by the type of technology and the reason for which it is used but also by the technology's implementation, which is comparable to this one. Therefore, having ICT available is essential, but it is not enough for a school to improve the students' computer literacy. Also important is how well it is implemented and how frequently ICT is incorporated into any schoolwork.

Table 6

Summary of Perceived Extent of Community Resource Management

Indicators	Mean	SD	Verbal Interpretation
Educational Programs and Activities	3.51	0.52	Well-Managed
Health Promotion Programs	3.57	0.51	Well-Managed
Overall	**3.54**	**0.52**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

The perception summary for community resource management is shown in Table 6. The lower mean of 3.51 and 0.52 SD for the measures related to educational programs and activities were viewed as highly agreeing. This demonstrated that school administrators continued to

promote educational initiatives just to inform teachers of new opportunities to enhance their professional advancement capacity. However, with a higher mean of 3.57 and 0.51 SD, most respondents felt that they strongly agreed with the indications of health promotion initiatives. This shows that school administrators effectively managed the health-related initiatives crucial to this pandemic. For teaching staff to perform their job tasks and fulfill the needs of their pupils, school administrators must support staff wellness.

With an overall mean of 3.54 and 0.52 SD, respondents strongly agreed on the indicators of the variable on community resources. This indicates that school administrators did an excellent job of allowing teachers to participate in and utilize local resources in their specific schools and communities. Thus, good school leaders also supported laws and procedures that give people's welfare and dignity and a lot of chances to succeed and achieve personal goals a high priority be it on education and health programs.

According to Herber et al. (2011), employee morale directly affects the learning environment at the school. Schools that offer health promotion initiatives indicate that teachers and other staff employees feel more motivated have a better mood, and are generally in better health. It has been discovered that schools with solid teacher morale increase student achievement.

Table 7

Summary of Perceived Extent of Educational Resource Management

Indicators	Mean	SD	Verbal Interpretation
Physical/Material Resource Management	3.48	0.52	Managed
Time Resource Management	3.52	0.54	Well-Managed
Financial Resource Management	3.56	0.56	Well-Managed
Human Resource Management	3.56	0.55	Well-Managed
Information and Communication Resource Management	3.53	0.53	Well-Managed
Community Resource Management	3.54	0.52	Well-Managed
Overall	**3.53**	**0.54**	**Well-Managed**

Legend: 3.50-4.00 Strongly Agree/ Well- Managed; 2.50-3.49- Agree/Managed; 1.50 -2.50 Disagree/Fairly Managed; 1.00 -1.49 Strongly Disagree/ Not Managed at all

The respondents' perceptions of the educational resources available at their schools are summarized in Table 7. The respondents firmly agreed upon all of the variables with a well-

managed interpretation, except for their physical and material resources, which they also strongly decided upon.

Despite their agreement on these points, teachers might hold that their particular school administrators had done an excellent job managing the physical and material resources. National or top management provides most of the funding for the Department of Education's school budget. All requirements for the school, including facilities and instructional materials, must be put out to bid. A reasonable sum will be selected to cover all needs. Regarding building and other infrastructure projects, some government efforts tend to take longer to create. In other words, using those infrastructures involves time on the part of the teacher.

Respondents viewed physical or material resources as having the lowest mean of 3.48 and 0.52 SD because they were believed to be unimportant or unavailable at their school. According to respondents' perceptions, which are well-managed, financial resource and human resource management had the highest means of 3.56 and 0.56 SD and 0.55 SD, respectively. These two factors are crucial to any firm. Human resources help the organization achieve its aims and objectives. It guarantees an effective working environment through policies and a set of norms. Hiring talented and qualified personnel for the company is the primary responsibility of human resource management. HR creates policies such as training and development, attractive salaries and compensation, incentives, promotion policies, and other measures to keep such a workforce for a long time and prevent high labor turnover. Financial resources must be used in the meantime to pay for additional school expenses like phone and WiFi, to finance school infrastructure and projects like handwashing stations, clinics, and other similar things, to develop learning materials like printing lesson plans, to allocate funds for teacher development, and to oversee all of this. It's crucial to control how much money comes in and goes out of a company. Allocating money properly and efficiently becomes challenging without those mentioned above.

The Candelaria district's administration of educational resources is generally thought to be effective, and respondents concur with this assessment. They felt that their school leaders effectively managed them while creating long-term plans for allocating and utilizing school resources. Overall, it has a 3.53 mean and a 0.54 SD. As a result, to accomplish school objectives, school administrators must have a comprehensive vision for the attainment of instructions and an excellent curriculum. Influential leaders invest time in employee mentoring and creating educational initiatives. They also acknowledge the importance of ICT and community potential for staff development and school operations. This is related to Berg and Mangin's (2013) point that

school principals should have a comprehensive, distinct, active, ambitious, and results-driven vision. Vision is crucial for the performance of an organization.

