

# Schools' Utilization of Learning Resources Basis for The Development of Guidelines on The Utilization of Learning Resources

FLORANTE D. GARCIA, PHD  
RODEL C. APOSTOL, EDD  
KATREENA BALUYOT  
DANILO V. HERNANDEZ, JR.  
HECTOR NGALES

*Abstract* — This research explores how public schools in Parañaque City utilize learning resources, their challenges, and best practices for maximizing effectiveness in diverse educational environments. Using quantitative-descriptive statistical analysis, the study assesses 45 schools to evaluate the impact of traditional (textbooks, libraries) and digital resources (online platforms, educational software) on academic outcomes. It highlights the importance of integrating these tools, particularly as digital resources help bridge educational gaps. Challenges include unequal access to resources, technology deficits, and insufficient training for assigned focal persons for school learning resources and even school librarians. Effective resource management is crucial to avoid waste and ensure availability, with regular staff training emphasized. The study finds that schools with efficient resource allocation achieve better outcomes, but face issues like delivery delays and inadequate digital tools. Recommendations include improving distribution processes and fostering collaboration among educators to enhance resource management and overall learning effectiveness

*Keywords* — *Schools, Utilization, Learning Resources*

---

## I. Introduction

In modern education, public schools play a pivotal role in shaping future generations by providing students access to various learning resources. The effective utilization of these resources has become increasingly important considering rapid technological advancements and evolving educational paradigms. Learning resources encompass a broad spectrum, including traditional materials such as textbooks, visual aids, and libraries, as well as digital tools like online learning platforms, educational software, and interactive media. Public schools are tasked with providing these resources and ensuring they are used optimally to enhance learning outcomes.

Several factors, including government funding, teacher expertise, administrative policies, and the school's overall infrastructure, influence the integration of learning resources in public schools. Schools in different regions may experience varying levels of access to these resources, which can lead to disparities in educational opportunities. However, with the rise of digital learning tools, there is potential to mitigate these disparities and offer more equitable access to high-quality educational materials.

Furthermore, the utilization of learning resources is closely linked to pedagogical approaches. Teachers must be skilled in selecting and employing resources that align with curriculum standards and support diverse learning styles. Resources that promote interactive, student-centered learning can significantly enhance engagement and retention of knowledge, especially when blended with traditional instructional methods. In this context, public schools must also navigate challenges such as resource limitations, technology gaps, and the need for continuous professional development to keep educators up to date with emerging learning tools.

This research explores how public schools utilize learning resources, examines the challenges they face, and identifies best practices for maximizing resource effectiveness in diverse educational settings. The findings aim to contribute to the broader discourse on improving public education through strategic investment in and application of learning resources.

Learning resources play a very crucial role in determining the success of the teaching-learning process. As defined in DepEd Order # 18, s. 2020, learning resources refer to any text-based (print or non-print) or non-text-based materials (devices, tools, equipment, manipulative toys) aligned with the K to 12 curriculum and as primary bases or supplements to teaching and learning processes.

The Schools Division of Paranaque City used varied modes of learning resources for any type of learning modality to improve the foundational skills of learners and ensure a learner-centered environment. Modes of Learning Resources refer to the different formats and mediums through which educational materials and tools are delivered to facilitate learning. These modes serve diverse learning preferences, environments, and technological capabilities.

Becker et al. (2017) identified blended learning designs as a key factor driving technology adoption in higher education over the next 1–2 years. This approach combines online and in-person classes, leveraging the benefits of traditional instruction—like direct interaction and immediate feedback—alongside the flexibility of online tools. Blended learning promotes active learning, personalized pacing, and engagement through multimedia resources, quizzes, and discussion forums, making it a versatile solution for diverse student needs.

Nurkolis & Sulisworo (2018) assert that effective school resource management involves achieving management goals and optimizing the use of various resources—such as educators, infrastructure, and learning materials—to support educational activities and benefit the community. Proper management ensures that both physical and digital resources, like textbooks and technology, are used efficiently, preventing waste and ensuring their availability and accurate utilization when needed.

