

Assessing Strategic Financial Management Challenges and Practices in Achieving Success on Contingency Planning and Operational Continuity

Jennica Caraig Arjona

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract— The study's main objective was to explore the relationship between strategic financial management and contingency planning. This study assesses strategic financial management challenges and practices, contingency planning success, and operational continuity. The study examines the connection between strategic financial management challenges and practices, the success of contingency planning, and the operational continuity of implementers within the Division of Laguna. The descriptive-correlation design investigated the relationship linking strategic financial management, challenges, practices, and operational outcomes in achieving successful contingency planning and operational continuity with public secondary schools. Purposive sampling was used straightforwardly for the one hundred and twenty-two (122) implementers in the Division of Laguna. The study employed descriptive and inferential statistics, such as the weighted mean, standard deviation, and Pearson product-moment correlation. The level of challenges associated with strategic financial management were reported by school heads and head teachers as highly observed and were strongly validated by the study's findings. As stated by the school heads and head teachers, the strategic monetary administration procedures were highly validated. The contingency planning success and the operational continuity of the school implementers were highly implemented. There is relationship between the strategic financial management challenges, as stated by the school heads and head teachers, and the contingency planning success and the operational continuity of the implementers was observed. The effectiveness of contingency planning and the continuity of operations in public secondary schools significantly relate by challenges and practices adopted in strategic financial management. Therefore, the hypotheses were rejected. This means that schools that effectively address monetary administration challenges and implement sound monetary procedures are more likely to achieve successful contingency planning and maintain operational continuity. Based on these results, it was recommended that the school administrators take proactive leadership in implementing strategies for financial planning, including developing a long-term vision, strengthening budgeting, ensuring effective resource allocation, and integrating forecasting for efficient contingency plans.

Keywords— Contingency Plan, Financial Challenges, Operational Continuity, Risk Management, Strategic Plan.

I. INTRODUCTION

The dynamic nature of today's educational environment stresses the critical worth of strategic financial management (SFM) in academic institutions. Strategic financial management is the backbone of effective school administration, ensuring resource efficiency, operational

continuity, and economic sustainability. Hennis (2010) defines resource efficiency as the proper and sustainable use of resources, materials, energy, time, and human resources to maximize learning outcomes while minimizing waste and cost. It encompasses annual costing, individual funds, and economic administration, producing cost divisions for the administration's divisions. At the same time, operational continuity pertains to the ability of an organization to continue operating and maintain its functions during and after any disruptions and emergencies (Bua, 2014).

Johnson and Muller (2019), in their research across European schools, found that incorporating financial planning into School Improvement Plans (SIP) improves institutional resilience and aligns financial strategies with educational goals.

In addition, a comparative study of U.S. schools demonstrated that implementing strategic financial management (SFM) practices, especially those involving data-driven risk assessment and systematic performance tracking, significantly strengthen a school's capacity to sustain operations and meet educational goals (Harris & Lee, 2020). This level of adaptability proves essential in areas susceptible to various economic or environmental emergencies. International findings thus underscore the value of incorporating SFM into institutional planning, equipping schools to maintain operational stability and uphold continuous learning outcomes despite fluctuating conditions. These practices foster resilience and promote an adaptable framework for long-term success across diverse educational settings.

In the Philippines, educational institutions, including those under the Department of Education in the province of Laguna, face a complex environment marked by budget constraints, reliance on government funding, and economic volatility, all of which contribute to significant financial management challenges. To address these issues, the Department of Education (2022) stresses the importance of prioritizing efficient resource allocation and developing adaptive strategies that enable schools to endure external disruptions, such as natural disasters and economic fluctuations. Research on the Philippine educational system has shown that schools employing comprehensive strategic financial management practices are better positioned to respond effectively to disruptions while consistently meeting their academic goals

(Caballes & Olivar, 2021). This study examined the financial management challenges and practices in Philippine schools, focusing on their effect on the success of contingency planning and operational continuity. By identifying critical areas such as budget constraints, resource allocation, and risk management, this research aims to provide insights into how schools can better navigate financial obstacles and prepare for disruptions.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The primary aim of this study was to determine the relationship between Strategic Financial Management and Contingency Planning of School Heads and Head Teachers in selected Public Secondary Schools from the Division of Laguna. This study sought answers, particularly to the following questions:

1. What is the level of challenges in Strategic Financial Management as stated by the School Heads and Head Teachers relative to:
 - 1.1 Financial Resources;
 - 1.2 Resource Allocation;
 - 1.3 Forecasting
 - 1.4 Regulation; and
 - 1.5 Budget Constraints?
2. What is the level of Strategic Financial Management Practices concerning:
 - 2.1 Strategic Vision;
 - 2.2 Transparency;
 - 2.3 Risk management practices, and
 - 2.4 Resource utilization?
3. What is the level of the Contingency Planning Success of the implementers in terms of:
 - 3.1 Planning and preparedness;
 - 3.2 Resource Availability
 - 3.3 Process of Implementation; and
 - 3.4 Risk assessment?
4. What is the level of Operational Continuity of the School implementers in terms of:
 - 4.1 Employees Participation;
 - 4.2 Monitoring and Evaluation;
 - 4.3 Transformational Operation;
 - 4.4 Sustainable Operation, and
 - 4.5 Recovery Plan?
5. Do the Strategic Financial Management Challenges significantly relate to the Contingency Planning Success of the Implementers in the Division of Laguna?
6. Do the Strategic Financial Management Practices and Operational Continuity significantly relate to the Contingency Planning Success of the Implementers in the Division of Laguna?
7. Do the Strategic Financial Management Practices significantly relate to the Operational Continuity Plan of the Implementers in the Division of Laguna?
8. Do the Strategic Financial Management Practices significantly relate to the Operational Continuity of the Implementers in the Division of Laguna?

II. METHODOLOGY

The descriptive-correlation design investigated the relationship linking strategic financial management, challenges, practices, and operational outcomes in achieving successful contingency planning and operational continuity with public secondary schools. Purposive sampling was used straightforwardly for the one hundred and twenty-two (122) implementers in the Division of Laguna. Descriptive and inferential statistics, including the weighted mean, standard deviation, and Pearson product-moment correlation, were utilized in the study.

III. RESULTS AND DISCUSSION

This part presents and discusses the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables. It presents the data gathered about the significant relationship between strategic financial management challenges and practices, as stated by the school heads and head teachers, and the success of contingency planning and the operational continuity of the implementers. In particular, the study sought to address the following:

Vanco Education (2021) states that school administrators deal with substantial financial management difficulties worsened by ongoing inflation. This rise is primarily attributed to the escalating costs of housing and utilities. Additionally, the financial resources available to schools are primarily based on student enrollment, leading to larger schools receiving increased funding. As a result, school administrators from different-sized institutions face a mix of unique and shared financial management challenges and approaches.

Effective budget planning, including forecasting, regular review, and seeking cost-effective alternatives, is crucial for managing financial resources effectively.

This highlights the need for more adaptive, needs-based of different financial strategies in education that consider contextual changes to ensure that all schools can operate effectively.

Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers

In this study, the level of Strategic Financial Management Challenges, as stated by the School Principals/ Heads and Head Teachers, refers to Financial Resources, Budget Constraints, Resource Allocation, Forecasting, and Regulation.

The following tables show the statement, mean, and standard deviation, as well as remarks and verbal interpretation from the perspectives of respondents.

TABLE 1. Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Financial Resources

Statements	Mean	SD	Remarks
The school has adequate financial resources to cover its annual operating expenses.	6.34	0.86	Strongly Agree
The funding sources for the school are reliable and sustainable.	6.36	0.97	Strongly Agree
Financial resources are available to support	6.17	0.97	Strongly

additional needs beyond core operations.			Agree
The school's financial resources are sufficient to support both short- and long-term educational goals.	6.22	0.88	Strongly Agree
Financial limitations restrict the implementation of new programs or improvements.	6.04	1.22	Agree
Weighted Mean	6.23		
SD	0.99		
Verbal Interpretation	Very Challenge		

Table 1 shows the level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers.

The funding sources for the school are reliable and sustainable. The mean (M = 6.36) suggests a very high level of strategic financial management challenges, as stated by the school heads and head teachers relative to financial resources, and this is supported by the standard deviation (SD = 0.97). Also, the school has adequate financial resources to cover its annual operating expenses. While the mean is lower (M = 6.04) with a standard deviation (SD = 1.22), it still indicates that financial limitations restrict the implementation of new programs or improvements.

The level of Strategic Financial Management Challenges, as stated by the school heads and head teachers relative to financial resources, attained a weighted mean score of 6.23 and a standard deviation of 0.99, which was verbally interpreted as very challenge among the respondents.

This means that School Heads and Head Teachers face substantial challenges in strategic financial management, especially concerning the reliability and sustainability of funding sources. While monetary resources are deemed insufficient to support new programs, the variation in responses suggests differing school experiences. Overall, the results emphasize the need to address these financial challenges to enhance resource management and support the schools' long-term objectives.

The findings are anchored to the study of Edmund et al. (2018), which found that effective financial resource management is very important in providing a clear pathway to the Head of Schools in planning the use and disseminating funds to the targeted services needed in the education sector, particularly in public schools. The Government funds education in public secondary schools, which are expected to be used effectively to meet various school demands.

