

Financial Management Practices, Job Satisfaction, and Performance of Public Secondary Schools in the Division of Sarangani

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ABSTRACT

This study examines the intricate relationship between financial management practices to job satisfaction and school performance among public schools. While individual research studies have independently highlighted the positive impact of effective financial management practices and heightened job satisfaction on organizational performance, a notable gap persists in the scholarly landscape pertaining to the holistic evaluation of these factors in the context of school performance.

The study gathered data through a survey questionnaire distributed to 256 respondents, including school heads and teachers. The questionnaire utilized adopted formats focusing on financial management practices and job satisfaction. Employing a descriptive quantitative research design, specifically utilizing a descriptive correlational approach, the study aimed to analyze the complex relationships among financial management practices, job satisfaction, and the performance of public secondary schools operating with fiscal autonomy. Statistical tools such as frequencies, mean values, T-tests (both inferential and independent sample tests), and Pearson's r were employed to rigorously examine and statistically analyze the gathered data.

Interestingly, the findings reveal the significance of financial management practices in influencing teacher satisfaction within schools. However, no significant relationships were found between financial management practices and school performance, as well as between teacher satisfaction and school performance. These results suggest that other factors beyond financial management and teacher satisfaction may play a more prominent role in determining school performance. Therefore, the implications urge educational administrators, policymakers, and stakeholders to adopt a holistic perspective in evaluating and enhancing school performance. Rather than focusing solely on financial management or teacher satisfaction as isolated determinants, a comprehensive approach that considers a spectrum of factors impacting the educational ecosystem is imperative.

Keywords: Financial Management Practices, Job Satisfaction, School Heads, Teachers, Public High School with Fiscal Autonomy (Implementing Unit)

INTRODUCTION

Background of the Study

Education, widely recognized as the cornerstone of societal progress, represents the most pivotal social service provided to children by various stakeholders such as governments, communities, parents, and charitable organizations. It is within the realm of education that individuals acquire essential skills, literacy, technological adeptness, and the capacity to utilize environmental resources effectively (Okeze, 2018). Radzi's (2014) study further accentuates the pivotal role of education as a fundamental gauge for a nation's development trajectory. Emphasizing the imperative role of governments, Radzi underscores the necessity to ensure universal access to education, acknowledging it as a strategic investment in a nation's future prosperity and human capital.

In the Philippines, the education sector consistently commands the highest allocation of the national budget, encompassing appropriations for the Department of Education (DepEd), State Universities and Colleges (SUCs), Commission on Higher Education (CHED), and Technical Education and Skills Development Authority

(TESDA). According to data from the Department of Budget and Management's 2019 National Budget, the education department's budget saw a notable 11% increase, reaching PhP 589,900,000, surpassing allocations for other key sectors like the Department of Public Works and Highways (DPWH) and the Department of the Interior and Local Government (DILG).

Maintenance and other operating expenditures (MOOE) are the typical source of revenue for schools and are determined by the number of students enrolled in a school. The schools, which are expected to perform normal accounting and liquidation each month, will download the budget from the Division Office. According to the DepEd Instructors Club website, MOOE funding are given to schools to help them be better able to support educational activities, provide the necessary resources, and keep a safe and healthy environment for both students and teachers. Moreover, DepEd Order No. 13, series of 2016 stressed that one of the best resources for fostering and growing school-based management and accountability is the school budget. On the contrary, the relevant DBM Offices employ the General Appropriations Act as Release Document (GAARD) and Special Assignment Release Orders (SAROs) to specify how Implementing Units (IUs) should be allocated for budget items held back for later release.

Numerous studies have shown that financial management is one of the most crucial facets of managing and administering schools. Therefore, in order to attain the desired educational outcomes, the government's allotted funding for education must be used wisely.

Within the Department of Education, Division of Sarangani, several schools have been granted fiscal autonomy. These schools, termed Implementing Units (IUs), possess the authority to manage their own funds due to the assignment of specific position items designated to handle cashiering and bookkeeping functions, whether on a permanent or temporary basis (DO No. 12, s. 2014).

The study aims to explore the intricate relationship between financial management practices and job satisfaction within these schools, and how these factors collectively influence the overall performance of educational institutions. Specifically, it seeks to determine whether proficient financial management contributes to cultivating a positive work environment and subsequently influences educational outcomes.

Existing research predominantly examines the individual impacts of financial management practices and employee satisfaction on organizational performance. However, there remains a gap in understanding how the convergence of financial practices and employee contentment collectively influences performance outcomes. This study endeavors to bridge this gap by delving into the combined effects of these factors, offering valuable insights into their synergistic impact on overall school performance. The research underscores the need for sustained governmental commitment to effectively oversee education financing, emphasizing the enduring significance of adequately funding education for the future prosperity of educational institutions and the nation at large.

REVIEW OF RELATED LITERATURE

Concept of Management

Management encompasses the strategic allocation of available human and material resources to attain predetermined goals and objectives, as articulated by Nwune, Nwogbo, and Okonkwo (2016) and referenced in Victor (2017). The core focus lies in achieving objectives while optimizing the effective and efficient utilization of existing resources.

Financial Management

Financial management, in essence, pertains to the strategic handling of available financial resources to optimize business success and amplify return-on-investment (ROI). Professionals in financial management undertake the pivotal roles of planning, organizing, and overseeing all fiscal transactions within a business. Their primary emphasis lies in procuring capital, be it from an entrepreneur's initial investment, debt financing, venture funding, public issues, or other funding avenues. Moreover, these professionals meticulously allocate funds in

an optimized manner, aiming to foster enhanced financial stability and robust growth for the organization (emeritus.org website).

In the strategic administration and optimization of resources, financial management encompasses aiming to achieve the organizational goals and objectives. In fact, Muthama & Warui (2021) stressed that financial management is an integral element as far as the management of an entity is concerned. Financial management includes the ability of the financial manager to plan, organize, direct and control all activities that are linked to finances on the enterprise. Some of the activities that describe financial management include the need to procure and utilize the finances in the entity.

Financial management as an integral part in any business endeavors includes different techniques that varies according to the type of business. Mange (2013) was cited by Adesola (2022) which defines financial management techniques as one phrase that may be used to refer to the process of managing the financial resources of an organization. This process includes accounting, financial reporting, forecasting, and budgeting, in addition to capital budgeting decisions, which include selecting whether to lease or purchase assets, as well as deciding whether to issue debt or equity.

Ede (2014) conceptualized financial management to involve appropriate acquisition and allocation of resources for optimum performance in an organization. It was supported by Nyaga (2016) study pointed out that financial management involves coming up with the goals of the organization and programs which will enable the management achieve these goals, (Nyaga, 2016).

Financial management anchored to accountability or the state of being accountable to the company's financial condition. According to Okeze, W. O. et al. (2018), financial management emphasizes accountability in an organization. It deals with the provision, custody, and disbursement of resources needed for the conduct of public and/or government establishments. School financial management is one of the crucial functions of secondary school principals. The government, communities, parents and philanthropic organization that sponsor education need to be given statement of account of how funds provided for education are spent.

Financial management if maximized and applied accordingly will assure success in different types of business. Research suggest that good financial management is an essential element of strong corporate governance and forms part of the foundations of an organization, underpinning service quality and improvement and is the basis of accountability to stakeholders for the stewardship and use of resources factors that influence the management of finance must be understood well (Robina, W. N. et. al., 2018).

Financial Management Theory

The Iceberg Theory of Money Management

Chetambe & Sakwa, 2013 study depicts that money management expertise has four components: knowledge, skills, attitude, characteristics. The authors further state that the components of money management is divided into two; the visible and the hidden parts. The former includes the knowledge and skills levels that can be seen and can be improved by reading up blog, dailies, magazines, and in-service training and it is composed of 10-15% when it comes to handling finances. On the other hand, the latter is called the hidden part which account to 85-90% of what it takes to manage money. Hidden part is composed of attitude and other characteristics like what one values, what is learned from parents and form others. This theory is useful in the study as the four components indicated in money management are truly essential in someone responsible handling a public secondary school implementing unit.

Adult Learning Theory

According to Chetambe & Sakwa (2013) study, the concept of adult learning theory was from Malcolm in 1990 that argued adulthood arrives when people behave in adult ways and believe themselves to be adults and they should be treated as adults. The authors emphasized that according to Malcolm, "adult learning is special in a

number of ways: Adult learners bring a great deal of experience to the learning environment thus trainers can use this as a resource; Adults expect to have a high degree of influence on what they are to be educated for and how they are to be educated; The active participants of learners should be encouraged in designing and implementing educational programs; Adults need to be able to see applications for new learning; Adult learners expect to have a high degree of influence on how learning will be evaluated and Adults expects their responses to be acted upon when asked for feedback on the progress of the program.

The school head is responsible for managing the school's finances; so, this idea is applicable to this subject since teachers, and other school authorities must act, believe, and be regarded as adults.