Printed materials offer a tactile experience that enhances memory retention and helps teachers strengthen students' self-advocacy skills. Education aims to foster intensive and critical thinking, with the ultimate goal being the development of both intelligence and character (Passion, 2019).

Digitized learning resources play a crucial role in modern education by enhancing access, engagement, and overall learning experiences. They can be tailored for learners with disabilities through tools like screen readers and adjustable font sizes, promoting inclusivity. According to Rodriguez-Segura (2020), digital solutions that support teacher instruction are particularly effective in improving learning outcomes, especially when they complement rather than replace traditional teaching practices.

Learning Resources Infrastructure encompasses the physical, digital, and organizational systems that facilitate the management and delivery of educational resources. The rise of online learning resources, driven by advancements in technology and social media in the early twenty-first century, has transformed education into more interactive and web-based formats (Fachrunnisa et al., 2020; Suprijo et al., 2019).

Physical learning resources, like school laboratories, offer hands-on experience in scientific inquiry. Baars et al. (2020) highlight a growing body of research linking innovative Physical Learning Environments (PLEs) to innovative Physical Psychosocial Learning Environments (PSLEs). However, this relationship is complex; an innovative PLE does not guarantee an innovative PSLE. Success depends on aligning the intended use of the PLE with teachers' pedagogical vision and practices (Daniels et al., 2019).

The learning resource management process involves identifying the needs of students and teachers and ensuring the necessary resources are provided. This process includes considering various investment areas, such as hiring teachers, acquiring instructional materials, and investing in technology.

The Division of Paranaque is addressing the shortage of learning materials under the new MATATAG Curriculum by researching the utilization of resources and the challenges schools face in implementing effective interventions.

This action research sought to gather data on the assessment of schools on the utilization of learning resources during the first quarter of School Year 2024-2025.

Specifically, it sought to find answers to the following questions:

1. What is the assessment of the schools on the utilization of learning resources in terms of the following
  - 1.1.Learning Management Resources
  - 1.2.Printed Learning Resources
  - 1.3.Digitized Learning Resources
  - 1.4.Learning Resources Infrastructure

### 1.5. Physical Learning Resources

2. Is there a significant difference in the assessment of the utilization of learning resources between elementary and secondary schools when taken as the test factor?

What are the issues and concerns encountered by the schools on the utilization of learning resources?

## II. Methodology

The respondents of this action research are school principals of 27 elementary and 18 secondary schools of the Schools Division of Parañaque with a total of 45 public schools.

The use of online learning methods in blended learning helps the course designers in using learning materials as their preference. Blended learning is one of the most accepted learning modes where the learners get the opportunity to learn using online digital media as well as traditional classroom methods (Bonk & Graham, 2013).

Rodriguez-Segura, (2020), digital learning solutions that are designed to improve teacher instruction tend to be the most effective in improving learning outcomes, especially when they are designed to supply – and not to replace - best practices for teaching.

Choppin and Bory (2017), digital instructional materials have the potential for increased individual interactivity.

This study adopted the quantitative-descriptive statistical analysis of the research data was conducted to determine the overall utilization of learning resources of the 45 schools in the Schools Division of Paranaque City.

The data gathered by the researchers in this study was statistically analyzed using the SPSS software. Using Frequency Count and Percentage for analysis of the demographic profile of the respondents. Weighted Mean was used in determining the magnitude of the responses of the respondents on their utilization of learning resources. Standard Deviation was used to employ every item that required the mean values to determine the measures of utilization of the responses given by the respondents. The researcher used the following Likert scale:

### Respondents' Assessment of the Utilization of Learning Resources

Scale	Verbal Description	Verbal Interpretation
3.51-4.00	Very Evident	Highly Implemented
2.51-3.50	Evident	Implemented
1.51-2.50	Slightly Evident	Slightly Implemented
1.00-1.50	Not Evident	Not Implemented

T-test and/or ANOVA – The researcher used this tool to analyze significant differences in the assessment between the elementary and secondary schools regarding the utilization of learning resources. The decision criteria are when the hypotheses were analyzed using the 0.05 level of significance. The respondents of this study are the school heads of the 45 schools of the SDO Paranaque. elementary and secondary schools with 10 Districts.