Carvalho et al., 2021 added that the development and execution plan are interconnected and must be cohesive and consistent with the school's overall mission. The effectiveness of a plan's execution is linked to both the plan's quality and the planning process.

Also, Johnson (2020) emphasized in his study that schools possessing a clearly defined strategic vision tend to achieve higher levels of stakeholder engagement and improved student outcomes. Institutions that successfully conveyed their vision reported greater collaboration among staff members and increased involvement of the parents and students.

This implies that effective financial management, aligned with a well-developed and clearly communicated strategic plan, is vital for schools to meet their goals. Proper use of government funds, organized planning, and a shared vision

contribute to improved stakeholders' engagement, collaboration, and student outcomes.

Table 2 demonstrates the level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers.

The resource allocation processes consider the needs of all departments and programs. The mean (M = 6.36) advises a very high level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Resource Allocation and supported by the standard deviation (SD = 0.97). Similarly, resources are allocated in a way that aligns with the school's strategic priorities. While the mean is lower (M = 6.04) with a standard deviation (SD = 1.22), it still specifies that the resources are allocated in a way that aligns with the school's strategic priorities.

TABLE 2. Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Resource Allocation

Statements	Mean	SD	Remarks
Resources are allocated in a way that aligns with the school's strategic priorities.	6.34	0.86	Strongly Agree
Resource allocation processes consider the needs of all departments and programs.	6.36	0.97	Strongly Agree
The allocation of resources within the school is fair and equitable	6.17	0.97	Strongly Agree
Resource allocation supports both academic and non-academic needs within the school.			
The school allocates funds for professional development and staff improvement.	6.22	0.88	Strongly Agree
Resources are allocated in a way that aligns with the school's strategic priorities.	6.04	1.22	Agree
Weighted Mean	6.23		
SD	0.99		
Verbal Interpretation	Very Challenge		

The level of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers relative to Resource Allocation, accomplished a weighted mean score of 6.23 and a standard deviation of 0.99 and was verbally interpreted as very challenge among the respondents.

It indicates that School Heads and Head Teachers experience significant Strategic Financial Management Challenges, particularly in resource allocation. While the allocation process considers departmental needs, there is room for improvement in aligning resources with the school's strategic priorities. Addressing these challenges is essential for optimizing financial management practices and ensuring better alignment with the school's goals.

McIntosh et al. (2019) added that many organizations, including schools, maintain the same annual resource allocation patterns, failing to adjust to emerging opportunities. This rigidity limits their ability to improve performance and drive innovation.

Table 3 shows the level of strategic financial management challenges as stated by the school heads and head teachers.

Effective financial forecasting reduced budget deficits for the school.

The mean (M = 6.16) recommends a very high level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to forecasting and supported by the standard deviation (SD = 1.04).

TABLE 3. Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Forecasting

Statements	Mean	SD	Remarks
Financial forecasting is regularly conducted to project future needs and challenges	6.15	1.01	Strongly Agree
Forecasting tools help the school anticipate and plan for potential financial constraints.	6.15	1.02	Strongly Agree
Accurate financial forecasting minimized budget shortfalls for the school.	6.16	1.04	Strongly Agree
The school reviews and updates financial forecasts to reflect current needs and circumstances.	6.15	1.09	Strongly Agree
Forecasting allows for adequate financial preparation for contingency planning.	6.15	1.09	Strongly Agree
Weighted Mean	6.15		
SD	1.05		
Verbal Interpretation		Very Challenge	

As stated by the School Heads and Head Teachers relative to forecasting, the level of Strategic Financial Management Challenges conquered a weighted mean score of 6.15 and a standard deviation of 1.05. It was verbally interpreted as very challenge among the respondents.

The findings show that School Heads and Head Teachers view financial forecasting as a significant challenge in Strategic Financial Management. While they recognize the importance of accurate forecasting in reducing budget shortfalls, the data suggests that substantial challenges remain. These results emphasize the need for improved forecasting practices to effectively manage financial resources and support better school financial planning.

As noted by Tang and Yin (2017), forecasting involves anticipating future occurrences through the examination of both past and present data. Within the framework of school development plans, forecasting fulfills various roles, such as budgeting, resource distribution, and strategic planning. By employing precise forecasting methods, educational institutions can foresee their financial requirements, allocate resources efficiently, and respond to evolving situations, ultimately improving educational results.

Jacob-Dedumo et al. 2024 added that insufficient forecasting abilities among school administrators hinder proper budgeting and resource distribution, leading to financial mismanagement and unaddressed educational requirements.

Lastly, Sinuany (2021) stated that schools can easily identify possible challenges and opportunities by analyzing trends and historical data, allowing them to implement proactive rather than reactive management approaches. This capability is critical in institutions with limited budgets. Strong financial forecasting helps align available resources within the institution's educational goals and financial planning, supporting the successful implementation of the school improvement plan.

Table 4 illustrates the level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers.

Regular financial audits are performed to guarantee adherence to regulations. The mean (M = 6.35) advocates a very high level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to

Regulation and supported by the standard deviation (SD = 1.12). The school also complies with all relevant financial regulations and reporting requirements. While the mean is slightly lower (M = 6.28), with a standard deviation (SD = 1.06), it still indicates the regulatory sets the school's flexibility in financial management.

TABLE 4. Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Regulation

Statements	Mean	SD	Remarks
The school complies with all relevant financial regulations and reporting requirements.	6.32	1.03	Strongly Agree
Regulatory sets the school's flexibility in financial management.	6.28	1.06	Strongly Agree
Financial audits are conducted regularly to ensure compliance with regulations.	6.35	1.12	Strongly Agree
Regulations related to budgeting guide the school in allocating funds optimally.	6.29	1.09	Strongly Agree
Compliance with financial regulations is well-documented and tracked within the school.	6.29	1.20	Strongly Agree
Weighted Mean	6.31		
SD	1.10		
Verbal Interpretation		Very Challenge	

The level of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers relative to Regulation, got a weighted mean score of 6.31 and a standard deviation of 1.10 and was verbally interpreted as very challenge among the respondents.

In summary, the findings reveal that School Heads and Head Teachers face considerable challenges regarding financial regulations. While regular financial audits are conducted, there are still difficulties in achieving full compliance with financial rules and reporting requirements. These results underscore the need for enhanced regulatory adherence to improve overall financial management in schools.

Zook and Allen (2016) also state that efficient strategic financial management is essential for maintaining operational stability within educational organizations while creating a strong school improvement plan. By discussing issues like limited resources, adherence to regulations, and staff involvement through inclusive approaches, schools can increase their ability to achieve sustainable growth and enhance educational results. Involving employees at every level promotes a cooperative atmosphere and guarantees that the SIP embodies the shared perspectives of those dedicated to student achievement.

Schools can create inclusive and sustainable improvement plans by addressing limited resources, ensuring regulatory compliance, and involving staff in decision-making. Engaging employees helps ensure that development goals reflect a shared commitment to student success. Moreover, aligning financial decisions to educational goals helps schools overcome budget constraints and enhances their ability to deliver a positive educational outcome.

Table 5 displays the level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers.

The budget constraints frequently limit the school’s ability to maintain quality educational services. The mean (M = 5.99) proposes a high level of strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Budget Constraints and supported by the standard deviation (SD = 1.16).

TABLE 5. Level of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers relative to Budget Constraints

Statements	Mean	SD	Remark
Budget constraints frequently limit the school’s ability to maintain quality educational services.	5.99	1.16	Agree
Limited budget allocation impacts the quality of infrastructure and resources available for students.	5.94	1.10	Agree
The school has financial constraints to address unforeseen expenses.	5.94	1.19	Agree
Budget limitations hinder the ability to address school improvement goals fully.	5.93	1.22	Agree
Financial constraints delay the implementation of essential programs and resources.	5.92	1.23	Agree
Weighted Mean	5.94		
SD	1.18		
Verbal Interpretation	Challenge		

Likewise, limited budget allocation impacts the quality of infrastructure and resources available for students, and the school has financial constraints to address unforeseen expenses. While the mean is slightly lower (M = 5.92) with a standard deviation (SD = 0.23), it still designates the financial constraints delaying the implementation of essential programs and resources.

The level of Strategic Financial Management Challenges, as stated by The school Heads and Head Teachers, relative to Budget Constraints, reached a weighted mean score of 5.94 and a standard deviation of 1.18, which was verbally interpreted as a challenge among the respondents.

The findings show that School Heads and Head Teachers experience significant challenges related to budget constraints in Strategic Financial Management. Budget limitations are frequently seen as hindering the maintenance of quality educational services, and financial constraints also delay the implementation of essential programs and resources. These results underscore the need for improved financial planning and resource allocation to address these ongoing challenges better.

According to Lee and Raza (2018), most schools face continuous challenges like budget constraints, fluctuating budgets, and demands for higher-quality education that includes quality educational resources. However, financial planning for these sudden needs was often insufficient or delayed, leading to difficulties in sustaining the continuity of education and supporting the needs of students and teachers.