Financial Agency Theory

According to Nyaga, L. W. (2016), financial agency theory was developed by financial economist Michael C. Jensen and Management theorist William H. Meckling and published it in the journal of financial Economics in 1976. According to Jensen and Mackling, an agency relationship is a contract in which one person, the principal, hires another person, the agent, to perform certain tasks on his behalf. The agent is given decision-making authority by the principal. They went on to say that the theory presupposes that the principal must deal with the issue of being in charge of all affairs in an organization. They choose the agents and monitor their actions to ensure that they are performing to the best of their abilities.

In the context of this study, the school head, as the manager of the school's operation, is responsible for ensuring that the school activities, projects, and programs outlined in the School's Annual Implementation Plan are carried out in accordance with the budget allotted to each school. To maintain openness in the use of funds, public schools hold a School Monitoring, Evaluation, and Plan Adjustment (SMEPA) presentation to stakeholders to discuss the current and future state of the school.

The Bucket Theory of Financial Management

This theory was developed by Dr. Barbara Rowe, with Kay W. Hansen and Marsha M. Peterson in 1990, (Nyaga, L. W., 2016). This theory is basically an approach on managing a family's financial future by providing a systematic way for families to set and reach financial goals and help the family build a sound financial foundation. According to the authors, the theory presumes to have five (5) buckets hanging in stair step fashion, each below and a little to the right of the one about it. As the water flows into the top bucket, the bucket begins to fill, and the process continues until all the buckets are filled. Financial priorities starting from the basics to investment of surplus finances are what the buckets represented for. However, the water that flows from the bucket represent the family's resource has. For Chetambe & Sakwa (2013), to build a sound financial base for a family, each bucket must be filled before resources are diverted to the next one. This theory is applicable to this study as schools need budgeting for financial resources provided / allotted from government funds.

Due to the pivotal importance of financial management in business, it has become a basic element in promoting and supporting the good performance of the institutions as concluded by the study conducted by the positive relationships between financial management and performance through receipts, disbursements and asset management (Anuar et al., 2019). In essence, financial management serves as a strategic tool wielded by financial managers to uphold an optimal equilibrium between a firm's current assets and liabilities. Through adept management, it ensures that the generated cash flow from a project remains adequate to cover short-term loan obligations and ongoing operational expenses. Adesola (2022) emphasized that effective financial management directly shapes a company's liquidity, profitability, and overall developmental trajectory, underscoring its pivotal role in steering the organization towards sustained growth and success.

Financial Management Practices

This study delves into an examination of the financial management practices within public secondary schools endowed with fiscal autonomy in the Department of Education, Division of Sarangani. The specific areas under scrutiny encompass auditing procedures, financial record-keeping practices, budget management, and financial controls. Subsequently, a detailed discussion regarding these practices follows below.

Auditing Procedures

Financial management in educational institutions is a multifaceted domain crucial for effective resource utilization and program implementation. Okeze, W. O. et al.'s (2018) study provides a comprehensive definition of financial management, underscoring the significance of establishing robust internal control systems to ensure the efficacy of financial procedures. Central to this, auditing emerges as a foundational accounting practice pivotal in generating various financial statements, such as revenue and expenditure statements, balance sheets, reconciliation statements, and receipts, ensuring consistency and proper implementation in payments.

Mgbodile (1997), as referenced in Okeze et al.'s (2018) work, reinforces the necessity of solid financial management techniques for the successful execution of educational programs. He delineates key procedures integral to this, including auditing practices, financial record-keeping practices, allocation strategies for expenditure, and prudent budgeting practices. Echoing this sentiment, Ogene (2008) cited by Okeze, et al. (2018) accentuates the importance of a robust internal control system as a cornerstone for effective financial management, aiming to guarantee resource efficiency.

Moving further, the core of auditing, as emphasized by both Ogene (2008) and Okeze et al. (2018), involves meticulous creation and examination of financial statements. This process not only includes revenue and expenditure statements but also extends to balance sheets, reconciliation statements, and comprehensive financial account analysis, vital for informed decision-making and drawing accurate conclusions.

Internal auditing, as emphasized by the Institute of International Auditors and highlighted in Bozkurt's study (2014), stands as an independent and objective activity aimed at providing both assurance and consultancy to enhance an organization's operations. Its primary goal is to add value by facilitating an objective and systematic evaluation to improve the effectiveness of an organization's risk management, control, and governance processes. In line with these principles, it becomes imperative for organizations to establish processes that align with predefined objectives and requirements outlined within management system standards (MSS). Khairunnisa et al. (2018) emphasize the necessity of conducting a comprehensive system audit to ensure the correct and efficient implementation of these processes and provisions within the organization. This approach not only ensures adherence to set standards but also facilitates the achievement of organizational objectives by reinforcing robust management systems, thereby enhancing overall operational efficiency and effectiveness.

Financial Record Keeping Practices

Financial record-keeping plays a pivotal role in facilitating the audit process, both internal and external, within educational institutions. It serves as a cornerstone for auditors by providing a clear trail of financial transactions and operations. Eya (2015) highlights the significance of financial record-keeping in educational systems, citing school auditing as a common and effective method for evaluating financial transactions. This auditing process involves a comprehensive review of all financial records within a school to gauge the prudent utilization of school funds.

Nevertheless, deficiencies in effective financial management due to inadequate record-keeping practices among certain school administrators have impeded the achievement of educational goals in many institutions. The lack of proper documentation has been identified as a significant barrier, hindering schools from reaching their intended objectives. Eya points out that this financial mismanagement often results in secondary schools facing financial constraints, compromising their ability to address critical financial issues. This, in turn, undermines the relevance of accounting standards, rendering them ineffective in such scenarios.

Therefore, to ensure efficient operations and effective financial management, it is imperative for educational institutions, particularly secondary schools, to uphold robust record-keeping practices. Accounting officers, including the principal, bursar, and account clerk, bear the responsibility of meticulously documenting all aspects of financial management within the institution. Eya (2014) emphasizes that maintaining proper records minimizes the likelihood of errors and facilitates timely accounting and reporting.

Eya further suggests that comprehensive record-keeping should encompass various facets, such as accounting systems, operational processes, computer systems, procurement procedures, and authorization protocols. This inclusive approach to record-keeping not only ensures accuracy but also fosters stability during personnel changes or the absence of key staff members.

In fact, Balagobei (2019) emphasizes the pivotal role of record-keeping in fostering development through the provision of essential recorded data crucial for formulating strategic national development policies and plans. Record-keeping involves systematically documenting business transactions, enabling organizations to assess their financial status at any given time. Additionally, it is integral to effective business management, encompassing the identification, classification, secure storage, protection, receipt, transmission, retention, and disposal of records necessary for preparing accurate financial statements (Ademola et al., 2012). By fostering meticulous record-keeping practices, businesses empower themselves to plan comprehensively and mitigate the misallocation of resources, as highlighted by Mwebesa et al. (2018).

Wildavsky (1975) and Coulmas & Law (2010), as cited by Roestel (2016), underscore the paramount importance of budgeting. These authors delineate budgeting as a fundamental business tool whose success and very existence hinge upon collaborative inputs from multiple stakeholders. They accentuate that the budget serves not only as a crucial instrument for strategic planning but also furnishes management with indispensable insights essential for achieving organizational objectives. In essence, budgets stand as a linchpin for a business's success. Moreover, the authors notably highlight that the process of budget preparation not only sets the foundation for a business's financial framework but also aids in anticipating prospects and aligning them with strategic goals for forthcoming periods.

In summary, the effective maintenance of financial records within educational institutions is crucial not only for smooth audit processes but also for ensuring transparency, accountability, and informed decision-making in financial management. It serves as a foundation for evaluating the prudent use of funds and maintaining financial stability in schools.

Budget Management

Budgetary management encompasses the practice of overseeing and regulating revenue and expenses within an organization. It typically involves the formulation and monitoring of corporate budgets as well as departmental budgets. Departmental managers often assume responsibility for budget management, employing various skills and tools to navigate this task effectively.

A well-structured budget comprises several fundamental components:

- a) **Revenue:** Derived from sales, investments, or other income sources, it is imperative to comprehensively outline all sources of income within the budget.
- b) **Operating costs:** These encompass expenses associated with machinery maintenance, rent payments, utilities, and other operational necessities.
- c) **Capital expenses:** Investments made within the organization, such as constructing a new building or acquiring patents, fall under this category.
- d) **Employee costs:** Staff-related expenditures, including salaries and healthcare, are integral components of the budget (indeed.com).

Theories of Budgeting

1. **Garbage Can Budgeting Theory** - According to Reddick (2003) the garbage can theory was first developed by Cohen et al. (1972) to describe decision making in colleges (cited from Kinuthia, 2012). It articulates that these educational institutions face decision situations involving unclear goals, unclear technology, and fluid participants. In this model active decision makers and problems track one another through a series of choices without great progress in solving problems. The most important feature of the

garbage can theory entails four independent streams of decision making: problems, solutions, participants, and choice opportunities.