Table 8

Summary of the Perceived Level of Quality of Work-Life

Indicators	Mean	SD	Verbal Interpretation
Job Satisfaction	3.58	0.46	Very Satisfied
Workplace Stress	2.76	0.55	Satisfied
Financial Reimbursement	3.26	0.52	Satisfied
Working Condition/Job Environment	3.41	0.52	Satisfied
Work-life Balance	3.23	0.53	Satisfied
Safety and Health	3.27	0.53	Satisfied
Overall	**3.25**	**0.52**	**Satisfied**

Legend: 3.50-4.00 Strongly Agree/ Very Satisfied; 2.50-3.49- Agree/Satisfied; 1.50 -2.50 Disagree/Slightly Satisfied; 1.00 -1.49 Strongly Disagree/ Not Satisfied

Table 8 shows the perception summary of the respondents when it comes to quality of work-life. It can be gleaned that the overall mean of 3.25 and 0.52 SD was interpreted as agree. This revealed that teachers are satisfied with the given variables regarding the quality of work-life. Furthermore, teachers strive to improve their profession, which helps them improve their personal lives according to their workplace. Moreover, respondents agreed on job satisfaction which has the highest mean of 3.58 and 0.46 SD. This implies that respondents are very satisfied with their jobs. According to the respondents, they enjoy the benefits provided by their organizations, such as recognition and rewards, doing their duties, and working with their coworkers as members of the organization. They are eager to contribute their full abilities to the organization's success with these. As a result, they seek jobs that allow them to put their skills and talents to good use while providing a sense of fulfillment.

Respondents, on the other hand, agreed on the indicators relating to workplace stress, which received the lowest mean of 2.76 and 0.55 SD interpreted as agreeing. Despite having the lowest mean, respondents were satisfied with this variable. They would be able to manage the time and stress caused by the type of work they do. This revealed that teachers are still satisfied with the workplace stress that they have because they can still find time to relax and rest.

Respondents perceived their quality of work-life in relation to their overall working environment and coworkers, taking into account human dimensions, technical considerations, and

economic factors. It is beneficial to be in a positive working environment while also meeting other personal needs. It also suggests that having a high quality of work-life is synonymous with an employee's ability to meet professional and personal demands in the institution they work. Thus, improving the quality of work life could have a better impact on the productivity of the teachers. Consequently, it is related to the work of Pandey (2015), who pointed out that quality of work-life is a human resource management concept that is used to improve employees' work lives. Furthermore, Gupta et al. (2016) added that quality work life is an employee's contentment as they work to improve their career, allowing them to improve their personal lives through their work and work environment.

Table 9

Summary of Test of Correlations of the Perceived Educational Resource Management and Quality of Work-Life

Educational Resources Mgt	Quality of Work Life						
	Job Satisfaction	Workplace Stress	Financial Reimbursement	Working Condition	Work life Balance	Safety and Health	Overall Quality Work life
Physical Resources Mgt	.620**	.340**	.364**	.582**	.448**	.511**	.606**
Time Resource Mgt	.632**	.343**	.380**	.604**	.447**	.505**	.615**
Financial Resource Mgt.	.624**	.340**	.345**	.592**	.394**	.494**	.589**
Human Resource Mgt	.657**	.344**	.385**	.599**	.418**	.494**	.612**
ICT Mgt	.628**	.364**	.396**	.560**	.429**	.499**	.608**
Community Resources	.635**	.408**	.423**	.616**	.456**	.546**	.654**

**. Correlation is significant at the 0.01 level (2-tailed).

Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

When examined at the p.05 level, the results show that all factors have a moderately significant connection. These findings will also serve as the foundation for identifying the aspects of educational resource management (IV) that have a substantial impact on respondents' work-life

balance (DV).

Table 9 reveals that respondents' perception on quality of work-life in terms of job satisfaction, workplace stress, financial reimbursement, working condition, work-life balance , safety and health has a weak to strong association in the ranges of r-values in terms of the sub variables of physical resources (r= .340 to .620, N=534, p<0.01), time resources (r=.343 to .632, N=534, p<0.01), financial resources (r=.340 to .624, N=534, p<0.01), human resources (r=.344 to .657, N=534, p<0.01), Information and communication resources (r=.364 to .628, N=534, p<0.01) and community resources (r=.408 to .635, N=534, p<0.01).

