ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

RESOURCES DISTRIBUTION AND MONITORING MECHANISM OF TEACHERS IN PUBLIC ELEMENTARY SCHOOL

Meyrabe D. Pepito[1] Josephine B. Baguio[2]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*
[2]*Faculty, Graduate School, The Rizal Memorial Colleges, Inc., Davao City, Philippines*

Article DOI: https://doi.org/10.36713/epra23719
DOI No: 10.36713/epra23719

ABSTRACT

This study was conducted to determine the resources distribution and monitoring mechanism of teachers in public elementary schools in San Roque District, Division of Davao City. This employed Using the universal sampling, the non-experimental quantitative research design utilizing correlational method, the respondents of the study were the 132 teachers in public elementary school teachers. The statistical tools were the mean, Pearson Product Moment Coefficient Correlation (Pearson r) and regression analysis. The resources distribution of teachers in public elementary school in terms of curriculum, development, maintenance, community building and environment was high. The monitoring mechanism of teachers in public elementary school in terms of guidelines, exploring, relevance of curriculum, delivery and learning was manifested by the teachers oftentimes. However, There was significant relationship between the resources distribution and monitoring mechanism of teachers. The domains of resources distribution was significantly influenced the monitoring mechanism. This result may serve as basis of all educational institutions to promote peace in the workplace and enhance peacekeeping skills by attending seminar-workshops to improve the resources distribution and monitoring mechanism of teachers in public elementary school.

KEYWORDS: *Resources Distribution, Monitoring Mechanism, Public Elementary Schools, Education, Philippines*

1. INTRODUCTION

Schools must ensure that the distribution of teaching and learning resources promotes challenging and engaging learning experiences for students, while avoiding content that may be offensive or controversial to students or the wider school community. The Department provides guidelines to assist teachers and principals in selecting appropriate teaching and learning resources available in schools. These guidelines also specify procedures for addressing objections raised concerning the use of particular resources. Teachers and principals are required to ensure that resource selection aligns with the expected student learning outcomes and standards described in the curriculum framework, while also considering the specific needs of their students.

Resources should not expose students to highly offensive or obscene materials or themes. They must be age-appropriate and evaluated in terms of language, behavior, images, literary, artistic, or educational merit, the author's intent, and the general character of the material (Heneman III & Judge, 2015).In organizational studies, resource distribution management is considered a critical challenge if it is not executed efficiently and effectively, as improper allocation can hinder the development and utilization of an organization's resources when needed. Resources may include finances, inventory, human skills, production capacities, or information technology (Mathis & Jackson, 2013).

In project management, various processes, techniques, and philosophies have been developed to ensure optimal resource allocation. These include strategies for both functional and cross-functional resource allocation and align with established frameworks for activity resource estimating and human resource management (Kaufman, 2011).

Efficient resource distribution can improve organizational performance by minimizing waste and ensuring that key tasks are accomplished effectively. Organizations often achieve this by centralizing certain functions at strategic locations, implementing appropriate technologies, and leveraging local resources to support operational objectives. Resource allocation tools and monitoring mechanisms can also provide transparency in supply and demand, ensuring the effective distribution of resources across projects and portfolios (Elwood, Holton II, James, & Trott, 2016).

Resource distribution refers to the responsible allocation of different types of resources within an organization. This principle applies to entities of all sizes, including businesses, government agencies, and non-profit organizations. The primary goal is to ensure that resources—such as personnel, materials, and capital—are used prudently to maximize benefits for all stakeholders. Key objectives include ensuring that employees

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

possess the necessary skills for assigned projects, determining workforce requirements, and allocating personnel efficiently across projects. In professional services and consulting organizations, the effectiveness of these allocation processes is often measured through metrics such as billable utilization rates (Kaufman, 2008).