2. **Budgetary Incrementalism Theory** - Reddick (2003) as referenced by Kinuthia (2012) argues that the literature on budgetary decisions in the public sector is dominated by the theory of incrementalism and its various meanings. The theory suggests that policy makers use 'rules of the thumb' in order to deal with the technical complexity of expenditure decisions. The nature of these simple decision rules has been investigated by studies of budgeting in international organizations, national governments, state and local governments. A recent application of incrementalism at the sub national level was an examination of local government expenditures in the UK. This approach prepares the next annual budget by taking the existing operations and the current budgeted allowance for existing activities as the starting point. The base is then adjusted for changes which are expected to occur during the new budget period. In this approach past inefficiencies and waste inherent in the current way of doing things are perpetuated (Drury, 2002). The advantage of this method is that it is less time consuming however, there is a danger of having creeping costs.
3. **Short-Run Incremental Theory of Budgeting** - Reddick (2003) defines short-run incrementalism as a process in which the relationship between the actors are regular over a period of years, and a non-incremental process as one in which this relationship is irregular. The size (or lack thereof) of the increment or the method of calculation used does not matter, so long as the relationship between bureaux and congress remain regular. Incrementalism suggests that policy makers use 'rule of thumb' in order to deal with the technical and political complexity of expenditure decisions. Incremental budgeting occurs when actors in the process have many interests to fulfil and roles to play (Kinuthia, 2012).
4. **Long-Run Equilibrium Theory of Budgeting** - According to Reddick (2003) featured on Kinuthia (2012) study, the second view of budgetary decision making examines it as a long run event. In this view the budget is in deficit (or surplus), there is a correction on either the revenue and or expenditure side to restore balance. This type of 'force' pushes a budget in deficit towards balance over the long run. In school's deficits occur as result of failure to pay school fees and this has to be corrected

Financial Controls

Financial management encompasses a spectrum of decisions made within an organization pertaining to financial sources, controls, resource utilization, and accountability measures (Munge, M. N. et al, 2016). Moreover, Munge, M. N. et al. (2016) underscore that financial control systems are intricately linked to the alignment of functions and visions with the resources available within an organization. These systems, regarded as analytical notions, encapsulate a multitude of interactions and relationships among various stakeholders within the organization.

Financial control constitutes a pivotal facet of financial management within organizations, serving as a mechanism to adeptly oversee, guide, and allocate financial resources to ensure seamless operational functionality (Webster, 2000). In the contemporary landscape of organizations, the significance of financial control transcends mere oversight; it plays a critical role in reshaping organizational objectives, refining operational benchmarks, and formulating financial policies, all underpinned by data-driven decision-making and predictive forecasting.

The essence of financial control lies in fostering adherence to established standards and regulations among employees, thereby facilitating the realization of the organization's overarching goals while bolstering administrative efficiency and efficacy (Dao, 2023). Towett et al. (2019) emphasize this set of practices as "internal control," encompassing elements such as the control environment, risk assessment, control activities, information communication, and monitoring. These components collectively aim to optimize operational efficiency by instituting regular evaluations of financial information, ensuring the protection of organizational assets, compliance with regulatory frameworks, and enhancing the effectiveness of managerial activities. Internal control serves as a comprehensive framework that not only safeguards the integrity of financial data but also fortifies the organization's operational and managerial effectiveness.

In essence, financial management involves not only the strategic utilization of financial resources but also the effective alignment of objectives, performance evaluations, and stringent cost controls to ensure the achievement of organizational goals.

Financial management practices on Organizational Performance

Financial management is deemed crucial for the success of any business. Inefficient financial management can lead enterprises into serious problems (Lakew & Rao, 2014). Nuwagaba (2012), as cited in Muliira's (2021) study, identifies careless financial management practices as the primary cause of business enterprise failure. Whether it's an owner-manager or a hired-manager, erroneous financial decisions can significantly impact the company's profitability negatively.

Research studies have underscored the significance of financial management practices in Small and Medium Enterprises (SMEs) for efficient performance (Hunjra et al., 2021; Zada et al., 2021). Literature by Bismark et al. (2018), Nketsiah (2018), and Turyahebwa et al. (2013) highlight that SMEs implementing robust financial management practices excel in record-keeping, resource allocation, fund management, and overall business performance. These practices also play a role in poverty reduction and addressing employment challenges (Mang'ana, 2023).

Ultimately, financial management aids in enhancing the profitability position of business organizations through the implementation of strong financial control mechanisms, including budgetary control and ratio analysis (Muthama, K. M. & Warui, F., 2021).

Building upon the extensive body of research investigating the impact of financial management practices on organizational performance, this study seeks to delve deeper into understanding the potential correlation between job satisfaction and organizational success, particularly within academic institutions.

Job Satisfaction

Job satisfaction encapsulates an individual's comprehensive emotional evaluation and personal affinity towards their occupation. It comprises a multifaceted response to various dimensions of one's professional role (Onyebuchi et al., 2019). Scholars such as BasuMallick (2020) and Obiekwe et al. (2019) converge in defining job satisfaction as the mental state of employees, reflecting their dedication and fondness for their work. It delineates a scenario where individuals derive fulfillment and enjoyment from their occupational engagement. Job satisfaction, as described, is the amalgamation of contentment derived directly from fulfilling a specific job role and encompasses an individual's overall preferences and aversions concerning their occupation. This sentiment comprises both rational and emotional reactions to the diverse facets of one's employment and encapsulates the overall attitude and perspective of the individual towards their professional engagement.

Additionally, the existence of a supportive network among coworkers plays a pivotal role in shaping the overall work environment. Positive relationships with colleagues contribute significantly to fostering a pleasant and conducive workplace, as coworkers constitute a crucial aspect of an employee's daily interactions.

Job Satisfaction on Organizational Performance

In today's dynamic work landscape, the success trajectory of any organization pivots significantly on the performance it derives from its human resources, as highlighted by Oyebanji et al. (2023). Central to this success are the pivotal elements of employee engagement and job satisfaction within the realm of Human Resources (HR). These two factors stand as linchpins in determining organizational performance, constituting the bedrock of sustained achievement and efficiency. Research, exemplified by Medhi (2021), underscores the critical impact of employee engagement and job satisfaction on the daily operations and overarching performance of organizations.

For organizations striving to attain operational efficiency and effectiveness, setting goals for employees becomes imperative. When employees experience contentment, particularly when their roles contribute to their sense of security and confidence, they tend to invest their best efforts into the organization. This sense of contentment

defines job satisfaction and significantly contributes to employee retention. While job satisfaction alone might not suffice for heightened productivity, when complemented by active employee engagement, it becomes a catalyst for increased output, as noted by Rogel (2020) in the context articulated by Oyebanji et al. (2023).

The correlation between high organizational performance and employee job satisfaction is well-established, as illuminated by Diah & Cahyadi (2019). Job satisfaction emerges as a positive driver for high organizational performance, creating a symbiotic relationship between the two. Sadiq (2020) further underscores this relationship in Human Resource Management, emphasizing the inherent interdependence between job satisfaction and performance. Indeed, job satisfaction is not merely a metric but a vital gauge of an organization's overall performance, with positive workplace attitudes casting a favorable light on organizational productivity, while dissatisfaction casts a detrimental shadow.

As highlighted by various scholars, including Diah & Cahyadi (2019), the cornerstone of organizational performance lies in the collective efficiency and effectiveness of individual employees within the organization. The individual performance of each employee is paramount in shaping the overall performance of the organization. When an employee experiences job satisfaction, it serves as a catalyst, motivating them to invest greater effort in their role. This heightened dedication invariably contributes to an overall enhancement in the organization's performance. Put simply, the satisfaction of an individual employee, coupled with their commitment and increased effort, stands as a pivotal driver for the success and thriving performance of the organization.

Teacher Job Satisfaction

Teachers are expected to be passionate about what they do, to approach their work with a good attitude, to enjoy the benefits that come with it, and to have a high level of self-efficacy in their ability to carry out their duties. These teaching traits are successful in bringing out the best in society's members, helping to create a society that meets the required standards (Buluç & Demir, 2015). However, teachers have personal needs as well, and if those needs are not prioritized, it could influence their ability to do their duties. Therefore, in order for teachers to embrace their profession, they must have satisfaction from their work.

Job satisfaction is key for employee retention and well-being, which are both essential in high-stress professions like teaching and being a school principal (Dicke et. al., 2020). Teachers who are happy with their job and the working environment at their school are more motivated to plan lessons and teach. Additionally, content teachers may be more inclined to stick around the classroom (timssandpirls.bc.edu). Malinen, O.P. and Savolainen, H. (2016) recently used three dimensions to categorize the elements affecting teachers' job satisfaction: organizational features (workplace dynamics, interpersonal interactions, perceived autonomy, and support), cognitive factors (efficacy beliefs), and emotional components (stress, burnout).