Basic school headteachers face numerous management challenges due to financial constraints. These challenges hinder their ability to provide quality education, emphasizing the need for increased budget, transparent financial management, and alternative resource mobilization strategies to enhance educational performance. As a result, students may experience overcrowded classrooms, outdated learning materials, and insufficient instructional support that limits the potential for holistic education. (Davies 2020)

TABLE 6. Composite Table on Strategic Financial Management Challenges as stated by the School Heads and Head Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Financial Resources	6.23	0.99	Extremely Challenge
Budget Constraints	5.94	1.18	Very Challenge
Resource Allocation	6.23	0.99	Extremely Challenge
Forecasting	6.15	1.05	Extremely Challenge
Regulation	6.31	1.10	Extremely Challenge
Grand Mean	6.17		
SD	1.06		
Verbal Interpretation	Very Challenge		

The level of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers relative to Financial Resources, Budget Constraints, Resource Allocation, Forecasting, and Regulation, arrived at a grand mean score of 6.17 and a standard deviation of 1.06 and was verbally interpreted as very challenge among the respondents.

The findings indicate that school implementers perceived these challenges as highly significant; consequently, addressing these challenges is essential for improving financial practices and ensuring sustainable educational outcomes.

Level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers

In this study, the level of Strategic Financial Management Practices, as stated by the School Heads and Head Teachers, refers to Strategic Vision, Transparency, Risk management practices, and Resource utilization.

Table 7 shows the level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers.

The financial goals support the growth and development of school programs and services.

TABLE 7. Level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers with regard to Strategic Vision

Statements	Mean	SD	Remark
The school's overall strategic vision guides financial decisions.	6.10	1.39	Agree
The school has a clear, long-term financial strategy aligned with its educational mission.	6.24	1.09	Strongly Agree
Financial goals support the growth and development of school programs and services.	6.27	1.07	Strongly Agree
Staff and stakeholders are aware of the school’s strategic financial goals.	6.10	1.18	Agree
The school reviews its financial strategy regularly to align with changing needs.	6.15	1.09	Strongly Agree
Weighted Mean	6.17		
SD	1.17		
Verbal Interpretation	Exceptional Practices		

The mean (M = 6.27) suggests a very high level of Strategic Financial Management Practices, as stated by the school heads and head teachers, are supported by strategic vision and standard deviation (SD = 1.07). Additionally, the school has established a clear, long-term financial strategy that is in harmony with its educational objectives. While the mean is slightly lower (M = 6.10) with standard deviation (SD = 1.39, 1.18), it still indicates that the school's overall strategic vision guides financial decisions and that staff and stakeholders are aware of its strategic financial goals.

The level of Strategic Financial Management Practices, as stated by the School Heads and Head Teachers regarding Strategic Vision, attained a weighted mean score of 6.17 and a standard deviation of 1.17 and was verbally interpreted as exceptional practices among the respondents.

The findings show that School Heads and Head Teachers strongly perceive the alignment of financial goals with the school's strategic vision, indicating high levels of Strategic Financial Management Practices. The results highlight the importance of a clear, long-term financial strategy in supporting the growth and development of school programs and ensuring that all stakeholders know the school's financial goals.

Strategic financial management in education has been recognized as a foundation for sustainable operations and quality education delivery. Lee and Raza (2018) identified that schools with well-integrated financial risk assessments and strategic resource management excel in maintaining operational stability. They recommend that contingency planning be embedded within SFM policies, as schools must have the flexibility to shift resources and optimize financial performance during crises.

Also, strategic vision plays an important role in decision-making, particularly in financial and operational aspects. A well-defined vision provides a clear direction for long-term goals, helping school leaders identify priorities that support student learning and institutional growth. Table 8 displays the level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers.

Financial decisions are communicated openly to staff and administration.

The mean ($M = 6.16$) proposes a very high level of strategic financial management practices, as stated by the school heads and head teachers, about transparency and supported by the standard deviation ($SD = 1.18$).

TABLE 8. Level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers with regard to Transparency

Statements	Mean	SD	Remarks
Financial decisions are communicated openly to staff and administration.	6.16	1.18	Strongly Agree
The school's financial statements are accessible to relevant stakeholders	6.13	1.23	Agree
Stakeholders are informed about the allocation and use of financial resources.	5.95	1.30	Agree
Financial reports are regularly provided to ensure accountability.	6.08	1.35	Agree
The school builds financial transparency in the learning community.	6.08	1.36	Agree
Weighted Mean	6.08		
SD	1.29		
Verbal Interpretation			Very High Practices

Likewise, the school's financial statements are accessible to relevant stakeholders. While the mean is lower ($M = 5.95$) with a standard deviation ($SD = 1.30$), it still designates that the stakeholders are informed about the allocation and use of financial resources.

The level of Strategic Financial Management Practices, as stated by the School Heads and Head Teachers with regard to transparency, reached a weighted mean score of 6.08 and a

standard deviation of 1.29 and was verbally interpreted as very high practices among the respondents.

The findings show that School Heads and Head Teachers perceive a very high level of Strategic Financial Management Practices regarding transparency in financial decision-making. While financial decisions are communicated openly to staff and administration, there is a slightly lower perception of the accessibility of financial statements to stakeholders. The results indicate that while transparency practices are generally strong, there is room for improvement in ensuring that all stakeholders are fully informed about the allocation and use of financial resources.

Fadeikina and Pristavka (2024) highlight the importance of transparency and accountability in enhancing resource utilization within educational institutions. Schools with well-maintained financial reporting practices are more likely to experience improved educational results, which can be attributed to more efficient resource allocation.

Table 9 demonstrates the level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers.

The staff members are trained in risk identification and mitigation. The mean ($M = 6.09$) advises a very high level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers regarding Risk management practices are supported by standard deviation ($SD = 1.01$). Similarly, the school has protocols in place to address financial risks and uncertainties. While the mean is slightly lower ($M = 5.97$) with a standard deviation ($SD = 1.09$), it still specifies the risk management practices, including contingency funds for unforeseen expenses.

TABLE 9. Level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers with regard to Risk Management Practices

Statements	Mean	SD	Remarks
Staff members are trained in risk identification and mitigation.	6.09	1.01	Agree
The school has protocols in place to address financial risks and uncertainties.	6.07	1.11	Agree
Risk management practices include contingency funds for unforeseen expenses	5.97	1.09	Agree
The school regularly reviews its risk management policies.	6.05	1.10	Agree
Risk management practices reduce financial vulnerabilities.	5.99	1.09	Agree
Weighted Mean	6.04		
SD	1.08		
Verbal Interpretation			High Practices

The level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers with regards to Risk management practices accomplished a weighted mean score of 6.04 and a standard deviation of 1.08. It was verbally interpreted as high practices among the respondents.

In summary, the findings reveal that School Heads and Head Teachers perceive a very high level of Strategic Financial Management Practices in terms of risk management. While staff members are well-trained in risk identification and mitigation, there is slightly less emphasis on having robust protocols for addressing financial risks and uncertainties. The results suggest that while risk management practices are

generally substantial, there is room for improvement in certain areas to ensure comprehensive financial risk mitigation.

A published study by Quong, T., & Walker, A. (2015) highlights the essential role of risk management within educational institutions. It underscores the necessity for well-defined policies and procedures, ongoing staff training, and active community participation in risk management efforts to create a secure learning atmosphere. He added that ongoing training is essential, equipping staff with the skills to evaluate and address risks accurately. Involving the school community in the decision-making process further enhances these strategies.

Managing school risks and preparing for emergencies is vital for maintaining the safety and security of educational facilities. These help students and staff affected by violence during conflicts while providing vital life-saving information and enhancing survival skills. From the broader perspective, disasters are more than just risks; risks are abstract and potential incidents that may happen in the future, whereas a disaster is something tangible, measurable, and observable that can be addressed once it has occurred. Both concepts share similar determinants, but a disaster can be identified, analyzed, and acted upon. (Cornell & Loper 2019).

Table 10 shows the level of strategic financial management practices as stated by the school heads and head teachers.

The financial resources are used efficiently to maximize the impact on student outcomes. The mean (M = 6.27) recommends a very high level of strategic financial management practices, as stated by the school heads and head teachers, regarding resource utilization, which is supported by the standard deviation (SD = 1.18).

Correspondingly, efficient use of resources enables the school to support additional programs. While the mean is slightly lower (M = 6.18) with a standard deviation (SD = 1.31), it still directs the utilization of resources to assess effectiveness.

TABLE 10. Level of Strategic Financial Management Practices as stated by the School Heads and Head Teachers with regard to Resource utilization

Statements	Mean	SD	Remarks
Financial resources are used efficiently to maximize the impact on student outcomes.	6.27	1.18	Strongly Agree
The school monitors resource utilization to avoid unnecessary expenses.	6.23	1.21	Strongly Agree
Resource utilization processes ensure the school gets the best value for its expenditures.	6.23	1.24	Strongly Agree
Utilization of resources is tracked to assess effectiveness.	6.18	1.31	Strongly Agree
Efficient use of resources enables the school to support additional programs.	6.26	1.22	Strongly Agree
Weighted Mean	6.23		
SD	1.23		
Verbal Interpretation			Very High Practices

As stated by the School Heads and Head Teachers regarding Resource utilization, the level of Strategic Financial Management Practices conquered a weighted mean score of 6.23 and a standard deviation of 1.23. It was verbally interpreted as very high practices among the respondents.

In summary, the findings indicate that School Heads and Head Teachers perceive a very high level of Strategic

Financial Management Practices concerning resource utilization. The efficient use of financial resources to maximize student outcomes is viewed positively, while there is still a strong emphasis on tracking resource utilization to assess its effectiveness. The results highlight the importance of efficiently managing resources to support additional programs and improve student outcomes.