**Table 1**  
**Summary of schools of Paranaque**

<b>District</b>	<b>Number of Schools</b>	<b>Percentage</b>
1	5	11.1%
2	5	11.1%
3	4	8.9%
4	5	11.1%
5	4	8.9%
6	4	8.9%
7	5	11.1%
8	4	8.9%
9	4	8.9%
10	5	11.1%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

### III. Results, Discussion, and Recommendation

**Table 2**  
**Assessment of Learning Resource Management and Utilization for Schools in Learning Management**

Learning Resources Management	Elementary School Heads		Secondary School Heads		Overall Assessment	
	Mean	VI	Mean	VI	Mean	VI
Assigns school LR / librarian focal person to manage and utilize varied Learning resources.	3.15	E	3.28	HE	3.21	E
Assigns school LR / librarian to conduct inventory report and provide accurate data on the needs assessment and identify gaps in schools Implementation of the utilization of a learning management system.	3.11	E	3.06	E	3.08	E
Assigns school LR / librarian to conduct an orientation on the utilization of Learning resources using the school LR portal.	3.04	E	2.89	E	2.96	E
Creates a School-based Quality Assurance Team across learning areas to ensure the evaluation of the development of quality learning resources.	2.96	E	2.50	E	2.73	E
Allocates developed learning materials to respective levels and subject area teachers.	3.22	E	3.17	E	3.19	E
<b>Overall Assessment</b>	<b>3.10</b>	<b>E</b>	<b>2.98</b>	<b>E</b>	<b>3.04</b>	<b>E</b>

Legend:

1.00 – 1.75 No Evident (NE)                      2.51 – 3.25 Evident (E)  
 1.76 – 2.50 Slightly Evident (SE)    3.26 – 4.00 Highly Evident (HE)

The assessment of learning resource management among school heads shows that elementary schools prioritize the effective allocation of learning materials, rated at a mean of 3.22, to ensure teachers at various levels have the necessary resources. This emphasis on accessibility is believed to enhance teaching quality. In contrast, secondary schools score slightly higher at 3.28 for assigning a dedicated librarian or Learning Resource focal person, indicating a more structured approach to managing diverse resources. This reflects the greater complexity of resource management in secondary education.

The highest mean rating of 3.21 indicates a consensus on the importance of having a dedicated LR focal person in schools, reflecting an "Evident" (E) level of understanding. While systems for managing learning resources are in place, there is potential for improvement, especially in quality assurance and inventory reporting. Both elementary and secondary schools can enhance their practices to manage better and utilize learning resources, ultimately supporting teaching and learning outcomes more effectively.

In both elementary and secondary schools, the establishment of a School-based Quality Assurance Team for evaluating learning resources has the lowest mean score of 2.73, indicating that some schools do not implement effective quality assurance practices for teaching materials.

School heads highlight a significant challenge: the lack of non-teaching personnel (NTP) to manage librarian and LRMSD coordinator duties, with teachers stepping in voluntarily despite their administrative tasks being reduced. Additionally, the assigned librarian often lacks training in using the School Learning Portal, underscoring the need for professional development to enhance learning resource management.

Choo, S. S., & Bista, K. (2021), focuses on the implementation challenges of LRMSD in schools, particularly the lack of trained personnel to manage the system effectively. It addresses the need for continuous professional development to improve the skills of coordinators and librarians responsible for managing learning resources.

The assessment indicates that while resource management structures are in place in elementary and secondary schools, significant improvements are needed to enhance the use and quality of learning materials. Although there is recognition of the importance of dedicated personnel for resource management, gaps remain in optimizing these processes. The lack of non-teaching staff and quality assurance mechanisms highlights the need for better evaluation and utilization of learning materials to support educational outcomes.

To improve the quality and effectiveness of learning resources, schools should focus on recruiting qualified staff, such as librarians and LRMSD coordinators, to alleviate the administrative burden on teachers. Ongoing training for these personnel on digital platforms is also recommended to enhance resource management capabilities. Additionally, schools should establish quality assurance teams to regularly assess learning materials and implement systematic audits of resource management practices to ensure effective classroom usage.