The authors continued; however, current research informs about the impact of the mentioned variables (i.e., efficacy beliefs, incremental beliefs, and emotions) on teaching, but to our knowledge does not provide a model that simultaneously accounts for the effects of these dimensions on teachers' job satisfaction, differentiating between their personal and organizational facets." Based on recent research, it appears that, as compared to self-efficacy, incremental beliefs, and feelings toward students, collective efficacy beliefs and emotions about professional roles may be less tied to daily work and become salient when certain events occur (e.g., educational reforms, changes in school organization, need to address specific problems with students, etc.)

Another highlight in this study is to ascertain the impact of job satisfaction on the overall performance of schools. It predominantly focuses on several key aspects: achieving work-life balance, evaluating both monetary and non-monetary benefits and compensation, assessing communication and involvement practices, and analyzing the level of support provided by school administrators.

Work Life Balance

Kumari (2012) cited Mc Pheron (2007) and Verma (2007) when discussing work-life balance. The word "work" refers to employment or paid work. Many alternatives have been proposed to the phrase "work-life balance," including "work-life integration," "work-life interface," "work-life masonic," "work-life reconciliation," and "work-life coordination. Additionally, the authors describe work-life balance as changing the work schedule so

that your employees can benefit from a better fit between of their work and areas of their personal lives, with the long-term goal of achieving sustainable development and profitability.

According to a number of studies, a corporation must consider adapting to new trends as well as technology if it wants to stay competitive. The same is true with human resources. Companies must keep an eye out for new requirements of employees, such as work-life balance, in order to preserve or hold the human capital. Work-life conflicts are a result of shifting societal trends, such as a rise in the number of women entering the job and an economy that depends on multiple incomes to maintain an average level of living. Therefore, in order to address those objectives and foster employee loyalty to the company, human resource managers today assess personnel practices. Additionally, the concept of work-life balance (WLB) is crucial for millennial generations. For them, having free time is a crucial component of working wellbeing (Kultalahti & Viitala., 2014).

Therefore, valuing employees' family concerns has a big impact on their performance and overall helps the organization achieve its goals and objectives. According to a study by Dex and Smith from 2002 shows that: (A) There are positive effects on employee commitment from having family friendly policies. (B) Approximately nine out of every ten establishments with some experience of these policies found them cost effective. (C) Increase in performance was associated with having one or other family friendly policy in the case of five out of six performance indicators. Research by Spink (2004) that emphasized the benefits of work-life balance for both the employee and the employer provides additional persuasive data. Leaders of exceptional firms foster work environments where employees can attain work-life balance and well-being according to their own definitions.

Monetary and Non-Monetary Benefits and Compensation

Organizations have a crucial role in the development of a booming economy. Both the economic sector of the economy and a vibrant and thriving society depend on socially responsible business practices. The business is in charge of making the workplace better for its staff; the human resources division of any firm is in charge of having a productive workforce. It is vital and crucial that the employer and employee have a good working connection. The foundation of this relationship is the respect the employer has for the employee, which encourages them more. After reviewing the employee's performance, the company is expected to honor the worker in numerous ways, such as by giving out symbolic awards. Employees may feel motivated and linked to their work by obtaining these kinds of symbolic benefits, and the welcome environment authorities create encourages them to commit to their work honestly and sincerely (Waqas, 2014).

Harunavamwe & Kanengoni (2013) study quoted the study of Armstrong and Robbins, et.al (2007) of defining rewards on employment. Rewards are divided by Armstrong (2007) into two groups; these are monetary and non- monetary rewards. The monetary rewards include base pay, merit pay, incentives, commission, bonus and healthy allowances. Non-monetary rewards include recognition, decision making roles, promotion, flexible working hours and company uniforms. In addition, authors further indicated that employees are rewarded in accordance with their contribution, skill and competence and their market worth. The importance of money as a motivator has been consistently downplayed by most behavioral scientists like Herzberg who point out the value of challenging jobs, feedback, cohesive work teams and other nonmonetary factors as stimulants to motivation. However, money is the crucial incentive to work motivation because it is the vehicle by which employees can purchase the numerous need-satisfying things they desire (cited from Robbins et al. 2003).

Several studies have demonstrated a favorable relationship between job satisfaction and employees' levels of trust in their managers' and supervisors' abilities and commitment to upholding the organization's interests over their own (Delic et.al, n.d). The researcher also stated that if an employee's position inside an organization gives them more decision-making authority, social influence, etc., they will be content. According to Kirkman and Rosens, as their employee status rises, so does their amount of autonomy, which benefits both their work output and job satisfaction. In other words, a higher position in the organizational hierarchy leads to greater job satisfaction (Kirkman & Rosens, 1999 by (Delic et.al, n.d.).

Communication and Involvement

Communication has been described as the process of exchanging information through symbols, encompassing signs, behavior, actions, and similar means. Within the workplace, communication takes on various forms, encompassing both verbal and nonverbal channels. Verbal communication involves face-to-face interaction

where information is delivered orally, such as in meetings, direct conversations, or over the phone. On the other hand, non-verbal communication transmits messages without using words, relying on gestures, body language including posture, facial expressions, eye movements, tone of voice, and the use of space. (Desa, et al, 2019)

In the perspective of the workplace, Enyan (2023) remark that communication and job satisfaction are increasingly crucial for organizational success and competitiveness. Engaging communication practices, such as active listening, open dialogue, and transparent information-sharing, foster employee engagement by creating a sense of empowerment, recognition, and ownership. This point of view was supported by Oktora, (2020) who expressed that understanding communication satisfaction is not only important for managers but also for employees to develop an understanding of the right strategy, to foster quality communication, which has an impact on organizational success. Communication satisfaction between managers and employees depends on the mode of communication, as well as the quality and consistency of communication exchanges. Fundamentally, the role of communication in the workplace is an essential element in ensuring performance to achieve organizational objectives (Femi, 2014). Through communication, the roles and responsibilities of an employee to work are implemented properly and with full dedication.

Employee engagement, according to Kahn (1990:694), is described as "the harnessing of organization members' selves to their work roles; in engagement, employees employ and express themselves physically, cognitively, and emotionally throughout role performances" (cited by Jaupi & Llaci, 2015). Authors added that communication satisfaction construct has grown into a fruitful research area in organizational communication. The following constructs make up communication satisfaction: organizational integration, media quality, horizontal communication, organizational perspective, communication climate, communication with supervisors and with subordinates, and personal feedback.

Managerial (School administrator's) Support

Administrator/supervisor support refers to meeting the needs of employees to increase their performance levels, the supportive activities that will make employees feel that they are an asset and increase their quality of work life and the positive relationship between administrators and employees Bhanthumnavin, 2003 as referenced by (Ertürk, 2021). In addition, authors believed that support for teachers from school administrators, which provides for innovation and change in schools, not only increases teachers' performance in education, but also has a positive impact on their job satisfaction and subjective well-being by enabling them to develop personally and professionally.

Studies and conversations frequently highlight "managerial support" as a factor influencing work/life balance. Managers are crucial to the success of work/life programs because they have the power to support or undermine employees' attempts to strike a balance between their personal and professional lives (Perlow, 1995). Izlem and Nurdan (2015) also agreed that "the support of a manager combined with empathy and understanding toward an employee's familial duties leads to enhanced cognitive resources of that employee to manage the stress and so lowers the potential conflict with expectations at work". According to the author's citation of Kossek et al. (2011), "supervisory work-family support is likely to be a more psychologically and practically useful resource to handle work-family stresses, such as time, strain, or behavior-based conflicts... than general workplace social support" (p. 294).

Prior research primarily focuses on financial management's impact and employee satisfaction separately on performance. However, there's a lack of understanding about how the interplay between financial practices and employee satisfaction jointly affects organizational performance. This study aims to bridge this gap by exploring their combined influence, providing insights into their synergistic effects on performance.

Stoltenberg (2019) extensively documented numerous studies focusing on the perceived impact of administrative support on job satisfaction. These studies explored its correlation with crucial aspects such as teacher retention, workplace environment, culture, burnout rates, and educators' capacity to evolve and adapt within the classroom setting. Among educators, there were consistent reports highlighting the positive correlation between administrative support and fostering growth and innovation. When teachers sensed substantial support from administrators, they expressed a heightened ability to innovate, citing this support as a significant motivating factor that propelled them towards achieving higher performance standards (Abril & Bannerman, 2015, p. 354).

School Performance

In recent years, educators and psychologists have intensified efforts to comprehend the underlying mechanisms influencing school performance. This heightened focus is especially pertinent in today's context, where there is a noticeable inclination among youth to seek success while evading traditional norms, often with minimal effort. Consequently, the significance of education and its impact on both students and society at large has garnered increased attention. Notably, Anghelache (2012) highlights that how students manage their time at university and their commitment to task completion can significantly influence their academic performance.