Based on this result, physical/material resources, time resources, human resources and information and communication resources have strong association to respondents' quality of work-life while financial resources have moderate association based on their overall r-values. However, the overall r-values of 0.654, which is the highest in the study, states the strong significant relationship between community resource management and teaching personnel's quality of work-life. Thus, community resource development is all about improving the quality of work-life and engagement by strengthening communities through civic engagement, professional development, safety and health benefits, and allocating these resources in the most effective way for desirable individuals. Royuela et al. (2008) pointed out quality of working life and identified several dimensions of QWL, including health and safety, employee engagement, work organization and work-life balance, diversity, and non-discrimination. As a result, how well a school attracts, recruits, inspires, and retains teachers has a significant impact on its overall performance. Hence, schools must implement a plan to improve school community resources and employees' work-life quality in order to meet both organizational goals and employee's needs. In this regard, school leaders should be trained and motivated to develop their colleagues effectively and efficiently. This is similar to the study of Pandey (2015), who emphasized that quality of work-life is a human resource management concept that is used to improve employees' work lives.

Table 10 shows the multiple regression analysis that community resource management and physical/material resource management contributed significantly to the regression model F (2, 534) = 218.877, p< 0.000 and accounted for 45% of the variation to the educational resources management scores and the remaining 55% are accounted to some variables that are not included in the regression analysis.

Table 10

Regression of Work-life Quality on School's Educational Resource Management

Coefficients. Included Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.227	0.103		11.944	.000
Community Resources	0.396	0.044	0.461	9.061	.000
Physical/Material Resources	0.208	0.043	0.249	4.893	.000

Adj. R^2 = 0.45　　　　　　　　　　　*Dependent Variable: Level of Quality of Work Life*

F (2, 534) = 218.877

p<0.000

N=534

Hence, the model suggests that community resource management and physical/material resource management are factors that significantly relate to the respondents' quality work-life in terms of job satisfaction, workplace stress, financial reimbursement, working condition, work life balance, and safety and health, which produces the final regression:

$$QWL = 1.227 + 0.396CRM + 0.208PMRM$$

Where:

QWL = Quality of Work-life

CRM = Community resources management

PMRM = Physical/Material Resource Management

The equation tells that for every one (1) point increase in respondent's perceived well management of the school's educational resources in terms of community resources, there is 0.396 point increase in the perceived quality work-life of the respondents holding other variables constant.

Nowadays, community can be used by experienced and young educators to involve in various professional, health, and safety programs that can present unique and sometimes difficult challenges for which many are unprepared. However, when these challenges are met and overcome, community engagement can provide teachers and school leaders with significant

growth opportunities. Thus, it is critical to address the most pressing needs, educational programs, and safety and health.

In this present situation, it is very important to take care of our teaching personnel so that they can continue their mission as agents of change. Directs and supervises education and teaching programs for a specific school. All of these would be possible if teaching personnel have the necessary knowledge and skills, which can only be obtained through various educational programs. As emphasized by Coker et al., (2017), the depth of an experiential learning program is directly related to high order and overall educational experiences. Furthermore, Celio et al. (2011) highlighted the impact of experiential learning as part of community programs and activities, concluding that it increased significant self-esteem, civic engagement, and social skills.

Moreover, the model also predicts that for every one (1) point increase in the respondent's perceived well management of the school's educational resources in terms of physical/material resources, the model predicts 0.208 points increase in the perceived quality of work-life of the respondents holding other variables constant. Similarly, if the school has a well-managed physical/materials resources, these will affect teachers' ability to teach, teacher morale, and even teachers' health and safety. In the study, having available and adequate physical materials creates conducive environment for both teaching and learning. This will motivate teaching personnel in the execution of their duties and responsibilities because they will no longer produce other instructional materials out of their pocket. Likewise, Osuji (2016) pointed out the importance of physical/material resources in creating of conducive environment for teaching and learning, motivating school teachers to carry out their responsibilities, reducing feeling of insecurity in the school setting and providing teachers a sense of fulfillment on the job which contributes to the achievement of educational objectives through the high performance of students and teachers.

Generally, the result shows that community resources and physical/material resources affects the respondents' level of satisfaction in terms of quality of work life. On the other hand, time resources, financial resources, human resources and information and communication technology resources are not included to educational resources in the school that influence to respondents' quality of work-life.

Respondents perceived that in this current situation, time resources such as planning and controlling how much time to spend on specific activities, they are still able to adapt and do school-related tasks because they have the option to work on-site or from home. Furthermore, financial resources have no effect on teachers' quality of life at work because, from planning and utilization

to the liquidation of financial reports, only key personnel are directly involved in the process. Meanwhile, human resource management has no direct impact on respondents' work-life satisfaction. This could be because teaching personnel is already in use, and this has been the practice of teachers since then in terms of managing human resources. Personnel have been attending various seminars and training on a regular basis since the beginning, believing that it will benefit them as well as the organization's efficiency and effectiveness. Finally, respondents' work-life quality is unaffected by information and communication technology resources. School-related factors such as school policy, top management support, and school ownership have the greatest influence on the availability of information and communication infrastructure. According to the respondents, not all schools have the capacity to sustain the needs and maintenance of ICT.