**Table 3**  
**Respondents' Assessment on Learning Resource Management and Utilization for schools in terms of Printed Resources Management**

Printed Learning Resources	Elementary School Heads		Secondary School Heads		Overall Assessment	
	Mean	VI	Mean	VI	Mean	VI
Distributes the following learning resources: Textbooks, Self-Learning Modules, Worksheets, and Learning Activity Sheets.	3.67	HE	3.56	HE	3.61	HE
Distributes learning resources tailored to all subjects and learner's level.	3.56	HE	3.28	HE	3.42	HE
Delivers learning resources that are aligned with the intended curriculum.	3.37	HE	3.28	HE	3.32	HE
Delivers LRs achieve the 1:1 LRs per student ratio and are in good condition.	3.19	E	2.89	E	3.04	E
Distributes learning resources that are documented.	3.37	HE	3.50	HE	3.44	HE
<b>Overall Assessment</b>	<b>3.43</b>	<b>HE</b>	<b>3.30</b>	<b>HE</b>	<b>3.36</b>	<b>HE</b>

Legend:

1.00 – 1.75 No Evident (NE)                      2.51 – 3.25 Evident (E)  
 1.76 – 2.50 Slightly Evident (SE)    3.26 – 4.00 Highly Evident (HE)



The assessment of learning resource utilization among school heads shows key insights. For elementary focal persons, the highest mean rating of 3.67 indicates a strong focus on efficiently distributing textbooks, self-learning modules, worksheets, and learning activity sheets, highlighting the importance of resource accessibility for effective teaching. In contrast, secondary school heads have a slightly lower mean rating of 3.56, reflecting a strong emphasis on managing the distribution of these materials, whether through in-person handouts or delivery services.

Both elementary and secondary school heads acknowledge the importance of effective distribution for improving education quality. The overall mean rating of 3.61 indicates a consensus on the necessity of dedicated personnel to manage and plan resource distribution, especially during phased learning. The highest ratings for items 1, 2, 3, and 5 were categorized as 'Highly Evident' or 'Highly Implemented.' However, item 4, assessing the 1:1 student-to-module ratio and the condition of resources, received lower scores—3.19 for elementary and 2.89 for secondary—indicating an 'Evident' implementation status. A notable concern is the insufficient number of printed modules, particularly in the MATATAG curriculum for subjects like AP, Math, Science, and English, with shortages in student worksheets and late deliveries from the division office affecting materials for certain grade levels, such as Grade 2.

The findings emphasize the vital role of focal persons in managing learning resources in elementary and secondary schools. Most assessed aspects received "Highly Evident" ratings, indicating a strong commitment to the effective distribution of materials like textbooks and worksheets. However, lower scores for the 1:1 student-to-module ratio reveal ongoing shortages, particularly in key subjects under the MATATAG curriculum, such as AP, Math, Science, and English. This highlights the need for better planning, timely delivery, and resource allocation to ensure equitable access for all students.

Recommendations include improving strategic planning for resource distribution to meet the 1:1 ratio, enhancing the supply chain to prevent delays, and providing additional training for focal persons to better manage and forecast resource needs. These steps are essential for optimizing the learning experience and achieving educational goals.

**Table 4**  
**Respondents' Assessment on Learning Resource Utilization for schools in terms of Digital Resources**

Digitized Learning Resources	Elementary School Heads		Secondary School Heads		Overall Assessment	
	Mean	VI	Mean	VI	Mean	VI
Develops a functional system to access digitized learning resources.	3.26	HE	2.89	E	3.07	E
Ensures the availability of all types of resources in the system.	3.15	E	2.94	E	3.05	E
Utilizes the available learning resources in the system	3.22	E	3.06	E	3.14	E
Provides feedback on the intentional errors of learning resources.	2.78	E	2.61	E	2.69	E



Utilizes digitized learning resources using the following ICT platforms: E-library portal, Word Book, Techno Kids, Book Nook, and School LR Portal	3.11	E	2.89	E	3.00	E
<b>Overall Assessment</b>	<b>3.10</b>	E	<b>2.88</b>	E	<b>2.99</b>	E

Legend:

1.00 – 1.75 No Evident (NE)                      2.51 – 3.25 Evident (E)

1.76 – 2.50 Slightly Evident (SE)    3.26 – 4.00 Highly Evident (HE)

The assessment of learning resource utilization among school heads highlights key findings regarding digital resource use. Elementary teachers show a strong awareness of the need for effective systems to access digital materials, scoring a mean of 3.26, indicating high implementation. This suggests they are successfully integrating these resources, particularly during remote learning. In contrast, secondary schools have a lower mean score of 2.89, categorized as evident implementation. The difference may stem from factors like age, as younger elementary students require more guidance, while secondary students tend to engage in more independent learning.

The assessment reveals that teachers recognize the value of digital resources in enhancing the curriculum. To effectively utilize these resources, educators need to be skilled in diverse instructional strategies like flipped classrooms and blended learning and be familiar with tools such as e-books and educational software. Continuous reflection, training, and adaptation to new technologies are crucial for improving teachers' management of digital resources, ultimately enhancing student learning outcomes.

The assessment of learning resource utilization reveals that elementary teachers have made significant progress in integrating digital resources into their teaching, with a higher implementation rate compared to secondary teachers. This suggests that younger learners benefit more from structured digital resource use, especially in blended learning environments. While secondary schools also show promise, variations in student independence may account for differences in usage. The findings highlight the need for ongoing training and adaptation in digital resource management for all educators. Recommendations include ensuring schools have access to necessary digital tools, implementing regular teacher training programs, and fostering collaboration among educators to share best practices for enhancing student engagement and learning outcomes.

**Table 5**  
**Respondents' Assessment on Learning Resource Utilization for schools in terms of Learning Resources Infrastructures**

Learning Resources Infrastructures	Elementary School Heads		Secondary School Heads		Overall Assessment	
	Mean	VI	Mean	Mean	VI	Mean
Utilizes Learning tablets to develop ICT skills needed in learning.	2.96	E	2.83	E	2.90	E
Utilizes laptops for teachers that are all serviceable with stable internet access.	3.48	HE	3.39	HE	3.44	HE
Utilizes Smart TV sets in all classrooms (with at least 42 to 70 inches) for audio and visual learning.	3.41	HE	3.39	HE	3.40	HE
Utilizes desktops in school ICT rooms with stable internet access.	3.41	HE	2.94	E	3.18	E
Sustains a stable internet connection to operationalize all ICT infrastructures.	3.15	E	3.06	E	3.10	E
<b>Overall Assessment</b>	<b>3.28</b>	HE	<b>3.12</b>	E	<b>3.20</b>	E

*Legend:*

1.00 – 1.75 No Evident (NE)                      2.51 – 3.25 Evident (E)  
 1.76 – 2.50 Slightly Evident (SE)    3.26 – 4.00 Highly Evident (HE)

The assessment of learning resource utilization indicates that both elementary and secondary teachers are effectively using laptops and Smart TVs for classroom instruction, with mean scores of 3.44 and 3.40, respectively, categorized as "Highly Evident" and "Highly Implemented." This trend reflects the proficiency of Millennial teachers (born 1981-1996) in technology, as they are more inclined to integrate digital tools into their classrooms compared to earlier generations. Research shows that these teachers adapted quickly to online and blended learning environments, utilizing platforms like Zoom and Google Classroom. Additionally, Millennial teachers actively seek professional development to enhance their technology skills, indicating a commitment to continuous learning and staying current with educational technology trends.

Schools must ensure that teachers are provided with functional laptops connected to a reliable internet connection to effectively utilize online resources and communicate without disruptions. This setup enhances instructional activities and the overall learning environment. While teachers are also using learning tablets to develop ICT skills, with a mean score of 2.90 categorized as "Evident," they prefer laptops due to their superior multitasking capabilities, such as running multiple applications simultaneously, which is essential for tasks like grading, lesson planning, and video conferencing.

Learning tablets are vital educational tools in modern classrooms and for self-directed learners, offering immediate access to a wide range of digital resources like e-books, educational apps, and online courses. They enhance learning beyond traditional textbooks and cater to individual learning speeds and styles, allowing students to progress at their own pace by revisiting challenging topics or advancing in areas where they excel.