School resources, including funding, teacher quality and experience, learning environments, and infrastructure, collectively impact individual student performance as well as overall school performance, as quantified by the percentage of students meeting or surpassing state-mandated competence levels (Ames, et al., 2020).

Within the realm of principal characteristics and school performance, multiple strands of literature exist. Clark et al.'s (2020) research specifically focuses on various empirical strategies employed to estimate the relationship between principal attributes and school performance. Their findings reveal a modest relationship between performance and a principal's work experience. Interestingly, they note that among highly inexperienced principals, those who previously served as assistant principals at their current school tend to achieve higher school performance levels.

School Performance (Key Performance Indicators) in the Philippines' Public Schools

School-based management (SBM) came into existence to bring about significant change in educational practice and empower school staff to create conditions in schools that facilitate improvement, innovation and continuous professional growth. As a key component of Basic Education Sector Reform Agenda (BESRA), it intended to equip secondary schools to empower its key officials to make “informed and localized decisions based on their unique needs toward improving educational system.” stressed that in SBM, responsibility for and decision-making authority over school operations are transferred to principals, teachers, parents and sometime to students and other school community members; although these school-level acts have to conform to or operate within a set of policies determined by the central government (Malen, Ogawa and Kranz, 1990, as cited Tapayan, et., 2016).

On one hand, according to the Guide in computing education performance indicators manual, the Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private. It also provides for the establishment and maintenance of complete, adequate, and integrated system of basic education relevant to the goals of national development. The BEDP 2030, as issued in DepEd Order No. 24, 2022, provides for a strategic framework that includes the four pillars of access, equity, quality and resiliency and well-being, which also provides intermediate outcomes that indicate achievement of these pillar.

Performance indicators refers to several indicators computed and utilized to evaluate the educational performance in different levels of education system. They also serve as tools that are used to report the status of the education system to the community, the whole country, and the global community. Performance indicators is categorized in the following: access indicators, efficiency indicators and ratio and proportion.

This study focused on the efficiency indicators which is used to monitor the objectives of the education system to produce desired results at the least possible cost. These indicators also measure the quality of the education system in general.

- Enrollment Rate – The Net Enrollment Rate (NER) is defined as the enrollment in a particular level of education of the official school-age group, expressed as a percentage of the corresponding population. It provides a more precise measurement of the extent of participation in a particular level of education of children belonging, to the official school age.
- Repetition rate – determines the magnitude of learners who repeat a grade level. This can be computed by grade level and average per grade level. A high repetition rate implies high wastage of resources.

- Completion Rate – measures the percentage of enrollment in Grade 1 and Grade 7 who complete or graduate in Elementary, Junior High School, and Senior High School.
- Promotion Rate/ Graduation Rate – assesses the extent of learners who are promoted on the next grade level. This can be computed by grade level in Grades 1 to 5 (for elementary) and in Grades 7 to 11 (for secondary). For Kindergarten and Grade 10, the learners who are promoted to the next level are called Kinder completers (for promotion to Grade 1) and Grade 10 completers (for promotion to Grade 11), respectively. For Grades 6 and 12, promotion rate is called graduation rate wherein it now assesses the extent of learners who finished the said grade level.
- Drop-out rate – simple dropout rate the percentage of learners who do not finish a particular grade level. Unlike the school leaver rate, it does not include learners who finish a grade level but do not enroll in the next grade level of the following school year.
- Retention Rate – determines the degree of learners in a particular school year who continue to be in school in the succeeding year. Note that this is not equivalent to the number of learners retained at the end of the school year.
- Cohort Survival Rate – the CSR computes the percentage of a cohort of learners who were able to reach grade 6 (Elementary), Grade 10 (Junior High School), or Grade 12 (Senior High School). This rate is used to assess the internal efficiency and wastage in education.

Financial Management in Educational Institutions

Proper management of school finances is pivotal to the successes of all educative teaching endeavors of any school. Equally important is financial accountability which is according to legislation a legal requirement at schools, (Robina, et. al. (2018). According to Padilla et al (2012), effective financial management practices is essential in enhancing transparency, efficiency, accuracy, accountability which enable an organization to achieve its objectives. Financial management is fundamental to the improvement of the efficient and effective use of finances in schools. If principals and SGB chairpersons are well trained on their roles and responsibilities regarding financial management, they will be able to effectively deal with financial matters of schools.

Proper utilization of funds in secondary schools is key and its management has been enhanced through implementation of decentralization. (Nginig, et. al., 2019). Managing funds is one of the major tasks of a school head because the success of any school program depends on the way the financial inputs are managed which however affects the overall performance of the school. They are expected to play several roles such as budget preparation, procurement and enhancing transparency. Notably, Wango and Gatere (2016) added that school principals are entrusted with delegation of financial responsibilities. Similarly, Onyango (2001) suggests that budgeting, financial accounting and auditing regarding management of school funds are the sole duties of principals. School principals and governing boards have the mandate to ensure prudent utilization of financial resources (Hansraj, 2007).

Specifically, Mpolokeng (2011) enumerated the functions of the financial manager, such as the school principal:

- to make sure that they adhere to correct procurement procedures which is fair and transparent;
- to put in place a system or structure that will coordinate the assessment of all big capital projects correctly, preceding a final decision that is made on the project;
- to accept responsibility for the effective, well-organized reasonably priced and translucent use of the assets and funds of the school; and is also accountable to gather all money that is owed to or payable to the department; and
- to stay away from unofficial, unbalanced, unrewarding and wasteful expenditure and losses resulting from illegal behavior.

In secondary schools, school principals and administrators are responsible for preparation of the school budget and ensure effective financial management in order to achieve the objectives of the school (Alia & Iwuoha, 2014, as cited in Okeze, 2018). Egwu (2016) cited by Okeze (2018) opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. Additionally, the principal is the chief administrator of secondary school who is expected to effectively use various resources through the adoption

of management principles and practices for the realization of school goals. On contrary, the principal as accounting financial officer is liable for the supervision, including the safeguarding and maintenance of the resources, and for the administration of the liabilities of the school, and also to administer accessible working capital efficiently and economically (Mpolokeng, 2011).

Development and Current Trends on School’s Financial Management in the Philippines

According to Manasan & Parel (2014) basic education is administered by local governments in many countries. In the Philippines, there are three (3) arguments that offered why primary education should be decentralized: (1) the provision of education services is spread out geographically; (2) smaller schools are generally found to provide higher quality education and (3) direct involvement of parents and the local community in schools is observed to be a beneficial determinant of school quality (Ahmad, Hewitt and Ruggiero 1997). On the other hand, the decentralization of education finance tends to lead to large differences in the quality of educational services and many countries take steps to enforce minimum standards of access and quality even as they decentralize the delivery of education services.

The central government continues up to this day to allocate monies for the school building program (now called the Basic Education Facilities Fund) despite the fact that construction of school building is devolved to LGUs, (Manasan & Parel, 2014). The Special Education Fund (SEF) provides the source of funds for the supplementary annual budgetary needs for the operation and maintenance of public schools within the province, city, or municipality through an annual SEF budget. The source of this fund is form the additional 1% tax on real property collected in the province is shared equally by the province and the municipality within its territorial jurisdiction, (Joint Circular (JC) No. 1, series 2017 of the Department of Education, Department of Budget and Management (DBM) and Department of the Interior and Local Government (DILG).

For the past years, the biggest allocation for funds every fiscal year went to Education with includes the Department of Education (DepEd), Schools University and Colleges (SUCs), Commission on Higher Education (CHED) and Technical Education and Skills Authority (TESDA). The Department of Budget and Management (DBM) presented the 2019 National Budget with a table below:

Figure 1: Top Ten Departments / Recipient in Billion Pesos – The 2019 National Budget

Top Ten Departments/Recipients in billion Pesos

DEPARTMENT/ RECIPIENT	2018 MDP ^{1/} (Cash-based equivalent)		2019 NEP (Cash-based)		INCREASE/ DECREASE	
	Amount	Rank	Amount	Rank	Amount	%
Education (DepEd, SUCs, CHED, TESDA)	589.9	1	659.3	1	69.4	11.8
DPWH	441.8 ^{2/}	2	555.7	2	113.9	25.8
DILG	172.4	3	225.6	3	53.2	30.9
DND	136.5	6	183.4	4	46.9	34.4
DSWD ^{3/}	164.4	4	173.3	5	8.9	5.4
DOH ^{4/}	153.7	5	141.4	6	-12.3	-8.0
DOTr	40.2	8	76.1	7	35.9	89.3
DA	50.7	7	49.8	8	-0.9	-1.8
Judiciary	35.4	9	37.3	9	1.9	5.4
ARMM	24.4	10	32.3	10	7.9	32.4

^{1/} DBM-approved, net of Prior Years' Payments and Accounts Payable. Agency Specific Budget excludes allocations from Special Purpose Funds

^{2/} Includes projected Current Year's Accounts Payable to be paid in 2019

^{3/} Includes provision for Unconditional Cash Transfer lodged under the Land Bank of the Philippines

^{4/} Includes budget of the Philippine Health Insurance Corporation

Public High Schools Classified as Implementing Unit

The Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of schools, including other funds managed by the school or the DepEd Order No. 13, 2016 aims to provide guidance to all public schools on derivation, release and utilization of school MOOE to ensure timely and optimal use of school resources and to institute mechanism for transparency and accountability. The Implementing Unit (IUs) are capable of administering their own funds since they have bookkeeper and disbursing officer plantilla positions which handle cashiering and bookkeeping functions. On one hand, DepEd Order No. 12, series 2014 specified that the DBM has issued agency codes to the said IUs, hence, they are authorized to open Modified Disbursement Scheme (MDS) Sub-Accounts in government depository banks and the cash allocations intended for the IUs are directly issued by the DBM to their respective MDS Sub-Accounts.

