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Financial and Administrative Strategies of School Leaders for Sustainable Resource Governance in School

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Abstract

This study examined the financial and administrative strategies of school leaders in promoting sustainable resource governance in public schools. It aimed to determine the extent of implementation of financial management strategies, governance-related administrative practices, and sustainable resource governance practices, including the differences and relationships among these variables. A quantitative descriptive research design was employed involving 36 school heads and 1,108 teachers from selected public elementary and secondary schools in the Schools Division of Tayabas City. Total enumeration was used for school heads, while teacher respondents were selected from the identified population. Data were gathered using a researcher-made survey questionnaire validated by experts and analyzed using frequency and percentage distribution, weighted mean, standard deviation, Mann–Whitney U test, and Spearman rho correlation. Findings revealed that school leaders implemented financial planning, resource allocation, internal control mechanisms, and transparency and accountability measures to support sustainable resource governance. Significant differences were found between school heads' and teachers' assessments of financial and administrative strategies, with school heads providing higher ratings across the identified areas. Furthermore, governance-related administrative practices showed significant positive relationships with sustainable resource governance. Based on the findings, a development program was proposed to strengthen financial literacy, stakeholder participation, policy implementation, monitoring and evaluation, and sustainable resource management practices among school leaders.

Keywords: *sustainable resource governance, financial management, administrative strategies, school leadership, educational sustainability*

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Introduction

Sustainable resource governance has become an essential component of effective school management as educational institutions face increasing demands for accountability, transparency, and efficient resource utilization. School leaders are expected to balance immediate operational needs with long-term sustainability goals through effective financial planning, administrative decision-making, and stakeholder engagement. However, many schools continue to experience challenges in aligning resource governance practices with sustainability principles due to limited financial capacity, inadequate training, and administrative constraints.

Effective financial and administrative strategies are critical in ensuring that school resources are allocated according to institutional priorities and learner needs. Financial planning, resource allocation, internal control mechanisms, and transparency measures contribute to responsible management and long-term sustainability of educational resources. Despite existing policies supporting school-based management and financial accountability, gaps remain in how school leaders operationalize these practices within their respective contexts.

Previous studies emphasized the importance of stakeholder participation, financial literacy, and adaptive leadership in strengthening school governance. However, limited empirical research has examined how financial and administrative strategies collectively contribute to sustainable resource governance in basic education settings. This gap highlights the need to investigate the relationship between leadership practices and sustainable resource management.

Therefore, this study aimed to determine the financial and administrative strategies of school leaders for sustainable resource governance in public schools. Specifically, it examined the extent of implementation of financial strategies, governance-related administrative practices, and sustainable resource governance practices, as well as the significant differences and relationships among these variables.

Methods

Research Design

The study employed a quantitative descriptive research design to assess the financial and administrative strategies implemented by school leaders and their contribution to sustainable resource governance. This design allowed the researcher to collect numerical data and analyze patterns related to financial management practices, administrative governance, and sustainability outcomes.

Participants and Sampling Procedure

The respondents of the study consisted of 36 school heads and 1,265 teachers from selected public elementary and secondary schools in the Schools Division of Tayabas City. Total enumeration was applied to school heads to ensure complete participation, while teacher respondents participated based on the identified population. A total of 1,108 teachers completed the survey.

Research Instrument

Data were collected using a researcher-made survey questionnaire consisting of four sections: demographic profile, financial and administrative strategies, governance-related administrative practices, and sustainable resource governance. The instrument utilized a 4-point Likert scale and was developed based on related literature and the objectives of the study.

The instrument underwent expert validation to establish content and face validity. Reliability testing was conducted through pilot testing, followed by Cronbach's alpha analysis to determine internal consistency of the questionnaire items.

Statistical Treatment

The collected data were analyzed using frequency and percentage distribution for demographic characteristics, weighted mean and standard deviation for assessing the level of implementation of strategies and practices, Mann–Whitney U test for determining significant differences between school heads and teachers, and Spearman rho correlation for examining relationships between governance practices and sustainable resource governance.

Results and Discussion

Financial and Administrative Strategies of School Leaders

The findings revealed that school leaders implemented financial planning strategies, resource allocation practices, internal control mechanisms, and transparency and accountability measures in managing school resources. These practices indicate that school leaders employ structured approaches to ensure responsible utilization of available resources and alignment with institutional goals.

Governance-Related Administrative Practices

Results showed that governance-related administrative practices, including stakeholder participation, human resource management, policy implementation, and monitoring and evaluation, contributed significantly to sustainable resource governance. These findings suggest that effective administrative systems strengthen resource sustainability through participatory decision-making and continuous improvement mechanisms.

Differences in Assessment Between School Heads and Teachers

The Mann–Whitney U test revealed significant differences between school heads' and teachers' assessments of financial and administrative strategies. School heads consistently provided higher ratings in financial planning, resource allocation, internal control mechanisms, and transparency and accountability compared with teachers. This difference may be attributed to school heads' direct involvement in financial decision-making and governance processes.

Relationship Between Administrative Practices and Sustainable Resource Governance

The results of the Spearman rho analysis showed significant positive relationships between governance-related administrative practices and sustainable resource governance. Stakeholder participation, human resource management, policy implementation, and monitoring and evaluation were positively associated with resource sustainability, long-term planning, and responsible governance.

Conclusion

The study concludes that effective financial and administrative strategies are essential in strengthening sustainable resource governance in schools. School leaders play a critical role in ensuring transparency, accountability, and efficient resource utilization through strategic planning, stakeholder engagement, and effective governance practices. Differences between school heads' and teachers' assessments highlight the need for stronger communication and shared understanding of resource management processes. Furthermore, strengthening administrative practices contributes significantly to achieving sustainable and resilient educational institutions.

Recommendations

Based on the findings, the study recommends the implementation of a comprehensive development program focused on enhancing school leaders' financial management skills, stakeholder engagement practices, policy compliance, monitoring and evaluation systems, and sustainability-oriented governance. The program should include capacity-building activities, collaborative planning mechanisms, and continuous evaluation to strengthen transparency, accountability, and long-term resource sustainability in schools.

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