Fadeikina and Pristavka (2024) highlight the importance of transparency and accountability in enhancing resource utilization within educational institutions. Transparent practices such as clear budgeting, regular reporting, and open communication build trust among staff, parents, and students. When stakeholders understand how resources are being used, they are more likely to support the school.

Siddique 2020, points out that data-driven decision-making is essential for effective resource allocation. It is a vital approach in educational leadership, enabling policymakers to identify key needs such as infrastructure improvements, teacher training enhancements, and educational technology upgrades. Transparency is an administrative practice and a foundational principle that empowers schools to use resources efficiently and strengthens accountability.

TABLE 11. Composite Table on Strategic Financial Management Practices as stated by the School Heads and Head Teachers

Indicators	Weighted Mean	SD	Verbal Interpretation
Strategic Vision	6.17	1.17	Exceptional Practices
Transparency	6.08	1.29	Very High Practices
Risk management practices	6.04	1.08	Very High Practices
Resource utilization	6.23	1.23	Exceptional Practice
Grand Mean	6.13		
SD	1.19		
Verbal Interpretation			Very High Practices

The level of Strategic Financial Management Practices, as stated by the School Heads and Head Teachers, across Strategic Vision, Transparency, Risk Management, and Resource Utilization, was perceived as high, with grand mean score of 6.13, standard deviation of 1.19 and verbally interpreted as very high practices. This indicates that School Heads and Head Teachers generally consider these practices to be effectively implemented, though there may still be areas for improvement to optimize financial management in schools.

Level of Contingency Planning Success of the Implementers

In this study, the level of Contingency Planning Success of the school implementers refers to Planning and preparedness, Risk assessment, Resource Availability, and the implementation process in the Division of Laguna.

Table 12 shows the level of Contingency Planning Success of the implementers.

The Contingency plans are updated regularly to reflect current needs and risks. The mean (M = 6.29) suggests a very high level of Contingency Planning Success of the implementers in terms of planning and preparedness and is supported by standard deviation (SD = 0.82). Also, preparedness helps the school minimize operational disruptions. While the mean is lower (M = 6.11) with a standard deviation (SD = 1.05), it still indicates that the financial resources are set specifically during contingency

planning. The school implementers' level of Contingency Planning Success in terms of planning and preparedness attained a weighted mean score of 6.24 and a standard deviation of 0.99, which was verbally interpreted as fully established among the respondents in the Schools Division of Laguna.

TABLE 12. Level of Contingency Planning Success of the implementers in terms of Planning and Preparedness

Statements	Mean	SD	Remarks
Staff members are trained in preparing contingency protocols.	6.24	1.03	Strongly Agree
The school has a detailed financial contingency plan for operations and disruptions.	6.23	0.09	Strongly Agree
Financial resources are set specifically during contingency planning.	6.11	1.05	Agree
Contingency plans are updated regularly to reflect current needs and risks.	6.29	0.82	Strongly Agree
Preparedness helps the school minimize operational disruptions.	6.27	1.04	Strongly Agree
Weighted Mean	6.24		
SD	0.99		
Verbal Interpretation	Fully established		

The findings show that school implementers perceive a high level of success in contingency planning, particularly in planning and preparedness. Regularly updating contingency plans is crucial for minimizing operational disruptions, although the allocation of financial resources during contingency planning is slightly less emphasized. The results highlight the importance of continuous preparedness to ensure effective contingency planning and mitigate potential risks.

Strunk et al. (2016) explained that a high-quality planning process is essential for improving schools. It helps prioritize goals and activities for schools and their stakeholders, enhances involvement, reflection, and professional development, supporting organizational growth.

Namusisi and Buluma (2022) suggest that effective approaches also require cooperation among different stakeholders in the school community, representatives and treasurers, and holding meetings to develop budget related programs. Ongoing financial management challenges can be effectively addressed through collaboration with division leaders and advancement staff, highlighting the importance of thorough planning and community participation in the financial management process.

Also, planning and preparedness for contingency situations are essential for maintaining stability, continuity, and resilience within educational institutions. Like any organization, schools are vulnerable to unexpected disruptions like natural disasters and health crises. Without a clear contingency plan, it can lead to confusion, loss of instructional time, and mismanagement of resources. (Harris and Lee, 2020)

Table 13 displays the level of Contingency Planning Success of the implementers.

The school uses risk assessments to guide contingency planning efforts. The mean (M = 6.20) proposes a fully established level of success in Contingency Planning in terms of Risk assessment and is supported by the standard deviation (SD = 1.11). Likewise, risk assessment processes are part of

the school's financial planning. While the mean is slightly lower (M = 6.20) with standard deviation (SD = 1.09), it still designates that the risk assessments are updated periodically to remain relevant.

TABLE 13. Level of Contingency Planning Success of the implementers in terms of Risk assessment

Statements	Mean	SD	Remarks
Regular risk assessments identify potential threats to school operations.	6.20	1.11	Strongly Agree
Risk assessment processes are part of the school's financial planning.	6.21	1.08	Strongly Agree
Identified risks are documented and categorized by severity and likelihood.	6.18	1.10	Strongly Agree
The school uses risk assessments to guide contingency planning efforts.	6.24	1.07	Strongly Agree
Risk assessments are updated periodically to remain relevant.	6.17	1.08	Strongly Agree
Weighted Mean	6.20		
SD	1.09		
Verbal Interpretation	Fully Established		

The level of Contingency Planning Success of the implementers in terms of Risk assessment reached a weighted mean score of 6.20 and a standard deviation of 1.09 and was verbally interpreted as fully established among the respondents.

In summary, the findings indicate that risk assessments are highly valued as a guide to contingency planning efforts. However, there is a slightly lower emphasis on updating risk assessments periodically.

The results highlight the importance of integrating regular risk assessments into financial planning to ensure contingency plans remain relevant and effective.

Furthermore, studies from both local and international perspectives support the integration of financial risk assessments and adaptive financial strategies within School Improvement Plans. These practices enhance the institution's stability, support student learning, and fulfill educational goals amidst financial or operational challenges (Caballes & Olivar, 2021; Harris & Lee, 2020). Addressing these challenges requires a clear framework for assessing current financial management practices, identifying gaps, and establishing evidence-based strategies for improvement.

Risk assessment is not a one-time activity. That is why school leaders must regularly review and conduct in-depth evaluations of possible risks, including natural disasters and operational failures. The success of contingency planning depends on the implementation and ability to carry out a robust, proactive, and dynamic risk assessment process. (Cornell 2019)

To maintain operational continuity, every school must be well-prepared for emergencies, with sufficient resources and accessible emergency funds.

Table 14 demonstrates the level of Contingency Planning Success of the implementers.

The school has adequate resources available to manage potential disruptions. The mean (M = 6.21) advises a very high level of Contingency Planning Success of the implementers in terms of Resource Availability and supported by standard deviation (SD = 0.79). Similarly, resource

availability is sufficient to support operational continuity during a crisis. While the mean is slightly lower ($M = 5.98$) with standard deviation ($SD = 1.16$), it still specifies the emergency funds are accessible for immediate use if needed.

TABLE 14. Level of Contingency Planning Success of the implementers in terms of Resource Availability

Statements	Mean	SD	Remarks
The school has adequate resources available to manage potential disruptions.	6.21	0.79	Strongly Agree
Emergency funds are accessible for immediate use if needed.	5.98	1.16	Agree
Resource availability is sufficient to support operational continuity during a crisis.	6.20	0.33	Strongly Agree
The school ensures that essential resources are reserved for emergencies.	6.15	1.04	Strongly Agree
There is an established process for resource distribution in emergency situations.	6.06	1.12	Agree
Weighted Mean	6.12		
SD	1.00		
Verbal Interpretation	Highly Established		

The implementers' level of Contingency Planning Success in terms of Resource Availability accomplished a weighted mean score of 6.12 and a standard deviation of 1.00, which was verbally interpreted as highly established among the respondents.

The findings indicate that schools are perceived to have sufficient resources to handle potential disruptions. However, resources are somewhat less important, particularly in sustaining operations during crises. While the resources are typically available, the results suggest that there is room for improvement in terms of using emergency funds when urgently needed.

Ensuring school safety and maintaining educational continuity requires a continuous collaborative effort led by management and engaging various stakeholders such as employees, students, parents, and the local community. School calamity organization involves a systematic approach like a scheme organization, which entails evaluating dangers and vulnerabilities, maneuvering for risk mitigation, ensuring the safety of facilities, creating emergency response training programs, carrying out regular drill simulations, and updating plans based on past experiences (Ellena, 2017).

Cornell and Loper (2019) added that managing school risks and preparing for emergencies is vital for maintaining the safety and security of educational facilities. These environments help students and staff affected by violence during conflicts while providing vital life-saving information and enhancing survival skills. From the broader perspective, disasters are more than just risks; risks are abstract and potential incidents that may happen in the future, whereas a disaster is something tangible, measurable, and observable that can be addressed once it has occurred. Both concepts share similar determinants, but a disaster can be identified, analyzed, and acted upon.

Table 15 expresses the level of contingency planning success of the implementers in terms of the implementation.

The roles and responsibilities for implementing contingency plans are clearly defined, and implementation processes are evaluated to improve future contingency

planning. The mean ($M = 6.28$) recommends a very high level of contingency planning success for the implementers in terms of the implementation process, which is supported by standard deviation ($SD = 0.96$). Correspondingly, the school's contingency plans are implemented effectively when needed. While the mean is slightly lower ($M = 6.23$) with a standard deviation ($SD = 0.95$), it still directs the implementation of contingency plans to be monitored for efficiency.