The Department of Education (DepEd) Order No. 40, series 2014 entitled “Establishment, Merging, Conversion, and Naming/ Renaming of Public Schools, and Separation of Public School Annexes in Basic Education,” recognize the complexity of issues brought about by the passage of different laws and issuance of rules and regulations, concerning or pertaining to establishment, merging, conversion and naming/ renaming of public elementary and secondary schools as well as the separation of school annexes, has found it necessary to formulate a set of standards and uniform policy guidelines on the matter.

Specified on the DepEd Order No. 40, series 2014, the High School with Fiscal Autonomy (Implementing Unit) is a public high school which meets the requirement set forth under DepEd Order No 60, series 2011 entitled “Implementing Guidelines on the Direct Release of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools to the Respective Implementing Units” and Item 3.a of DepEd order No. 7, series 2010 entitled “Guidelines on the Allocation/Deployment of New Teaching, Teaching-Related and Non-Teaching Positions for FY 2010,” thus, receiving its allotment directly from the DBM.

In addition, the same DepEd order stated on A.4 Conversion of Schools, conversion of a High School classified as Non-Implementing Unit into a High School classified as Implementing Unit, the school must meet the following conditions:

- The school must have a Principal position per latest PSIPOP and at least twenty (20) teachers.
- The school must have an agency code and designated/appointed financial staff (Bookkeeper and Disbursing Officer); and capability to comply with the submission of financial reports to oversight agencies such as Commission of Audit (COA), DBM, National Economic and Development Authority (NEDA), Senate, House of Representative, etc.
- With at least PhP 6 million appropriations based on current GAA (i.e PS, MOOE and CO)
- The proposed conversion was requested by the School Head, and reviewed/ evaluated and endorsed by the Division and Regional Offices before forwarding the same to DepEd Central Office.

School's Financial Autonomy

Autonomy refers to the power to govern without outside control (Lee, 2009). Significantly, according to Chubb & Moe (1990) as cited Nguyen (2019) school autonomy is defined as freedom from the control and command of external actions in making decisions that related to the success of school. Demas & Arcia (2015) study indicates that school autonomy is a form of school management in which schools are given decision-making authority over their operations, including the hiring and firing of personnel, and the assessment of teachers and pedagogical practices.

Various researches indicated in the study cited by Nguyen (2019) portrays school autonomy has been also a prominent trend in other developed countries such as Italy, Hong Kong, Singapore, Netherlands, New Zealand, Australia, Canada and German speaking countries (Altrichter & Rürup, 2010; Caldwell & Spinks, 1988; Y. C. Cheng & Mok, 2007; Grimaldi & Serpieri, 2014; Ng & Chan, 2008; Thompson, Gereluk, & Kowch, 2016; Trimmer, 2013). Furthermore, school autonomy fosters local accountability; helps reflect local priorities, values, and needs through increase participation of parents and the community; and gives teachers the opportunity to establish a personal commitment to students and their parents.

THEORETICAL FRAMEWORK

This study aims to examine the relationship between financial management practices, job satisfaction, and the performance of public secondary schools, hence, the following theories and models were considered.

Agency Theory: This theory emphasizes the relationship between principals (school administrators) and agents (teachers and staff) concerning the utilization and management of resources. It provides insights into how effective financial management practices, such as budgeting and resource allocation, can influence the behavior and performance of agents within the organization (Jensen & Meckling, 1976).

Expectancy Theory: This theory pertains to job satisfaction and performance. It posits that individuals are motivated by their expectations of desired outcomes. In the context of job satisfaction, it suggests that employees' satisfaction is influenced by their belief that effort will lead to desired performance outcomes and rewards (Vromm, 1964).

Resource-Based View (RBV): RBV focuses on how organizational resources, including financial management practices, contribute to competitive advantage and organizational performance. It helps understand how effective financial management practices can serve as valuable resources that enhance the overall performance of public secondary schools (Barney (1991).

Balanced Scorecard: This model provides a holistic perspective by integrating financial and non-financial performance measures. It allows assessment of the impact of financial management practices on various dimensions of school performance, including academic achievement, student engagement, and overall school effectiveness (Kaplan & Norton, 1992).

By combining insights from these theories and models, this research aims to establish a comprehensive framework for understanding the interplay between financial management practices, job satisfaction, and the performance of public secondary schools, thereby providing valuable insights into enhancing educational outcomes.

Conceptual Framework

The conceptual framework employed in this study adopts the Input-Process-Output (IPO) paradigm to comprehensively assess the dynamics between various factors influencing the performance of public high schools with Fiscal Autonomy.

Under the input component, respondent profiles encompass critical demographic information such as school identification, age, gender, position, and years of teaching experience, including the highest educational attainment achieved.

The process component encapsulates three crucial dimensions: Financial Management Practices, Job Satisfaction, and Performance. Financial Management Practices are delineated into auditing procedures, financial record-keeping, budget management, and financial control. Job Satisfaction encompasses elements such as work-life balance, monetary and non-monetary benefits, compensation, communication, involvement, and school administrator support. Performance metrics are aligned with the Department of Education's key target goals, focusing on enrollment, promotion, completion, graduation, drop-out, retention, and cohort survival rates.

Finally, the output factor emphasizes the development of an intervention program aimed at aiding school administrators in effectively managing school finances. The program targets Public High Schools with Fiscal Autonomy, necessitating a high level of financial accountability and responsibility from administrators and stakeholders. Furthermore, the study promotes heightened commitment and collaboration among stakeholders to ensure the effectiveness and quality of school management."

This conceptual framework enables a structured analysis of the interplay between these factors, offering a holistic perspective to understand and enhance the management and performance of public high schools with Fiscal Autonomy.