The assessment of learning resource utilization indicates a significant integration of technology in elementary and secondary schools, particularly among Millennial teachers who favor digital tools like laptops and Smart TVs for interactive learning. Laptops are preferred for multitasking, while tablets offer personalized learning opportunities. To maximize technology's effectiveness, schools need to ensure devices are well-maintained and supported by stable internet connections. It is recommended that schools implement maintenance plans for digital devices and promote a balanced use of laptops and tablets. Ongoing investment in modern educational technologies, alongside regular evaluations and feedback from teachers and students, will enhance the learning experience and address evolving educational needs.

**Table 6**  
**Respondents' Assessment on Learning Resource Management and Utilization for schools in terms of Physical Learning Resources**

Physical Learning Resources	Elementary School Heads		Secondary School Heads		Overall Assessment	
	Mean	VI	Mean	VI	Mean	VI
Utilizes physical library with functional space and accessible to learners.	2.78	E	2.61	E	2.69	E
Utilizes library services such as borrowing textbooks by teachers and learners.	2.48	E	2.50	E	2.49	E
Utilizes physical library by enhancing e-library access to E-book collection and other electronic learning materials for teaching-learning.	2.59	E	2.28	E	2.44	E
Utilizes the school's storage rooms to maintain organization and freedom of accessing stored items that conduct regular inventory.	3.07	E	2.83	E	2.95	E
Utilizes the school's laboratories to engage learners in experiments, investigations, discoveries, inquiries, and problem-solving activities.	2.56	E	2.72	E	2.64	E
<b>Overall Assessment</b>	<b>2.70</b>	E	<b>2.59</b>	E	<b>2.64</b>	E

*Legend:*

1.00 – 1.75 *No Evident (NE)*                      2.51 – 3.25 *Evident (E)*  
 1.76 – 2.50 *Slightly Evident (SE)*    3.26 – 4.00 *Highly Evident (HE)*

Table 6 assesses the utilization of physical learning resources in schools, revealing that teachers rated the use of storage rooms highly, with a mean score of 2.95, indicating effective organization and access. However, some schools struggle with limited storage space, leading to overcrowded and disorganized rooms, which hampers efficiency. Inconsistent inventory management further complicates accessibility, often due to a lack of trained personnel. The findings emphasize that effective storage practices are essential for maintaining order and resource accessibility, ultimately enhancing the overall efficiency of school operations.

Schools face challenges with limited storage space and inconsistent inventory management, leading to overcrowded and disorganized storage rooms that hinder access to educational materials. The lack of dedicated personnel for inventory oversight worsens these issues. To improve resource utilization, schools should prioritize organizing storage spaces and implement consistent inventory practices such as categorizing items by type or frequency of use

and labeling clearly; evaluating current inventory, eliminating unnecessary items, and enhance accessibility, establish a schedule for periodic checks and updates to maintain organization; provide training on effective inventory practices and designate responsible personnel and encourage involvement from teachers, staff, and students in organizing storage spaces.

**Table 7**  
**Significant Differences in the Assessment of Elementary and Secondary Focal Persons in the Utilization of Learning Resources**

Profile	Respondents	Mean	Computed t-value	Sig	Decision on Ho	Interpretation
Learning Resources Management	Elementary SH	3.10	.549	.586	Accept Ho	Not Significant
	Secondary SH	2.98				
Printed Resources Management	Elementary SH	3.43	.894	.376	Accept Ho	Not Significant
	Secondary SH	3.30				
Digital Resources Management	Elementary SH	3.10	1.288	.205	Accept Ho	Not Significant
	Secondary SH	2.88				
Learning Resources Infrastructures	Elementary SH	3.29	.847	.402	Accept Ho	Not Significant
	Secondary SH	3.12				
Physical Resources Management	Elementary SH	2.70	.433	.667	Accept Ho	Not Significant
	Secondary SHs	2.59				

Table 7 indicates that there are no significant differences between elementary and secondary school heads in their assessment and management of learning resources. The lack of statistical significance suggests that any observed differences may be due to chance and not indicative of real performance variations. Consequently, these findings may have limited implications for policymaking or program improvements.