TABLE 15. Level of Contingency Planning Success of the implementers in terms of Process of Implementation

Statements	Mean	SD	Remarks
The school's contingency plans are implemented effectively when needed.	6.26	0.97	Strongly Agree
The implementation of contingency plans is monitored for efficiency.	6.23	0.95	Strongly Agree
Roles and responsibilities are clearly defined when implementing contingency plans.	6.28	0.96	Strongly Agree
Contingency plans are reviewed and refined based on implementation outcomes.	6.26	0.89	Strongly Agree
Implementation processes are evaluated to improve future contingency planning.	6.28	0.96	Strongly Agree
Weighted Mean	6.25		
SD	0.94		
Verbal Interpretation	Fully Established		

The level of Contingency Planning Success of the implementers in terms of the implementation process conquered a weighted mean score of 6.25 and a standard deviation of 0.94 and was verbally interpreted as fully established among the respondents.

This indicates that the implementers perceive high success in implementing contingency plans. The precise definition of roles and responsibilities for implementation and the practical evaluation of processes to improve future planning are crucial to success. However, the monitoring of plan implementation for efficiency is slightly less emphasized. The results highlight the importance of continuously evaluating and refining the implementation processes to ensure contingency plans are executed efficiently when needed.

Moreover, integrating strategic financial management into creating a School Improvement Plan through comprehensive risk assessment and contingency planning is crucial for building a robust educational setting. By identifying potential risks in advance and efficiently distributing resources, schools can improve their capacity to tackle challenges while guaranteeing ongoing enhancements in educational results (Espiritu, 2020).

TABLE 16. Composite Table on Contingency Planning Success of the Implementers

Indicators	Weighted Mean	SD	Verbal Interpretation
Planning and preparedness	6.24	0.99	Fully Established
Risk assessment	6.20	1.09	Highly Established
Resource Availability	6.12	1.00	Fully Established
Process of implementation	6.25	0.94	Fully Established
Grand Mean	6.20		
SD	1.01		
Verbal Interpretation	Fully Established		

The Contingency Planning Success of the implementers in terms of Planning and preparedness, Risk assessment, Resource Availability, and Implementation Process. It arrived

at a grand mean score of 6.20 and a standard deviation of 1.01, which was verbally interpreted as fully established among the respondents. This means that the success of the contingency planning implementers is perceived as very high across key areas such as planning and preparedness, risk assessment, resource availability, and the implementation process.

The findings reveal a strong agreement among participants regarding the efficacy of contingency planning practices. This highlights the importance of continuing to focus on refining and strengthening contingency planning to ensure an efficient response to potential disruptions.

Level of Operational Continuity of the Implementers

In this study, the level of Operational Continuity of the implementers refers to employee participation, Monitoring, and Evaluation of sustainable Operation, Transformational Operation, and Recovery Plan in the Schools Division of Laguna.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

TABLE 17. Level of Operational Continuity of the Implementers as to Employee Participation

Statements	Mean	SD	Remarks
Staff members participate in planning and executing contingency procedures.	6.30	1.04	Strongly Agree
Employees are actively involved in maintaining operational continuity.	6.32	1.01	Strongly Agree
Staff are encouraged to contribute to continuity efforts.	6.24	0.99	Strongly Agree
Employee feedback is considered in continuity planning and decision-making.	6.28	1.05	Strongly Agree
Staff participation enhances the effectiveness of continuity plans.	6.16	1.33	Strongly Agree
Weighted Mean	6.26		
SD	1.09		
Verbal Interpretation	Very High		

Table 17 shows the level of Operational Continuity of the implementers.

The employees are actively involved in maintaining operational continuity. The mean (M = 6.32) implies a very high level of Operational Continuity of the implementers as to Employee Participation, supported by standard deviation (SD = 1.01). Also, staff members participate in planning and executing contingency procedures. While the mean is slightly lower (M = 6.16) with a standard deviation (SD = 1.33), it still indicates that staff participation enhances the effectiveness of continuity plans.

The level of Operational Continuity of the implementers as to Employee participation attained a weighted mean score of 6.26 and a standard deviation of 1.09, which was verbally interpreted as very high among the respondents.

This indicates that the implementers perceive a very high level of operational continuity regarding employee participation. While employees are actively involved in maintaining operational continuity, there is slightly less emphasis on staff participation in planning and executing contingency procedures. This highlights the importance of

continued staff engagement in enhancing the effectiveness of continuity plans.

Effective development and execution of a School Improvement Plan heavily rely on strategic financial management. Schools can boost their improvement capabilities and be ready for unexpected challenges by combining solid financial practices with thorough planning and active participation of stakeholders. This comprehensive strategy not only aids in academic success but also nurtures an environment of ongoing enhancement within the school community (Carvalho et al., 2021).

In support, participative leadership creates a safe and nurturing environment that allows employees to share their thoughts and opinions openly. Participative leaders enhance their teams by inviting contributions, assigning tasks, and providing constructive feedback, which nurtures trust and psychological safety. This type of atmosphere motivates employees to express innovative ideas confidently, as seen in the practice of conducting brainstorming sessions to gather various viewpoints before achieving consensus on a project (Wang, Hou, & Li 2022).

TABLE 18. Level of Operational Continuity of the Implementers as to Monitoring and Evaluation

Statements	Mean	SD	Remarks
The school continuously monitors its operational processes to ensure continuity.	6.41	0.81	Strongly Agree
Evaluations are conducted regularly to improve operational efficiency.	6.38	0.76	Strongly Agree
Monitoring tools help track the effectiveness of continuity efforts.	6.38	0.80	Strongly Agree
Results from evaluations are used to improve operational strategies.	6.24	0.85	Strongly Agree
Monitoring ensures that the school can respond promptly to emerging issues.	6.20	1.15	Strongly Agree
Weighted Mean	6.32		
SD	0.89		
Verbal Interpretation	Very High		

Table 18 displays the level of Operational Continuity of the implementers as to Monitoring and Evaluation.

The school continuously monitors its operational processes to ensure continuity. The mean (M = 6.41) proposes a very high level of operational continuity for the implementers in monitoring and evaluation, which is supported by the standard deviation (SD = 0.81). Likewise, evaluations are conducted regularly to improve operational efficiency, and monitoring tools help track the effectiveness of continuity efforts. While the mean is slightly lower (M = 6.20) with a standard deviation (SD = 1.15), it still designates the monitoring to ensure that the school can respond promptly to emerging issues. The implementers' operational Continuity in Monitoring and Evaluation reached a weighted mean score of 6.32 and a standard deviation of 0.89, which was verbally interpreted as very high among the respondents.

This indicates that the implementers perceive a very high level of operational continuity in monitoring and evaluation. The school's continuous monitoring of operational processes is essential for ensuring continuity, although there is slightly less emphasis on the regularity of assessments to improve operational efficiency. The results highlight the importance of

ongoing monitoring and assessments to ensure the school can respond effectively to emerging issues and improve operational efficiency.

Monitoring and evaluation systems are essential for improving inadequate facilities by offering crucial insights into the strengths and weaknesses of current infrastructure and resource distribution methods. As Arif (2019) noted, effective M&E systems allow educational policymakers and administrators to monitor progress, pinpoint obstacles, and allocate resources effectively to resolve infrastructure shortages in secondary schools. Additionally, M&E systems help cultivate a culture of accountability and transparency, which enhances stakeholder engagement and participation initiatives aimed at educational development (World Bank, 2017).

In addition, Monitoring and Evaluation (M&E) systems are vital for tracking progress, pinpointing areas for improvement, and optimizing resource consumption in secondary schools. As Siddique (2020) points out, data-driven decision-making is essential for active resource allocation, enabling policymakers to identify key needs such as infrastructure improvements, teacher training enhancements, and educational technology upgrades.

TABLE 19. Level of Operational Continuity of the Implementers as to Transformational Operation

Statements	Mean	SD	Remarks
The school adapts operations to respond to unexpected challenges.	6.36	0.82	Strongly Agree
Innovative solutions are encouraged to sustain operations during disruptions.	6.37	0.86	Strongly Agree
The school adopts new practices to meet changing operation needs.	6.31	0.87	Strongly Agree
Transformative practices help the school respond to environmental changes.	6.20	1.23	Strongly Agree
Operational changes are regularly reviewed to ensure effectiveness.	6.15	1.35	Strongly Agree
Weighted Mean	6.28		
SD	1.05		
Verbal Interpretation	Very High		

Table 19 demonstrates the level of Operational Continuity of the implementers. Innovative solutions are encouraged to sustain operations during disruptions. The mean (M = 6.37) advises a very high level of Operational Continuity of the implementers as to Transformational Operation and supported with standard deviation (SD = 0.86). Similarly, school adapts operations to respond to unexpected challenges. While the mean is slightly lower (M = 6.15) with standard deviation (SD = 0.0), it still specifies the operational changes are regularly reviewed to ensure effectiveness.

The level of Operational Continuity of the implementers as to Transformational Operation accomplished a weighted mean score of 6.28 and a standard deviation of 1.05 and was verbally interpreted as very high among the respondents.