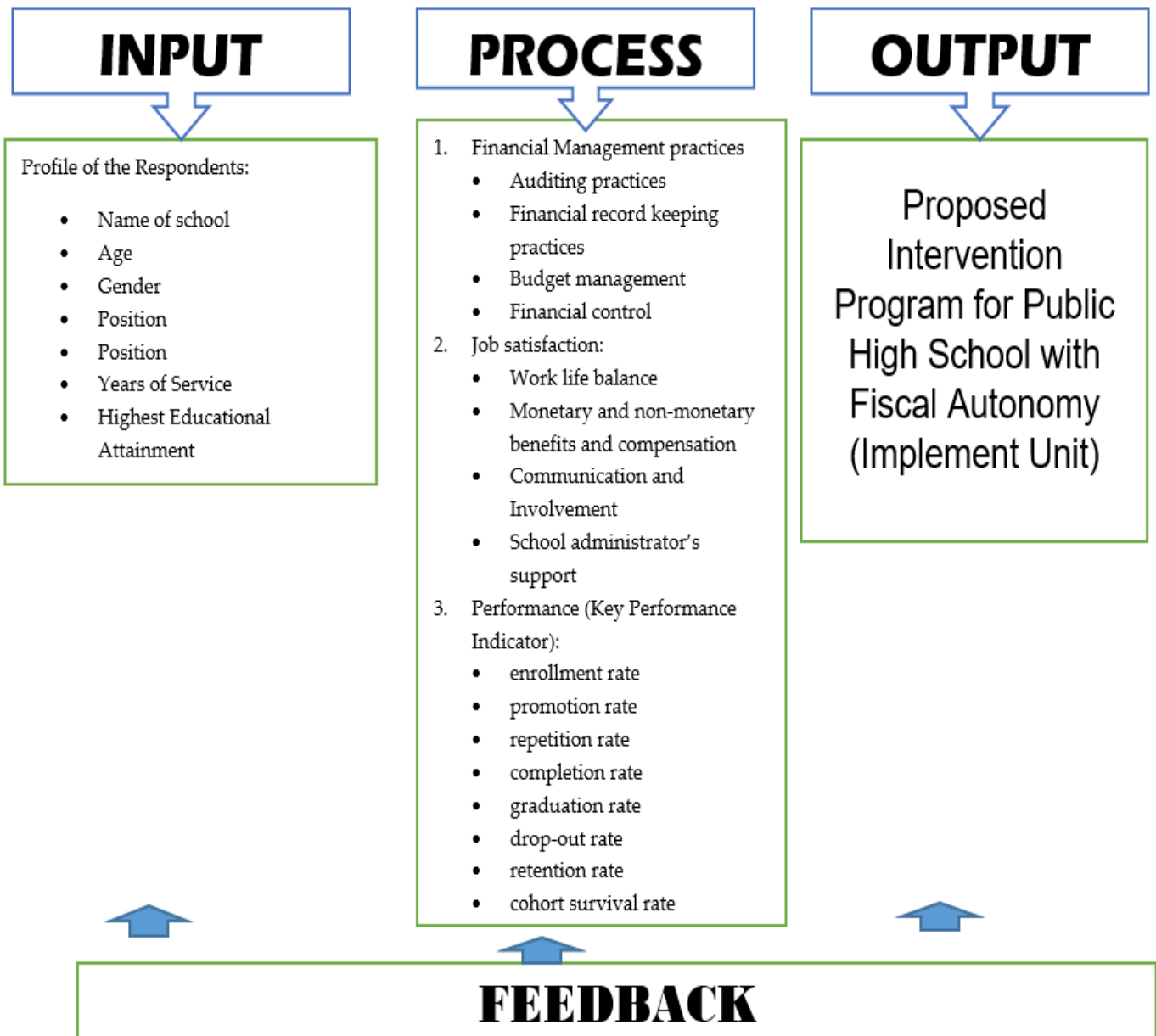


Figure 1. The Paradigm of the Study

Statement of The Problem

1. What is the profile of the respondent in terms of:

- 1.1. Age;
- 1.2. Gender;
- 1.3. Position;
- 1.4. Years of service; and
- 1.5. Highest Educational attainment?

2. What is the level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the following;

- 2.1 Auditing procedures;
- 2.2 Financial records keeping practices;
- 2.3 Budget management; and
- 2.4 Financial controls?

3. Is there a significant difference on the extent of financial management practices of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of the following dimensions;
 - 3.1 Auditing procedures, financial records keeping practices, budget management and financial controls; and
 - 3.2 Respondents when grouped according to their profile?
4. What is the level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit):
 - 4.1 Work life balance;
 - 4.2 Monetary and Non-Monetary Benefits and Compensation;
 - 4.3 Communication and Involvement; and
 - 4.4 School administrator's Support?
5. Is there a significant difference on the level of job satisfaction of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of:
 - 5.1 Work life balance, monetary and non-monetary benefits and compensation, communication and involvement, and school administrator's support; and
 - 5.2 Respondents when grouped according to their profile?
6. What is the level of school performance (Performance indicators) of Public High School with Fiscal Autonomy (Implementing Unit) in terms of;
 - 6.1 Enrollment rate;
 - 6.2 Promotion rate;
 - 6.3 Repetition rate;
 - 6.4 Completion rate;
 - 6.5 Graduation rate;
 - 6.6 Drop-out rate;
 - 6.7 Retention rate; and
 - 6.8 Cohort survival rate?
7. Is there a significant difference in the level of school performance of the Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of:
 - 7.1 Enrollment rate, promotion rate, repetition rate, completion rate, graduation rate, drop-out rate, retention rate, and cohort survival rate; and
 - 7.2 Respondents when grouped according to their profile?
8. Is there a significant relationship between:
 - 8.1 Financial management practices;
 - 8.2 Teachers' satisfaction; and
 - 8.3 School performance?
9. Based on the findings, what intervention program maybe proposed?

Hypotheses

The purpose of this research is to evaluate the following hypotheses using the prior questions as a base:

1. There is no significant difference on the extent of financial management practices of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of the following dimensions;
 - 1.2. Auditing procedures, financial records keeping practices, budget management and financial controls; and

- 1.3. Respondents when grouped according to their profile.
2. There is no significant difference on the level of job satisfaction of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of:
 - 2.2. Work life balance, monetary and non-monetary benefits and compensation, communication and involvement, and school administrator's support; and
 - 2.3. Respondents when grouped according to their profile?
3. There is no significant difference in the level of school performance of the Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of:
 - 3.2. Enrollment rate, promotion rate, repetition rate, completion rate, graduation rate, drop-out rate, retention rate, and cohort survival rate; and
 - 3.3. Respondents when grouped according to their profile?
4. There is no significant relationship between: Financial management practices; Teachers' satisfaction; and School performance?

DESIGN AND METHODOLOGY

Research Method

Three main variables are involved in the study: 1) financial management practices, teacher job satisfaction, and school performance. The research design examined groups of Public high schools with fiscal autonomy (implementing unit) in the Division of Sarangani, Department of Education, Region XII.

The financial management practices involve making financial decisions for both long-term and short-term goals in order to ensure that the return on capital exceeds the cost without assuming an excessive amount of financial risk. Operationally, this relates to the way the school uses its budget, namely the Maintenance and Other Operating Expenses that are directly allotted to the school by the Department of Budget and Management (DBM).

One definition of job satisfaction is the degree of happiness workers experience at work. Beyond their regular responsibilities, this includes their relationship with coworkers and bosses, their opinion of the organization's rules, and the effect their work has on their personal lives. Operationally, the job satisfaction of teachers is a key indicator of how they positively view their function as educators.

School performance (also known as key performance indicators) is a type of performance measurement that enables you to assess the performance of your institution, department, or organization and determine whether your strategy is on track. Operationally, it alludes to the school's key performance indicator (KPI), which measures the institution's proficiency as a public academic institution. It addresses the schools' rates for enrollment, promotion rate, repetition rate, completion rate, graduation, drop-out rate, retention rate, and cohort survival.

Research Design

The research design examined groups of Public Secondary schools with fiscal autonomy (Implementing Unit) in the Division of Sarangani. The study focused on three variables: financial management practices, teachers job satisfaction and school performance. To explore the relationship between financial management practices, teacher's job satisfaction, and school performance of public secondary school with fiscal autonomy (Implementing Unit), the study used a correlational approach. Correlation analysis will help determine if there's a positive, negative, or neutral relationship between financial management practices and teacher job satisfaction, as well as between these variables and school performance.

As posited by Devi & Lepcha (2023), the correlational design serves as a study framework dedicated to exploring the connections among two or more variables within a single group, showcasing these relationships across

multiple levels. This non-experimental design type focuses on scrutinizing the relationships between these variables without implying a cause-and-effect association. In a correlational research design, the researcher refrains from manipulating or controlling any of the variables under investigation.

It's essential to underscore that correlational research investigates relationships between variables while not inferring causation. Instead, it gauges the strength and direction of associations between two or more variables. Such correlations can manifest as either positive or negative, elucidating the nature and intensity of the relationship between the involved variables.

Research Environment

The Division of Sarangani is one of the most competitive divisions in the Department of Education's Region XII. It is situated in Sarangani Province within the southern region of the Philippines, represents a vibrant tapestry of Filipino culture. The province embraces the rich traditions and values of its tri-people community, consisting of Christians, Muslims, and Lumads, coexisting harmoniously, fostering an environment of peace and cultural diversity. This locale was chosen as the study's site due to its proximity and relevance to the research focus. Additionally, the division hosts several public high schools with fiscal autonomy across its seven municipalities.

To facilitate seamless data collection, the researcher diligently coordinated with the Division Office by submitting a formal request letter addressed to the School Division Superintendent (SDS). This step was crucial in obtaining authorization for conducting the study, ensuring cooperation and approval from the school heads of the involved institutions, as endorsed by the Division Office.

The data collection phase occurred amidst the challenges posed by the COVID-19 pandemic, necessitating restrictions on face-to-face interactions. Despite these constraints, ensuring the collection of accurate and reliable data remained a priority. To achieve this, the researcher liaised with Administrative Aide personnel at each school. Their assistance was instrumental in facilitating the distribution and retrieval of research instruments while adhering to health protocols and safety measures.

The presence of Public High Schools with Fiscal Autonomy, designated as Implementing Units, underscores their capability to independently manage funds through designated bookkeeper and disbursing officer positions, responsible for cashiering and bookkeeping functions. It becomes imperative for these schools to effectively allocate resources according to the school's specific needs, thereby contributing significantly to its academic achievements and overall success.



Figure 3. Map of the Study

Respondents

The school administrators and teachers at the Public High School with Fiscal Autonomy (Implementing Unit) of the Division of Sarangani was the study's target group. Due to the current pandemic, the respondents were chosen from the selected school in each municipality to make the study safer and easier for the researcher. The researcher visited these schools and collected the required data for the study because they are easily reachable by transportation. The respondents include: 1) Alabel National High School of the Municipality of Alabel, 2) Glan School of Arts and Trades for Glan, 3) James L. Chiogbina National School (TechVoc) for Kiamba, 4) Colon National High School for Maasim, 5) Malalag National High School for Maitum, 6) Malapatan National High School for Malapatan, and for 7) Malungon is Malandang National High School.