In conclusion, it shows no significant differences in the assessment and management of learning resources between elementary and secondary school heads, suggesting that any variations are likely due to chance. This implies that differences are not substantial enough to impact policy or program improvements. Stakeholders are encouraged to focus on broad strategies for effective resource utilization across both levels. Recommendations include developing universal resource management strategies, designing standardized training programs for focal persons, establishing a framework for ongoing evaluation of practices, engaging stakeholders in unified policy discussions, and fostering collaboration between elementary and secondary educators to share best practices.

**Issues and concerns encountered by the schools on the utilization of learning resources**

**Table 8**  
**Issues and Concerns Encountered by the School's Focal Persons in the Utilization of Learning Resources**

Theme	Statement	Respondents
Coordinators in charge	<i>The school lacks non-teaching personnel (NTP) capable of handling librarian and LRMSD coordinator duties, with teachers assisting voluntarily despite administrative tasks being removed from them.</i>	1,2,3
	<i>A lack of qualified personnel remains a challenge for performing library-related tasks and effective learning resource management.</i>	2,3,8,9
	<i>The school lacks a property custodian/librarian, pending deployment from the division office, but learning resources are still distributed and utilized.</i>	2,10,12,13,15
	<i>The AO II manages learning resource distribution, but assistance from a former custodian is vital due to the additional workload, especially with NTPs lacking the required skills.</i>	1,16,17,18
quality assurance	<i>Learning materials developed are insufficient and constrained by strict copyright protocols, preventing their reproduction for wider use.</i>	19,20
guidelines	<i>Learning activity sheets are distributed both in print and online, though there's a need for clearer guidelines on the distinction between LR rooms and storage rooms.</i>	8,18,20
training	<i>The assigned librarian lacks training on the utilization of the School Learning Portal, and there's a need to capacitate the new librarian.</i>	4,5,6,7
utilization	<i>There is an insufficient number of printed modules, with some subjects not having a 1:1 student-to-module ratio, especially in the MATATAG curriculum for subjects like AP, Math, Science, and English.</i>	3,18,20
	<i>Some printed learning resources from the division office were delivered late, and certain grade levels, like Grade 2, still have insufficient materials.</i>	2,14,18

The challenges faced by school heads in utilizing learning resources have been organized into themes based on respondents' feedback. In-person coordinators play a crucial role in managing these resources, assessing needs, allocating materials, ensuring curriculum alignment, facilitating access for teachers, and promoting collaboration among educators. They also monitor resource effectiveness and support ongoing improvement.

Quality assurance teams help maintain educational standards by evaluating learning materials, ensuring they meet curriculum requirements, and promoting accessibility for all students, including those with special needs. Guidelines for utilizing resources are vital for organizing access, ensuring quality, promoting inclusivity, and integrating technology effectively.

Training for school coordinators in resource management is essential for optimizing resource allocation and enhancing communication among stakeholders. This training equips them with the knowledge to adapt to educational changes and improves overall student outcomes. Effective utilization of learning resources is critical for enhancing educational experiences.

In conclusion, effective utilization of learning resources in schools depends on the roles of school coordinators, quality assurance teams, established guidelines, and comprehensive training programs. School coordinators are essential for assessing needs, allocating materials, and supporting teachers, thereby fostering a successful educational environment. Quality assurance ensures that learning materials meet standards and remain engaging and inclusive, while clear guidelines help streamline access and promote equity among learners.

Training in resource management is crucial for empowering school coordinators with the skills to navigate modern educational complexities, including legal and ethical standards.

Recommendations include developing comprehensive guidelines for resource utilization that emphasize curricular alignment and inclusivity and implementing regular training sessions focused on resource management, technology integration, and collaboration among staff.