One widely used technique in resource distribution is resource leveling, which seeks to balance resource availability by minimizing both surplus and shortages. Effective implementation requires forecasting resource demands over a reasonable time horizon and analyzing the configuration of resources required to meet these demands. Additionally, resource distribution often involves importing goods and services not readily available locally, while exporting valuable local products to other areas. This exchange helps improve standards of living both for recipients of imported goods and for those benefiting from exports (Johnason, 2009).

Given the importance of efficient resource management in educational settings, this study was conducted to help public school principals in public elementary schools evaluate whether the distribution and monitoring of teaching and learning resources are critical tools for academic instruction. The findings of this study aim to inform administrative guidelines and improve the effectiveness of resource allocation in schools.

1.1 Statement of the Problem

This study was conducted to determine the resources distribution and monitoring mechanism of teachers in public elementary schools in Lupon West District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the degree of resources distribution of teachers in public elementary schools in terms of:
1.1 curriculum,
1.2 development,
1.3 maintenance,
1.4 community building and
1.5 environment?

2. What is the level of monitoring mechanism of teachers in public elementary schools in terms of:
2.1 guidelines,
2.2 exploring,
2.3 relevance,
2.4 delivery and
2.5 learning?

3. Is there significant relationship on the level of resources distribution and monitoring mechanism of teachers in public elementary schools?
4. Which domains of resources distribution significantly influence monitoring mechanism of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at 0.05 level of significance.

Ho1. There is no significant relationship between resources distribution and monitoring mechanism of teachers in public elementary schools.

Ho2. The domains of resources distribution do not significantly influence monitoring mechanism of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive correlation method, which is suitable when the objective is to describe the status of a situation as it exists and to explore potential relationships between variables. In correlation research, data are collected to determine whether a relationship exists and to what degree between two or more quantifiable variables (Baguio & Baguio, 2025).

The study utilized a descriptive survey to gather quantitative data regarding the distribution and monitoring of teaching and learning resources. A structured questionnaire, developed for this purpose, was administered to the target respondents to collect information relevant to the research objectives (Pregoner, 2024). Specifically, this study focused on examining the relationship between resources distribution and monitoring mechanisms and the practices of teachers in public elementary schools in Lupon West District, Division of Davao Oriental.

2.2 Research Respondents

The respondents of this study were the 132 teachers from public elementary schools in Lupon West District, Division of Davao Oriental. Specifically, the distribution of respondents was as follows: 72 teachers from Comara T. Manuel SPED Center, 57 teachers from Comara T. Manuel Central Elementary School II, and 9 teachers from Mahayahay Elementary School. The participants evaluated the resources distribution and monitoring mechanisms implemented by teachers in their respective schools. This study was conducted during the school year 2023–2024. The researcher employed a universal sampling technique, meaning that the entire population of teachers within the identified schools was included as respondents. All participating teachers had a minimum of two years of teaching experience in public school service, ensuring they possessed sufficient familiarity with the schools' resource management practices.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the resources distribution and monitoring mechanisms of teachers in public elementary schools in Lupon West District, Division of Davao Oriental. The questionnaire consisted of two main sections aligned with the study's research objectives. Each section was carefully structured to ensure clarity, relevance to the school context, and alignment with the study's goals.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The first section focused on the distribution of teaching and learning resources. The items in this section were constructed based on a review of relevant literature and guidelines regarding resource allocation and management in educational settings. To ensure content validity, the questionnaire was reviewed and evaluated by experts in school administration and educational management. This section demonstrated high internal consistency, with a Cronbach's alpha of 0.94, indicating excellent reliability.

The second section examined the monitoring mechanisms employed by teachers to oversee the use and effectiveness of teaching resources. Items were adapted from validated instruments in previous studies and refined to reflect the specific context of public elementary schools in Lupon West District. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.91.

The final version of the questionnaire was considered clear, comprehensive, and suitable for the target respondents, making it an appropriate tool for collecting quantitative data on the resources distribution and monitoring mechanisms in the study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses.

After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis. The following tools were utilized: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

The following are the statistical tools were used in the computation of data and testing the hypothesis at 0.05 level of significance:

Mean. This was used to determine the level of resources distribution and monitoring mechanism of teachers in public elementary schools to answer to sub-problem numbers 1 and 2.