The findings indicate that the implementers perceive a very high level of operational continuity in transformational operations. Encouraging innovative solutions to sustain operations during disruptions is highly valued, although there is less emphasis on regularly reviewing operational changes to ensure effectiveness. The results highlight the importance of

fostering innovation and adaptability to maintain operational continuity during unexpected challenges.

Sabwami, K. (2020) investigated how principals' transformational leadership practices affect the management of financial resources. Findings revealed that principals' transformational leadership practices had a significant effect on schools' financial resource management. This recommends that principals adopt transformational leadership practices to help them manage their schools' financial matters well and initiate income-generating activities to bolster schools' finances.

Waruwu et al. (2020) added that transformational leadership significantly affects organizational resilience. Employing transformational leadership practices such as articulating clear visions, valuing individual contributions, and fostering innovation enhances collective teacher efficacy and helps mediate the relationship between transformational leadership and organizational resilience.

Table 20 discusses the level of Operational Continuity of the School implementers as to Sustainable operation. The sustainability contributes to the financial resilience of the school's operations. The mean (M = 6.33) recommends a very high level of operational continuity for the implementers as to sustainable operation and is supported by a standard deviation (SD = 1.19). Correspondingly, the school's operational practices prioritize long-term sustainability, and operational processes are optimized to conserve resources. While the mean is slightly lower (M = 6.24) with a standard deviation (SD = 1.15), it still directs the sustainable practices integrated into the school's operational continuity efforts.

TABLE 20. Level of Operational Continuity of the Implementers as to Sustainable Operation

Statements	Mean	SD	Remarks
The school's operational practices prioritize long-term sustainability.	6.28	1.17	Strongly Agree
Sustainability efforts reduce dependence on non-renewable resources.	6.27	1.15	Strongly Agree
Operational processes are optimized to conserve resources.	6.28	1.18	Strongly Agree
Sustainable practices are integrated into the school's operational continuity efforts.	6.24	1.15	Strongly Agree
Sustainability contributes to the financial resilience of the school's operations.	6.33	1.19	Strongly Agree
Weighted Mean	6.28		
SD	1.16		
Verbal Interpretation	Very High		

The level of Operational Continuity of the implementers as to Sustainable Operation conquered a weighted mean score of 6.28 and a standard deviation of 1.16 and was verbally interpreted as very high among the respondents.

This indicates that school implementers perceive a very high level of operational continuity in sustainable operations. The contribution of sustainability to the financial resilience of the school's operations is highly recognized. However, there is less emphasis on integrating sustainable practices into operational continuity efforts. The results underscore the importance of incorporating sustainability into operational practices to enhance long-term resilience and resource conservation.

School leaders adopted various management practices, such as employing practical management approaches, maintaining continuous organizational communication, participating in financial management webinars, realigning budgets through revised annual procurement plans, prioritizing expenses, and focusing on contingency funds. The proposed activities outlined in the contingency-based financial planning matrix are designed for adaptation by school heads and central offices. The aim is to develop uniform and future-oriented policies based on data-driven insights. (Avila and William, 2023).

TABLE 21. Level of Operational Continuity of the implementers as to Recovery Plan

Statements	Mean	SD	Remarks
Recovery plans prioritize restoring critical functions.	6.24	0.89	Strongly Agree
Staff are trained in executing recovery plans as needed.	6.18	1.06	Strongly Agree
The recovery plan includes timelines and steps for resuming activities.	6.27	0.93	Strongly Agree
A structured recovery plan is in place to resume normal operations after disruptions.	6.17	0.95	Strongly Agree
Recovery processes are evaluated and improved based on lessons learned.	6.15	0.95	Strongly Agree
Weighted Mean	6.20		
SD	0.96		
Verbal Interpretation			Very High

Table 21 illustrates the level of Operational Continuity of the respondent. The recovery plan includes timelines and steps for resuming activities. The mean (M = 6.27) advocates a very high level of Operational Continuity of the implementers regarding the Recovery Plan and is supported by the standard deviation (SD = 0.93). Recovery plans also prioritize restoring critical functions. While the mean is slightly lower (M = 6.15), with a standard deviation (SD = 0.95), it still indicates that the recovery processes are evaluated and improved based on lessons learned.

The level of Operational Continuity of the implementers as to Recovery plan got a weighted mean score of 6.20 and a standard deviation of 0.96, which was verbally interpreted as very high among the respondents.

The findings indicate that the implementers perceive a very high level of operational continuity in terms of recovery planning. Including timelines and steps for resuming activities in recovery plans is highly valued, though there is less emphasis on evaluating and improving recovery processes based on lessons learned. The results highlight the importance of having structured and effective recovery plans to ensure the quick restoration of critical functions and continuous improvement.

According to Ketterer (2018), recovery plans within School Improvement Plans address the learning deficits that arise following disruptions. These plans emphasize remediation strategies to facilitate student recovery, implement necessary protocols to ensure a safe return to the classroom and promote community involvement that includes parents, educators, and other stakeholders.

According to Ketterer (2018), recovery plans within School Improvement Plans address the learning deficits that

arise following disruptions. These plans emphasize remediation strategies to facilitate student recovery, implement necessary protocols to ensure a safe return to the classroom and promote community involvement that includes parents, educators, and other stakeholders.

TABLE 22. Composite Table on Operational Continuity of the implementers

Indicators	Weighted Mean	SD	Verbal Interpretation
Employees Participation	6.26	1.09	Very High
Monitoring and Evaluation	6.32	0.89	Very High
Transformational Operation	6.28	1.05	Very High
Sustainable Operation	6.28	1.16	Very High
Recovery Plan	6.20	0.96	Very High
Grand Mean	6.27		
SD	1.03		
Verbal Interpretation			Very High

The level of Operational Continuity of the implementers as to Employees Participation, Monitoring and Evaluation, Transformational Operation, Sustainable Operation, and Recovery Plan got a grand mean score of 6.27 and a standard deviation of 1.03 and was verbally interpreted as very high among the respondents.

This means that the operational continuity of the implementers is seen as very strong in areas like employee participation, monitoring, transformation sustainability, and recovery planning.

The results show that respondents strongly agree on the effectiveness of these practices. This highlights the importance of strategic measures to maintain operational continuity and resilience in the school. This strong consensus points out the critical role of strategic planning in building and maintaining resilience within the school system. This recommends that schools that invest in inclusive participation, long-term sustainability planning, and continuous monitoring are the best positioned to ensure constant improvement.

In addition, the findings emphasize the need for leadership to institutionalize such practices as part of the school's core management system and development framework.

Relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the implementers

To test the significant relationship between the Strategic Financial Management Challenges as stated by the School Heads and Head Teachers and the Contingency Planning Success of the implementers in terms of Planning and preparedness, Risk assessment, Resource Availability, and implementation process, they were treated statistically using Real Statistics Data Analysis Tools and the Pearson product-moment correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the implementers. A positive correlation indicates that as Strategic Financial Management Challenges, as stated by the School

Heads and Head Teachers, increase, the Contingency Planning Success of the implementers also tend to increase. .

TABLE 23. Significant Relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the Implementers

Strategic Financial Management Challenges as stated by the School Heads and Head Teachers		Contingency Planning Success of the implementers			
		P&P	RA	RA	PI
Financial Resources	Pearson Correlation	0.8500	0.7258	0.7760	0.6953
	Significance (2-Tailed)	0.0465	0.0238	0.0110	0.2852
	N	122	122	122	122
	Analysis	Significant	Significant	Significant	Not Significant
Budget Constraints	Pearson Correlation	0.7463	0.6518	0.7096	0.6793
	Significance (2-Tailed)	0.0228	0.0142	0.0110	0.2852
	N	122	122	122	122
	Analysis	Significant	Significant	Significant	Not Significant
Resource Allocation	Pearson Correlation	0.6473	0.5618	0.6709	0.7693
	Significance (2-Tailed)	0.0282	0.0426	0.0101	0.2582
	N	122	122	122	122
	Analysis	Significant	Significant	Significant	Not Significant
Forecasting	Pearson Correlation	0.7797	0.6635	0.7583	0.6860
	Significance (2-Tailed)	0.0422	0.0355	0.0222	0.7783
	N	122	122	122	122
	Analysis	Significant	Significant	Significant	Not Significant
Regulation	Pearson Correlation	0.5894	0.6964	0.5321	0.6280
	Significance (2-Tailed)	0.3447	0.3442	0.1991	0.9245
	N	122	122	122	122
	Analysis	Not Significant	Not Significant	Not Significant	Not Significant

Correlations were computed among four Contingency Planning success of the implementers on data for 122 respondents. Pearson correlation coefficient of +1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.5618 to 0.8500, indicating a moderately positive to perfectly positive relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the implementers.

This implies that the Financial Resources, Budget Constraints, Resource Allocation, and Forecasting of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, were concerned with the Planning and preparedness, Risk assessment, and Resource Availability of Contingency Planning Success of the implementers of the respondents. This underscores the importance of financial management in effective contingency planning in an organization. While the Regulation have no concern to the Contingency Planning Success of the implementers of the respondents.

On the other hand, Strategic Financial Management Challenges as stated by the School Heads and Head Teachers were concern to the process of implementation of Contingency Planning Success of the implementers of the respondents. This explains that regulations do not significantly affect the success of contingency planning among school implementers. However, the challenges of strategies financial management identified by the respondents play a crucial role in the implementation process of contingency planning, highlighting the needs to address financial management issues.