Table 11 shows the test of difference on the perceptions among the group of respondents (eight of them based on designations; group 1 for Teachers I-III and group 2 for teachers with managerial function such as coordinators, OIC/TIC, master teachers, head teachers and school principal) using the ANOVA reveals F (7, 526) =.717, p=.657 no significant difference on the perceived management of educational resources and level of quality of work-life when tested at p<.05. This means that generally, the perceptions are similar. The means are closely related.

The overall 0.717 f-value which is higher than the critical value of .657 implies that educational resource management is significant to respondents' quality of work-life. As a result, group 1 perceived educational resources in Candelaria District to be well-managed in the same way that group 2 perceived educational resource management to have a significant relationship to the level of their quality of work-life. This means that there is no significant difference in the perceptions of the two groups of respondents to the management of educational resources and level of quality of work-life.

This could be because the respondents perceived the needs of their assigned school, regardless of their designations or positions, and understood how well their school leaders supported and managed educational resources to facilitate school administration and develop a conducive teaching-learning process.

Table 11

ANOVA on the Perceived Management of Educational Resources and Level of Quality Work-Life

		Sum of Squares	df	Mean Square	F	Sig.
Physical/Material Resources	Between Groups	3.194	7	.456	1.965	.058
	Within Groups	122.172	526	.232		
	Total	125.367	533			
Time Resources	Between Groups	2.804	7	.401	1.727	.100
	Within Groups	122.032	526	.232		
	Total	124.836	533			
Financial Resources	Between Groups	2.386	7	.341	1.415	.197
	Within Groups	126.687	526	.241		
	Total	129.072	533			
Human Resources	Between Groups	3.236	7	.462	1.967	.058
	Within Groups	123.638	526	.235		
	Total	126.873	533			
Information and Communication Resources	Between Groups	2.417	7	.345	1.588	.136
	Within Groups	114.384	526	.217		
	Total	116.801	533			
Community Resources	Between Groups	2.101	7	.300	1.353	.223
	Within Groups	116.728	526	.222		
	Total	118.830	533			
Job Satisfaction	Between Groups	2.176	7	.311	1.500	.165
	Within Groups	108.992	526	.207		
	Total	111.168	533			
Workplace Stress	Between Groups	2.217	7	.317	1.028	.411
	Within Groups	162.114	526	.308		
	Total	164.331	533			
Financial Reimbursement	Between Groups	1.797	7	.257	.926	.486
	Within Groups	145.915	526	.277		
	Total	147.712	533			
Working Condition /Job Environment	Between Groups	2.107	7	.301	1.120	.349
	Within Groups	141.432	526	.269		
	Total	143.539	533			
Work life Balance	Between Groups	.947	7	.135	.478	.851
	Within Groups	149.014	526	.283		
	Total	149.961	533			
Safety and Health	Between Groups	1.041	7	.149	.527	.815
	Within Groups	148.566	526	.282		
	Total	149.607	533			
Overall Work life Quality	Between Groups	.829	7	.118	.717	.657
	Within Groups	86.798	526	.165		
	Total	87.627	533			

Significant at p<.05

Each member of the school system understands and relies on adequate and appropriate resources, and they expect that the extent of managing various educational resources will also boost the morale of each teaching personnel who coordinate other activities in the school system and ensure goal achievement. If this occurs, it will create a favorable work environment for them while they are employed by the organization. On the contrary, the findings of Akram and Amir

(2020) revealed that their respondents' perceptions of quality of work-life in terms of safe and healthy working conditions, receiving adequate and fair remuneration, and being capable of development as human beings was significantly different for teachers based on their designation on all dimensions except job satisfaction and job security.

5. Conclusion

This study attempts to determine the relations of school educational resource management and teachers' quality of work-life among public school teachers in Candelaria District. Through descriptive-correlational design, 534 public elementary school teachers from 26 schools were chosen through total enumeration. The study used a researcher-made survey questionnaire as an instrument.

Results showed that overall perception of the respondents regarding their school educational resource management is interpreted as well-Managed. Meanwhile, the level of quality of respondents' work-life are perceived by the respondents as satisfied. Likewise, considering the results, the findings revealed that all variables have significant relationship with a moderate degree when tested at $p<.05$ level. Moreover, the community resource management and physical/material resource management are factors that significantly relate to respondents' quality work-life. Furthermore, there is no significant difference in the perceptions of the two groups of respondents to the management of educational resources and level of quality of work-life.

The study respectfully recommended that school leaders may collaborate to community in planning of potential activities and programs and allot budget to sustain school physical to enhance delivery of instructions. They may prioritize the management of community and physical resources since these are the two factors that can be linked to teaching personnel's quality of work-life.

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