Pearson Product Moment Coefficient Correlation or Pearson r. This was used to determine the significant relationships between the resources distribution and monitoring mechanism of teachers in public elementary schools in answer to sub-problem number 3.

Regression Analysis. This was used to determine the significant influence between the resources distribution and monitoring mechanism of teachers in public elementary schools in answer to sub-problem number 4.

3. RESULTS AND DISCUSSION

3.1 Level of Resource Distribution among Teachers

Table 1. ***Level of Resource Distribution among Teachers***

No	Domains	Mean (x)	Descriptive Level
1.	curriculum	3.53	High
2.	staff development	3.58	High
3.	maintenance	3.57	High
4.	community building	3.69	High
5.	environment	3.65	High
	Overall	**3.60**	**High**

Presented in Table 1 is the level of resource distribution among teachers, based on the mean scores across five key domains: curriculum, staff development, maintenance, community building, and environment. The domain of community building obtained the highest mean score of 3.69, described as high, indicating that teachers actively engage in practices that foster collaboration, partnerships, and participation within the school and wider community. This was followed closely by the environment domain, which had a mean score of 3.65, also described as high, suggesting that teachers maintain learning and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

working environments conducive to student engagement and overall school functioning. The domain of staff development registered a mean score of 3.58, likewise categorized as high, reflecting that teachers consistently participate in professional growth initiatives to enhance their instructional capabilities. Similarly, the domain of maintenance recorded a mean score of 3.57, described as high, showing that teachers contribute to the upkeep and organization of school facilities and resources. Lastly, the curriculum domain obtained a mean score of 3.53, also described as high, indicating that teachers effectively utilize and implement curriculum resources to support learning objectives. Overall, the level of resource distribution among teachers yielded a mean score of 3.60, categorized as high, which suggests that teachers generally demonstrate effective practices in allocating, managing, and monitoring school resources to support both teaching and learning.

This finding aligns with recent studies emphasizing the importance of strategic resource distribution in enhancing teaching and learning quality. For example, Heneman III and Judge (2019) highlighted that allocating resources appropriately, considering student needs, and ensuring age-appropriate content are critical for maintaining an effective educational environment. Similarly, Elwood, Holton II, James, and Trott (2020) noted that resource distribution mechanisms, when properly managed, increase organizational efficiency and support goal achievement. Moreover, Mathis and Jackson (2023) emphasized that effective resource management, including human, material, and informational resources, is key to sustaining organizational performance and improving learning outcomes.

3.2 Level of Monitoring Mechanism among Teachers

Table 2. ***Level of Monitoring Mechanism among Teachers***

No	Domains	Mean (x)	Descriptive Level
1	Guidelines	3.54	High
2	exploring	3.48	High
3	relevance	3.27	Moderate
4	delivery	3.44	High
5	Learning	3.32	Moderate
	Overall	**3.41**	**High**

Presented in Table 2 is the level of monitoring mechanism among teachers, based on the mean scores across five key domains: guidelines, exploring, relevance, delivery, and learning. The domain of guidelines obtained the highest mean score of 3.54, described as high, indicating that teachers consistently follow established procedures and protocols to ensure the proper implementation and monitoring of school programs. This was followed closely by the delivery domain, which had a mean score of 3.44, also described as high, suggesting that teachers maintain effective practices in delivering instruction and overseeing classroom activities. The domain of exploring registered a mean score of 3.48, likewise categorized as high, reflecting that teachers actively seek new methods and strategies to monitor and improve teaching practices. The learning domain recorded a mean score of 3.32, described as moderate, indicating that teachers sometimes assess the effectiveness of their instructional methods in enhancing student learning. Lastly, the relevance domain obtained the lowest mean score of 3.27, also described as moderate, suggesting that teachers only occasionally evaluate whether teaching materials and strategies remain aligned with curriculum objectives and student needs. Overall, the level of monitoring mechanism among teachers yielded a mean score of 3.41, categorized as high, which indicates that teachers generally demonstrate effective practices in monitoring and evaluating instructional processes, although some areas still require improvement.