Test of Relationship between the Strategic Financial Management Challenges as stated by the School Heads and Head Teachers and the Operational Continuity of the implementers

To test the significant relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Operational Continuity of the implementers in terms of Employee Participation, Monitoring and Evaluation, Transformational Operation, Sustainable Operation, and Recovery Plan, were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation.

The correlation coefficients measure the strength and direction of the

relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Operational Continuity of the implementers. A positive correlation indicates that as strategic financial management challenges, as stated by the school heads and head teachers, increase, so does the operational continuity of the implementers.

Correlations were computed among five implementers' operational continuity on data for 122 respondents. A Pearson correlation coefficient of +1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.5799 to 0.8323, indicating a moderately positive to perfectly positive relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Operational Continuity of the implementers. Financial Resources, Budget Constraints, and Resource Allocation of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, were concerned with the Employees' Participation, Monitoring and Evaluation, Transformational Operation, Sustainable Operation, and Recovery Plan of Operational Continuity of the implementers of the respondents.

TABLE 24. Significant Relationship between the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, and the Operational Continuity of the implementers

Strategic Financial Management Challenges as stated by the School Heads and Head Teachers		Operational continuity of the implementers				
		EP	M&E	TO	SO	Recovery Plan
Financial Resources	Pearson Correlation	0.8323	0.6869	0.8169	0.6627	0.7570
	Significance (2-Tailed)	0.0090	0.0074	0.0399	0.0380	0.0456
	N	122	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant	Significant
Budget Constraints	Pearson Correlation	0.7599	0.6782	0.8031	0.7253	0.7010
	Significance (2-Tailed)	0.0026	0.0014	0.0046	0.0117	0.0490
	N	122	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant	Significant
Resource Allocation	Pearson Correlation	0.5799	0.7682	0.8301	0.7523	0.7100
	Significance (2-Tailed)	0.0062	0.0041	0.0064	0.0171	0.0149
	N	122	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant	Significant
Forecasting	Pearson Correlation	0.8071	0.7359	0.8015	0.7050	0.7828
	Significance (2-Tailed)	0.0954	0.0412	0.2304	0.2864	0.8493
	N	122	122	122	122	122
	Analysis	Not Sig	Significant	Not Sig	Not Sig	Not Sig
Regulation	Pearson Correlation	0.5490	0.6908	0.6714	0.6106	0.5673
	Significance (2-Tailed)	0.1330	0.0066	0.1492	0.2184	0.7059
	N	122	122	122	122	122
	Analysis	Not Sig	Significant	Not Sig	Not Sig	Not Sig

The results reveal a significant positive relationship between Strategic Financial Management Challenges and the Operational Continuity of the implementers. Key factors such as Financial Resources, Budget Constraints, and Resource Allocation influence areas like employee participation, Monitoring and Evaluation, Transformational Operation, Sustainable Operation, and Recovery Plans.

This implies that when financial resources are well-managed, implementers are better equipped to engage staff, conduct meaningful monitoring and evaluation, sustain transformational initiatives, and ensure long-term operational stability.

As the School Heads and Head Teachers stated, forecasting and regulating Strategic Financial Management Challenges were not concerned with the Employees' Participation, Transformational Operation, Sustainable Operation, and Recovery Plan of Operational Continuity of the respondents' implementers. This explains the need for better integration and communication between strategic planning and operational continuity to ensure that financial strategies are meaningfully aligned.

Test of Relationship between the Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Contingency Planning Success of the implementers

To test the significant relationship between the Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Contingency Planning Success of the implementers in terms of Planning and preparedness, Risk assessment, Resource Availability, and implementation process, they were treated statistically using Real Statistics Data Analysis Tools and the Pearson Product Moment Correlation Coefficient.

The correlation coefficients measure the strength and direction of the relationship between the Strategic Financial

Management Practices as stated by the School Heads and Head Teachers and the Contingency Planning Success of the implementers. A positive correlation indicates that as Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, increase, the Contingency Planning Success of the implementers also tends to increase.

Correlations were computed among four Contingency Planning Successes of the implementers on data for 122 respondents. A Pearson correlation coefficient of +1 indicates a perfect positive correlation, while coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.5603 to 0.7613, indicating a moderately positive to strongly positive relationship between the Strategic Financial Management Practices, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the implementers. This suggests that the Strategic Vision of Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, concerned the Planning and preparedness, Risk assessment, Resource Availability, and process of implementation of Contingency Planning Success of the implementers of the respondents.

The findings mean that effective strategic financial management practices, as stated by the respondents, significantly help the success of contingency planning. This highlights the importance of having a clear strategic vision in terms of planning and preparedness, risk assessment, and proper resource allocation during times of uncertainty.

While the Transparency, Risk management practices, and Resources utilization of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers were not concern to the Planning and preparedness, Risk assessment, Resource Availability, and process of implementation of Contingency Planning Success of the implementers of the respondents.

TABLE 25. Significant Relationship between the Strategic Financial Management Practices, as stated by the School Heads and Head Teachers, and the Contingency Planning Success of the implementers

Strategic Financial Management Practices, as stated by the School	Contingency Planning Success of the implementers
---	--

Heads and Head Teachers		P&P	RA	RA	PI
Strategic Vision	Pearson Correlation	0.7613	0.6790	0.7540	0.5603
	Significance (2-Tailed)	<.001	0.0251	<.001	0.0273
	N	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant
Transparency	Pearson Correlation	0.8902	0.7502	0.9102	0.7212
	Significance (2-Tailed)	0.9396	0.0429	0.3606	0.3213
	N	122	122	122	122
	Analysis	Not Significant	Significant	Not Significant	Not Significant
Risk management practices	Pearson Correlation	0.8953	0.8341	0.8493	0.7317
	Significance (2-Tailed)	0.0041	0.7964	0.0023	0.6028
	N	122	122	122	122
	Analysis	Significant	Not Significant	Significant	Not Significant
Resources utilization	Pearson Correlation	0.8897	0.7986	0.9015	0.7506
	Significance (2-Tailed)	0.3278	0.0034	0.7891	0.0950
	N	122	122	122	122
	Analysis	Not Significant	Significant	Not Significant	Not Significant

This means there is no significant relationship between strategic financial management practices and the success of contingency planning. This explains the need for revising or changing established practices to align with operational realities and implementation needs for contingency plans.

Test of Relationship between the Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Operational Continuity of the implementers

To test the significant relationship between the Strategic Financial

Management Practices as stated by the School Heads and Head Teachers and the Operational Continuity of the implementers in terms of employee participation, Monitoring and Evaluation, Transformational Operation, Sustainable

Operation, and Recovery Plan, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between the Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Operational Continuity of the implementers. A positive correlation indicates that as Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, increase, the Operational Continuity of the implementers also tends to increase.

Correlations were computed among five Contingency Planning Successes of the implementers on data for 122 respondents. A Pearson correlation coefficient of +1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

TABLE 26. Significant Relationship between the Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Operational Continuity of the implementers

Strategic Financial Management Practices, as stated by the School Heads and Head Teachers		Operational continuity of the implementers				
		EP	M&E	TO	SO	RP
Strategic Vision	Pearson Correlation	0.6892	0.6139	0.6848	0.5482	0.7308
	Significance (2-Tailed)	<.001	<.001	<.001	<.001	<.001
	N	122	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant	Significant
Transparency	Pearson Correlation	0.8507	0.7345	0.7898	0.6514	0.8158
	Significance (2-Tailed)	0.2626	0.1111	0.6341	0.6662	0.4775
	N	122	122	122	122	122
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
Risk management practices	Pearson Correlation	0.8223	0.7507	0.8480	0.6821	0.8096
	Significance (2-Tailed)	0.0019	<.001	0.0037	0.0455	0.0161
	N	122	122	122	122	122
	Analysis	Significant	Significant	Significant	Significant	Significant
Resources utilization	Pearson Correlation	0.8483	0.7625	0.8459	0.6949	0.8381
	Significance (2-Tailed)	0.8523	0.3835	0.7087	0.8851	0.1082
	N	122	122	122	122	122
	Analysis	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig

The correlation coefficients range from 0.5482 to 0.8480, indicating a moderately positive to perfectly positive relationship between Strategic Financial Management Practices as stated by the School Heads and Head Teachers and the Contingency Planning Success of the implementers. This suggests that the Strategic Vision and Risk management practices of the Strategic Financial Management Challenges, as stated by the School Heads and Head Teachers, were

concerned with the Employees' Participation Monitoring and Evaluation, Transformational Operation, and Recovery Plan of Operational Continuity of the implementers of the respondents.

This underscores the vital role of leadership-driven financial strategies in fostering proactive employee engagement, efficient monitoring, and resilient operational recovery systems.

While the Transparency, and Resources utilization of Strategic Financial Management Challenges as stated by the School Heads and Head Teachers were not concern to the Employees Participation, Monitoring and Evaluation, Transformational Operation, and Recovery Plan of Operational Continuity of the implementers of the respondents.

This indicates a gap in aligning financial governance with frontline operational strategies such as employee participation, monitoring, transformational efforts, and recovery planning.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn.

The findings indicate a significant relationship between the challenges of strategic financial management such as economic resources, budget constraints, resource allocation, forecasting, and the success of contingency planning. The first null hypothesis has been rejected. This concluded that while strategic financial challenges can influence the effectiveness of contingency planning, their impact is consistently strong, indicating a positive correlation between these factors. Economic resources, budgeting, and resource allocation are vital in planning, risk assessment, and resource availability, ultimately leading to enhanced contingency planning.