#### REFERENCES

- [1] Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., & Ananthanarayanan, V. (2017). NMC horizon report: 2017 higher Education Edition. Austin: TheNewMediaConsortium.retrieved<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0087-5> on September 17,2024
- [2] Bonk C.J., Graham C.R. (2013). The handbook of blended learning: Global perspectives, Local Design.  
[https://books.google.lk/books?hl=en&lr=&id=2u2TxK06PwUC&oi=fnd&pg=PT14&dq=what+is+blended+learning&ots=a1BVA76Ec&sig=bMkRdmroz21v9oaFnZHAMXNHPTM&redir\\_esc=y#v=onepage&q=what%20is%20blended%20learning&f=false](https://books.google.lk/books?hl=en&lr=&id=2u2TxK06PwUC&oi=fnd&pg=PT14&dq=what+is+blended+learning&ots=a1BVA76Ec&sig=bMkRdmroz21v9oaFnZHAMXNHPTM&redir_esc=y#v=onepage&q=what%20is%20blended%20learning&f=false)
- [3] Choppin, J., & Borys, Z. (2017). Trends in the design, development, and use of digital curriculum materials. *ZDM*, 49(5), 663–674.
- [4] Choo, S. S., & Bista, K. (2021). The Role of Non-Teaching Staff in Higher Education. *Journal of Higher Education Policy and Management*, 43(2), 139-156.
- [5] Daniels H, Tse HMC, Stables A, Cox S. Design as a social practice: The experience of new build schools. *Cambridge Journal of Education*. 2019;49(2):215–233.
- [6] Fachrunnisa, O., Adhiatma, A., & Tjahjono, H. K. (2020). Collective engagement and spiritual wellbeing in knowledge-based community: A conceptual model. In L. Barolli, F. Hussain, & M. Ikeda (Eds.). *Complex, intelligent, and software-intensive systems, Proceedings of the 13th International Conference on Complex, Intelligent, and Software Intensive Systems (CISIS-2019)*. Switzerland, AG: Springer, pp. 899-906. [https://doi.org/10.1007/978-3-030-22354-0\\_83.10.1080/0305764X.2018.1503643](https://doi.org/10.1007/978-3-030-22354-0_83.10.1080/0305764X.2018.1503643).
- [7] Nurkolis, N., & Sulisworo, D. (2018). School Effectiveness Policy in the Context of Education Decentralization. *Journal of Education and Learning (EduLearn)*, 12(2), 244–252.



- <https://doi.org/10.11591/edulearn.v12i2.772> (2) (PDF) Effectiveness of School Resources Management in Improving the Quality of Education. Available from: [https://www.researchgate.net/publication/362890891\\_Effectiveness\\_of\\_School\\_Resources\\_Management\\_in\\_Improving\\_The\\_Quality\\_of\\_Education#fullTextFileContent](https://www.researchgate.net/publication/362890891_Effectiveness_of_School_Resources_Management_in_Improving_The_Quality_of_Education#fullTextFileContent) [accessed Sep 17, 2024].
- [8] Pasion, R. (2019). The Efficacy of Strategic Intervention Materials (SIMS) in Teaching Social Studies Among Third Year High School Students. ResearchGate Publication. retrieved: <https://www.ijams-bbp.net/wp-content/uploads/2021/07/LEZILDA-S.-SISON.pdf> on September 17, 0224 at 11:00 am
- [9] Rodriguez-Segura, 2020. Educational technology in developing countries: A systematic review. Retrieved: <https://www.inicef.org/media/103246> on September 17, 2024 at 11:05 am
- [10] Suprijo, S., Tjahjono, H. K., Muafi, M., & Prajogo, W. (2019, 10-11 April). Innovation behavior and manager's performance based on local wisdom: Sustainable construction approach. Paper presented at the 33rd International Business Information Management Association Conference, Granada, Spain.
- [11] Tanner, C. K. (2009). "Effects of School Design on Student Outcomes." Educational Planning, 18(1), 21-27. Mulcahy D. Policy matters: De/re/territorialising spaces of learning in Victorian government schools. Journal of Education Policy. 2016;31(1):81–97. Doi: 10.1080/02680939.2015.1099077.  
link:<https://thelookout.com.ph/article/the-status-of-education-in-the-philippines-progress-challenges-and-the-path-forward>  
<https://www.edweek.org/research-center/research-center-reports/student-engagement-during-the-pandemic-results-of-a-national-survey>