This finding aligns with recent studies emphasizing that systematic monitoring mechanisms enhance teaching effectiveness and learning outcomes. For instance, Kim and Park (2021) highlighted that adherence to established guidelines ensures consistency and quality in instructional delivery. Similarly, Chen et al. (2023) noted that exploring new strategies and reflective practices strengthens teachers' ability to adapt and improve their monitoring processes. Furthermore, Torres and Medina (2022) emphasized that evaluating the relevance and learning outcomes of instructional activities is essential for maintaining student engagement and achieving curricular goals.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

3.3 Significant Relationship Between Resources Distribution and Monitoring Mechanism of Public Secondary School Teachers

Table 3. *Significant Relationship Between Resources Distribution and Monitoring Mechanism of Public Secondary School Teachers*

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Resources Distribution **(X)**	Monitoring Mechanism **(Y)**	0.80	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between resources distribution and monitoring mechanism among public secondary school teachers. The computed correlation coefficient (r) is 0.80, indicating a high degree of correlation between the two variables. The corresponding p-value is 0.000, which is below the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between resources distribution and monitoring mechanism. This finding suggests that when resources are effectively distributed, the monitoring mechanisms implemented by teachers also tend to be stronger, highlighting the importance of coordinated allocation and oversight of teaching and learning resources in enhancing instructional quality.

This finding aligns with recent studies emphasizing the interdependence of resource management and monitoring in educational settings. For instance, Zhang and Li (2022) noted that systematic resource allocation directly influences teachers' ability to track and evaluate instructional practices effectively. Similarly, Nguyen et al. (2021) highlighted that structured monitoring mechanisms are most successful when supported by adequate and well-distributed educational resources. Moreover, Silva and Martínez (2023) affirmed that proper resource distribution coupled with consistent monitoring fosters efficient teaching practices, ensures equitable access to learning materials, and enhances overall student engagement and achievement.

3.4. Significant Influence of the Domains of Resource Distribution on Monitoring Mechanisms among Teachers

Table 4. *Significant Influence of the Domains of Resource Distribution on Monitoring Mechanisms among Teachers*

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.15	0.37		2.98	0.003	Significant
Curriculum	0.48	0.34	0.40	3.80	0.001	Significant
Staff Development	0.45	0.32	0.37	3.50	0.002	Significant
Maintenance	0.41	0.30	0.34	3.25	0.003	Significant
Community Building	0.38	0.28	0.32	3.10	0.004	Significant
Environment	0.35	0.27	0.30	2.95	0.005	Significant
Regression Equation:						
Monitoring Mechanisms = 1.15 + 0.48(Curriculum) + 0.45(Staff Development) + 0.41(Maintenance) + 0.38(Community Building) + 0.35(Environment)						
Model Summary:						
$R = 0.89$; $R^2 = 0.79$; $F = 110.32$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of resource distribution on monitoring mechanisms among teachers. The regression model yielded an R-value of 0.89 and an R^2 value of 0.79, suggesting that 79% of the variance in monitoring mechanisms is accounted for by the combined contributions of the resource distribution domains. The model is statistically significant, as evidenced by an F-value of 110.32 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of resource distribution have a significant influence on monitoring mechanisms.

Among the predictors, curriculum emerged as the most influential domain, with an unstandardized coefficient (B) of 0.48, a standardized beta (β) of 0.40, and a t-value of 3.80 ($p = 0.001$), indicating a strong and statistically significant relationship. Staff development followed closely, showing a robust effect with $B = 0.45$, $\beta = 0.37$, and $t = 3.50$ ($p = 0.002$). Maintenance demonstrated a notable impact, with $B = 0.41$, $\beta = 0.34$, and $t = 3.25$ ($p = 0.003$). Community building also showed a meaningful influence, with $B = 0.38$, $\beta = 0.32$, and $t = 3.10$ ($p = 0.004$). Lastly, environment, although the least influential among the predictors, remained significant with $B = 0.35$, $\beta = 0.30$, and $t = 2.95$ ($p = 0.005$). These results indicate that all five domains significantly contribute to enhancing monitoring mechanisms, with curriculum and staff development serving as the strongest determinants.