The findings reveal that some aspects of Strategic Financial Management Practices, notably Strategic Vision, are significantly linked to the success of Contingency Planning. However, other practices, such as transparency, risk management, and resource utilization, did not affect substantially successful contingency planning in specific contexts. This prompts a partial rejection of the second null hypothesis. While some practices strongly influence planning and risk assessment, others, like transparency and resource utilization, do not exhibit a direct or consistent impact, limiting their overall contribution to success.

This implies that organizations may need to prioritize and strengthen strategic vision within their financial management practices to enhance the effectiveness of contingency planning.

The results indicate a significant positive relationship between Strategic Financial Management Challenges—including Financial Resources, Budget Constraints, and Resource Allocation—and Operational Continuity. Therefore, the third null hypothesis is rejected. These conclude that challenges associated with financial management play a crucial role in ensuring the sustainability of operations, particularly employee participation, monitoring, evaluation, and recovery planning. These challenges enhance operational continuity by fostering better preparedness and effective management.

Additionally, the results suggest that certain aspects, such as Strategic Vision and Risk Management Practices, are significantly related to Operational Continuity. At the same time, Transparency and Resource Utilization do not have the same effect. Consequently, the fourth null hypothesis is partially rejected. This emphasized that while specific financial practices, like Strategic Vision, provide lasting

support for operational continuity, Transparency and Resource Utilization do not consistently contribute to operational success. Continuous engagement and effective risk management are essential for sustaining operations.

The following recommendations, which are based on the findings and the study's conclusions are practical and feasible and offer a clear path forward for improving financial management in Philippine schools.

School administrators can lead effective implementation strategies by developing long-term financial visions, strengthening budgets and forecasting, promoting transparency, adopting risk management frameworks, and providing staff training on financial practices to support contingency planning and operational continuity.

Policymakers and educational authorities can support effective contingency planning by promoting strategic financial management frameworks, ensuring adequate funding, integrating long-term financial planning into policy, providing financial training for school leaders, and encouraging transparency through mandatory reporting.

School boards and governing bodies can strengthen strategic financial management by establishing clear financial policies, securing emergency funding for preparedness, and investing in training to enhance budgeting, forecasting, and risk management capabilities.

Students and parents can support financial management by inquiring about resource allocation, understanding budget challenges, and actively participating in school governance, events, or committees to provide input, expertise, and support.

Future researchers can explore how school size, demographics, staff involvement, and government policies impact financial management and contingency planning and conduct comparative studies across regions or systems to identify best practices and contextual differences.

REFERENCE

- [1]. Arif, M., (2019), Strengthening Monitoring and Evaluation Systems for Improved Missing facilities: Lessons from Punjab. *International Journal of Educational Development*, 35(2), 123-135.
- [2]. Avila, R. & William, T. (2023), Covid-19 Policy Responses and Implementation for a Contingency-Based Financial Planning for School Heads, <https://doi.org/10.5281/zenodo.10049652#126>.
- [3]. Bua, F.T. and Adzongo, P.I. (2014). Impact of financial management on secondary 45 school's administration in zone a senatorial district of Benue State-Nigeria. *Public Policy and Administration Research*, 4(9), 95-103.
- [4]. Caballes, R., & Olivar, D. (2021). Strategic financial management in Philippine Schools: Challenges and solutions. *Philippine Journal of Educational Administration*, 17(2), 45-60.
- [5]. Carvalho, M., Cabral, I., Verdasca, J., & Alves, J. (2021b). What about us? Teachers' participation in schools' strategic action plans. *Participatory Educational Research*, 8(3), 156-175. <https://doi.org/10.17275/per.21.59.8.3>
- [6]. Cornell, D. & Loper, A. (2019), Assessment of Violence and Other High-Risk Behaviors with a School Survey, Pages 317-330 | Published online: 22 Dec 2019, <https://doi.org/10.1080/02796015.1998.12085918>.
- [7]. Davies, B. & Davies, B.J. (2020), Developing a Strategic Leadership Perspective. (In Davies, B. & Brundrett M., eds. *Developing Successful Leadership*. Dordrecht: Springer. p. 11-25).
- [8]. Department of Education. (2022). Strengthening resource management for school continuity. Retrieved from <https://www.deped.gov.ph>
- [9]. Edmund, S., & Lyamtane, R. D. E. (2018), Effectiveness of the Heads of Schools in Managing Financial Resources in Public Secondary Schools

- in Moshi Municipality. *International Journal of Scientific Research and Management*, 6(05)
<https://doi.org/10.18535/ijrm/v6i5.el01Education.vic.gov.au>.
- [10]. Ellena, G. (2017). *Disaster and Emergency Preparedness: Guidance for Schools* Washington DC, USA: International Finance Corporation, World Bank Group.
- [11]. Espiritu, R. A. (2020), Financial management of school heads in selected Public Elementary schools in DepEd Region III, Philippines. *International Journal of Academic Multidisciplinary Research (IJAMR)*. Vol 4. Issue 11. Pp 66-72 17.
- [12]. Fadeikina, O., & Pristavka, N. (2024), Efficiency of School Financial Manage Management and Its Impact on Educational Outcomes. *International Journal of Educational Management*, 38(2), 123-145.
- [13]. Hennicke, P., & Kristof, K. (2010). Final report on the material efficiency and resource conservation (MaRes) project, Wuppertal Institute
- [14]. Harris, A., & Lee, T. (2020). Risk management and resource optimization in school financial planning. *Education and Financial Accountability*, 25(4), 382-401.
- [15]. Jacob-Dedumo, L., Chua, L.L., Niñal, M.M., & Ederio, N.T. (2024), Financial Management and Resource Allocation Practices in the Schools Division of Surigao Del Norte, Philippines. *International Journal for Multidisciplinary Research*, 6(4), 1-12.
- [16]. Johnson, L. R. (2020), The Role of Strategic Vision in School Improvement Planning. Doctoral Dissertation, College of Education, University of ABC. Retrieved from University Database.
- [17]. Johnson, S., & Muller, D. (2019). Strategic financial management for Resilience in European schools. *International Journal of School Finance*, 32(1), 24-39. Junk, K., & Colyott, J. (2023), 4 Essential Questions about Financial Transparency in School Districts. Retrieved from Region 9 CC.
- [18]. Ketterer, J. (2018), The Business Continuity Plan: Outline for School Disaster Recovery, *International Forum of Teaching and Studies* Vol. 4 No. 1 2018.
- [19]. Lee, K., & Raza, M. (2018). Effective resource management for educational continuity: A case study of Asian schools. *Asian Financial Review in Education*, 12(3), 211-235.
- [20]. McIntosh, K., MacKay, L. D., Hume, A. E., Doolittle, J., Vincent, C. G., Horner, R. H., & Ervin, R. A. (2019), Development and initial validation of a measure to assess factors related to sustainability of school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 13(open in a new window) (4(open in a new window)), 208–218. <https://doi.org/10.1177/1098300710385348>
- [21]. Namusisi, D. & Buluma, A. (2022), Education Financing During and After an Emergency: A Case of Effects of COVID-19 on the Financial Management of Private Secondary Schools in Uganda. *Journal of Advanced Research in Education*, 1(2), 46–55. <https://doi.org/10.56397/jare.2022.12.05>
- [22]. Quong, T., & Walker, A. (2015), Seven principles of strategic leadership. *International Studies in Educational Administration*, 38(1), 22–34.
- [23]. Sabwami, K. (2020), Effect of Principals’ Practices of Transformational Leadership on Management of School Financial Resources in Public Secondary Schools of Trans-Nzoia County, Kenya, *Journal of Research Innovation, and Implications in Education* 4(3), 101-112.
- [24]. Siddique, N. (2020), Monitoring and Evaluation Systems for Educational Infrastructure Development: A Case Study of Punjab. *International Journal of Educational Management*, 34(3), 312-326.
- [25]. Sinuany, Z. (2021), Forecasting Methods in Education, *International Series in Operation, Research and Management Science*.
- [26]. Strunk, K.O., Marsh, J.A., Bush-Mecenas, S.C., & Duque, M.R. (2016). The best laid plans: An examination of school plan quality and implementation in a school improvement initiative. *Educational Administration Quarterly*, 52(2), 259–309. <https://doi.org/10.1177/0013161X15616864>
- [27]. Tang, H. & Yin, M. (2017), Forecasting performance of grey prediction for education expenditure and school enrollment, *Economics of Education Review*, Volume 31, Issue 4, August 2017, Pages 452-462.
- [28]. Vanco Education (2021), School Finance Management: Your Guide to K-12 Finances. <https://www.vancopayments.com/education/blog/school-finance-management>.
- [29]. Waruwu, H., Asbari, M., Purwanto, A., Nugroho, Y.A. (2020). The role of transformational leadership, organizational learning and structure on innovation capacity: Evidence from Indonesia private schools. *Journal of Education, Psychology and Counseling*, 2(1), 378-397.
- [30]. World Bank, (2017). *Monitoring and Evaluation for Educational Development: A Practical Guide*. Washington, DC: World Bank.
- [31]. Zook, C., & Allen, J. (2016), *Profit from the core: Growth strategy in an era of turbulence*. Cambridge, MA: Harvard Business School Press.