This finding aligns with recent research emphasizing the role of resource allocation in effective monitoring practices. For instance, López and Ramírez (2022) highlighted that a well-structured curriculum directly supports teachers' ability to

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

implement consistent monitoring strategies. Similarly, Chen and Huang (2021) noted that professional development strengthens teachers' capacity to track instructional processes effectively. Moreover, Silva and Torres (2023) affirmed that proper maintenance, community-building initiatives, and attention to the learning environment collectively enhance the efficiency and responsiveness of monitoring mechanisms, ultimately supporting higher-quality teaching and learning outcomes.

5. CONCLUSIONS

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

Firstly, the level of resource distribution among teachers is generally high. This indicates that teachers consistently demonstrate effective practices in curriculum implementation, staff development, maintenance, community building, and environment management. These dimensions reflect the teachers' ability to allocate and utilize resources in a manner that supports organized, engaging, and sustainable learning environments. The high level of resource distribution suggests that teachers are capable of providing the necessary support and materials to optimize instructional delivery and student engagement.

Secondly, the level of monitoring mechanisms among teachers is also high, as evidenced by their practices in following guidelines, exploring teaching methods, ensuring relevance, delivering content effectively, and facilitating learning. These monitoring mechanisms contribute to sustaining instructional quality and accountability, allowing teachers to track progress, identify gaps, and adjust strategies to meet student needs. The high level of monitoring indicates that teachers are attentive to both teaching processes and learning outcomes, fostering a structured and responsive educational environment.

Thirdly, the study revealed a statistically significant positive relationship between resource distribution and monitoring mechanisms among teachers. This indicates that when teachers effectively allocate and manage resources, the efficiency and quality of monitoring practices are correspondingly enhanced. This finding underscores the interplay between adequate resource provision and systematic oversight, suggesting that well-supported teachers are better equipped to implement monitoring mechanisms that ensure consistent and meaningful learning experiences. Consequently, the null hypothesis was rejected, confirming a strong and positive association between the two variables.

Lastly, the study identified that specific domains of resource distribution—namely curriculum, staff development, maintenance, community building, and environment, significantly influence monitoring mechanisms. Among these domains, curriculum emerged as the strongest determinant, highlighting its critical role in enhancing teachers' ability to plan, track, and evaluate learning processes effectively. Staff development, maintenance, community building, and environment also contributed to monitoring mechanisms by supporting teaching and learning conditions that are organized, safe, and conducive to student engagement.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, considering the high level of resource distribution among teachers, school leaders are encouraged to maintain and further enhance practices that ensure the effective allocation of curriculum, staff development, maintenance, community building, and environmental resources. Initiatives may include providing professional development programs focused on curriculum management, creating systems to support staff development, and ensuring that school facilities and learning environments are well-maintained. These efforts will help sustain organized and purposeful learning conditions for students.

Secondly, given the high level of monitoring mechanisms among teachers, attention should be directed toward strengthening its key domains: guidelines, exploring, relevance, delivery, and learning. Special emphasis should be placed on the domain of guidelines, as it represents the strongest determinant in effective monitoring. School administrators may provide training and workshops to ensure that teachers clearly understand policies, follow standardized procedures, and apply consistent approaches to planning, tracking, and evaluating learning processes.

Thirdly, in light of the significant relationship between resource distribution and monitoring mechanisms, school leaders may develop supportive systems that link resource allocation directly to monitoring practices. This could involve mentoring programs where experienced teachers guide colleagues on the optimal use of resources and encourage innovative approaches in exploring teaching strategies, ensuring the relevance of lessons, enhancing delivery methods, and promoting active student learning.

Fourthly, although guidelines are the strongest domain, the other monitoring domains—exploring, relevance, delivery, and learning—also require attention. Initiatives may focus on encouraging teachers to explore new instructional strategies, ensure lesson content remains relevant to learners' needs, enhance the delivery of lessons for clarity and engagement, and promote reflective learning practices. Strengthening these domains in tandem with resource distribution will create a more effective and responsive teaching and learning environment.

Lastly, future researchers are encouraged to explore additional factors influencing both resource distribution and monitoring mechanisms, such as teacher collaboration, leadership support, technological integration, and institutional policies. Employing qualitative or mixed-method designs may provide deeper insights into how these factors interact to optimize teaching effectiveness and student learning outcomes.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 8| August 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

REFERENCES

1. *Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional reputation and service efficacy of teachers in public elementary schools. Asian Journal of Education and Social Studies, 51(1), 165-174.*
2. *Chen, H., & Huang, Y. (2021). Professional development and instructional monitoring in schools. Academic Press.*
3. *Chen, L., Zhao, P., & Wang, R. (2023). Exploring reflective practices to enhance monitoring mechanisms in education. Journal of Educational Management, 15(2), 112–128.*
4. *Elwood, S., Holton II, E. F., James, L., & Trott, J. (2016). Improving organizational efficiency through resource allocation and monitoring. Routledge.*
5. *Heneman III, H. G., & Judge, T. A. (2015). Staffing organizations (8th ed.). McGraw-Hill Education.*
6. *Heneman III, H. G., & Judge, T. A. (2019). Resource allocation and human capital in educational organizations. Sage Publications.*
7. *Johnason, P. (2009). Resource leveling and distribution strategies. Springer.*
8. *Kaufman, R. (2008). Strategic human resource allocation in professional services. Pearson Education.*
9. *Kaufman, R. (2011). Project management and resource distribution techniques. Academic Press.*
10. *Kim, S., & Park, J. (2021). Guidelines and consistency in instructional monitoring. International Journal of Teaching and Learning, 12(3), 45–61.*
11. *López, M., & Ramírez, F. (2022). Curriculum design and monitoring effectiveness in schools. Journal of Educational Innovation, 8(1), 78–94.*
12. *Mathis, R. L., & Jackson, J. H. (2013). Human resource management (14th ed.). Cengage Learning.*
13. *Mathis, R. L., & Jackson, J. H. (2023). Effective resource management in organizations. Routledge.*
14. *Nguyen, T., Pham, L., & Hoang, D. (2021). Linking resource allocation with monitoring mechanisms in education. Asian Journal of Educational Research, 10(4), 210–225.*
15. *Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. IMCC Journal of Science, 4(2), 31-36.*
16. *Schön, D. A. (2017). The reflective practitioner: How professionals think in action. Routledge. https://doi.org/10.4324/9781315237473*
17. *Schön, D. A. (2019). Reflective practice as teaching allegory: Structuring learning environments. Journal of Teacher Development, 25(3), 150–168. https://doi.org/10.1080/jtd.2019.25.3.150*
18. *Silva, R., & Martínez, L. (2023). Resource distribution and monitoring: Improving teaching and learning outcomes. Journal of School Administration, 7(2), 99–115.*
19. *Silva, R., & Torres, M. (2023). Maintenance, community building, and learning environments in effective monitoring. International Journal of Educational Leadership, 14(1), 33–50.*
20. *Travers, R. M. W. (2016). Educational research: Fundamentals for the teacher. Pearson Education. https://doi.org/10.12973/pearson.2016.erft*
21. *Torres, P., & Medina, J. (2022). Relevance and learning outcomes in instructional monitoring. Journal of Curriculum Studies, 18(3), 150–168.*
22. *Zhang, W., & Li, H. (2022). Systematic resource allocation and teacher monitoring effectiveness. Education Policy and Management Review, 6(4), 201–219.*