In this study, Table 1 below shows the number of Public high school with fiscal autonomy in the Division of Sarangani. The sample size for the investigation is established via complete enumeration. Since the entire population is surveyed in a complete enumeration survey, sampling error in this sense is non-existent. However, non-sampling errors, which are those that mostly occur during the data collection and processing stages, are prevalent in both complete enumeration and sample surveys (Kumar, n.d).

Table 1: Distribution of Respondents by Municipality

#	MUNICIPALITY	NAME OF SCHOOL	School Administrators/Teachers
1	Alabel	Alabel National High School	91
2	Glan	Glan School of Arts & Trades	84
3	Kiamba	James L. Chiongbian National High School	53
4	Maasim	Colon National High School	41
5	Maitum	Malalag National High School	47
6	Malapatan	Malapatan National High School	45
7	Malungon	Malandang National High School	53
TOTAL			414

Data Gathering Tools

The study involved a correlational study of three variables. To gather data and information about the study, a questionnaire was administered to the identified Public high school with fiscal autonomy (implementing unit) via their location and utilized google form of the survey questionnaire to their respective email addresses, if appropriate for safety and convenience. The Financial Management Practices of Secondary Schools Questionnaire (FMPSSQ), created by Okeze, Okpe, and Ngwakwe (2018), and Munge, Kimani, and Ngugi (2016) are the sources from which the questionnaire for financial management practices was adapted. Two job satisfaction survey websites, sogosurvey.com and betterteam.com, were taken into consideration for the teacher's job satisfaction part. These questionnaires, however, were modified to fit on the context of the study.

Data Gathering Instruments

The items are rated with a four-point scale response format, such as; Strongly Agree (SA) = 4 point, Agree (A) = 3 point, Disagree (D) = 2 point, Strongly Disagree (SD) = 1 point.

Part I, the respondents' profile, will contain demographic inquires such as name of the school, position, gender, age, highest educational attainment, and years of service in the school. The first part of the questionnaire is to obtain an accurate picture of the individuals, their demographic and characteristic being studied.

Part II, the school performance which focuses on the Key Performance Indicators (KPI) was answered only by the school administrator. This part determined the performance of the school for three consecutive years which measures the effectiveness of financial management implemented by the school.

Part III, the questionnaire proper for financial management practices is consist of 28-items relating to auditing practices, financial record keeping practices, budget management, and financial controls. This part was used to obtain responses concerning the level of financial management implementation of the school that covers the sources and proper uses of funds.

Part VI, the questionnaire proper for school administrator and teacher job satisfaction composed of 28-items relating to work life balance, monetary and non-monetary benefits and compensation, communication and involvement, and school/district administrator's support. This part was used to get responses on school heads and teachers' perspective on their satisfaction working in their respective stations.

The adapted questionnaires found to be reliable having returned alpha coefficients greater than 0.7. yielded a reliability ratio of 0.74 and 0.75, and yielded a reliability ratio of 0.74 and 0.75, respectively.

Data Collection Procedures

The Department of Education's Division office was formally requested for permission to conduct the study through a formal letter of consent before the entire procedure begun. This is to request approval from the office for the study's chosen location, DepEd-Sarangani. A letter of authorization will also be given to the Division of Sarangani Office for approval of the conduct of data collection, in addition to letters for the district office and the principals of the sample Implementing Unit schools.

A letter of approval was secured from the Division Office of the Department of Education to ensure that proper authorities were informed and that the study conducted is duly authorized by the higher office since the financial management practices and school performance was touched by the study. In addition, the respondents are assured of confidentiality and that the responses were only used to the extent of achieving the objectives of the study. No information related to resources in schools will be leaked out or used without the authority of the school. The researcher ensured that the findings of the research was only be used for enhancing knowledge in the area on financial management and school performance of the public secondary high school with fiscal autonomy (implementing units) of the Division of Sarangani.

Once the letter request has been accepted, the data collection was based on the province's geographic location. The survey questionnaires were distributed first to the municipalities of Alabel, Malapatan, and Glan, then to Maasim, Kiamba, and Maitum, and finally to the municipality of Malungon.

DepEd personnel continues to adhere to Alternative Work Arrangements (AWA) since the Inter-Agency Task Force for the Management of Emerging Infectious Diseases (IATF-EID) placed the Sarangani Province under Alert Level 2. (AWA). Therefore, the survey questionnaires were given to the designated Administrative Assistant in every IU schools for the distribution of the questionnaire to the respondents and recovered it on the agreed date of retrieval.

Lastly, the researcher properly checked the survey questionnaire if it is appropriately filled out and collected. The collected data were tallied, statistically processed, and analyzed.

Statistical Treatment

All statistical calculations were performed on a computer using the Statistical Package for Social Sciences (SPSS) Software. Additionally, the data were encoded and put through a quantitative analysis. The data were assessed statistically using frequency counts, weighted means, the t-Test for Independent Sample test, and Pearson's r moment correlation. The Statistical Package for the Social Sciences program was used to apply the relevant computer-processed statistics to the data collected for this investigation (SPSS). The alpha level for all inferential statistics was fixed at.05.

The means and standard deviations were used to assess if the levels of financial management practices, work satisfaction, and academic achievement were homogeneous or heterogeneous for the descriptive analysis.

The scale below was utilized, along with the appropriate descriptions and interpretations:

Scale	Description	Verbal Interpretation
4	4.00 – 3.00	Very High
3	2.99 – 2.00	High
2	1.99 – 1.00	Low
1	1.00 – 0.99	Very Low

Frequencies. The frequencies were used to determine the number of respondents to specific independent characteristics of the sample size.

The Mean. The mean scores were used to determine the respondents' levels of financial management practices, job satisfaction, school performance (key performance indicators).

For inferential analysis, t-Test for Independent Sample, and Pearson's r were the inferential statistical tools employed.

t-Test for Independent Sample test. The T test was used to determine the significance of the differences in the respondents' level of financial management practices, job satisfaction, and school performance when classified according to their profiles.

Pearson's r was used to determine the relationship between the variables, such as respondents' financial management practices, jobs satisfaction, and school performance.

RESULTS AND DISCUSSIONS

This chapter presents the results of the data gathered, the analysis, and the study's interpretation.

Profile of the Respondents

The table 2 provides a profile of the respondents categorized by various factors. The entire group consisted of 256 individuals, with a breakdown of respondents based on age, gender, position, years of service, and educational attainment.

In terms of age, the majority of respondents fell into the 21-30 years old and 31-40 years old categories, comprising 31.3% and 34.8% of the total respondents, respectively. The 41-50 years old category accounted for 24.2% of the respondents, followed by 7.0% aged between 51-60 years old. A smaller proportion, 2.3%, consisted of individuals aged 61 years old and above. Interestingly, only one respondent was below 21 years old, making up a mere 0.4% of the total.

Regarding gender distribution, the majority of respondents were female, accounting for 74.2% of the total. Male respondents represented 25.8% of the sample.

When considering the position held by the respondents, the vast majority, 96.5%, were teachers. School administrators constituted only 3.5% of the respondents.

In terms of years of service, the largest proportion, 39.1%, had served between 0-5 years. Respondents with 6-10 years of service comprised 35.5% of the total. The categories of 11-15 years, 16-20 years, and 21 years and above accounted for 9.8%, 5.5%, and 10.2% of the respondents, respectively.

Regarding educational attainment, the majority of respondents, 53.1%, held a Baccalaureate Degree. Those who had completed the academic requirements for a Master's Degree made up 28.1% of the sample, while individuals who had obtained a full-fledged Master's Degree represented 15.2%. A smaller proportion, 3.1%, had earned units for a Doctorate Program, and only 0.4% were full-fledged Doctorate Degree holders.

In summary, the respondents in this study were primarily in the age range of 21-40 years old, with a significant representation of female participants. Most respondents were teachers, with varying years of service and educational attainments.

Hence, the following were the implications drawn from the profile of the respondents:

Firstly, in terms of age distribution and workforce dynamics, the predominant representation of respondents in the 21-40 years age group signifies a youthful workforce in the surveyed population. This demographic skew towards younger age groups might indicate potential implications for future workforce planning. Strategies focused on professional development, mentorship programs, and succession planning could be tailored to cater to the needs and aspirations of this predominantly youthful segment of the workforce.

Secondly, the significant over-representation of female respondents compared to males within the education sector (74.2% female, 25.8% male) could signal broader gender dynamics within this profession. This finding may prompt further investigation into gender-related issues within the workplace, including issues related to career progression, work-life balance, and gender-based disparities in leadership positions.

Thirdly, the varying levels of educational attainment revealed that among respondents that highlight the diverse educational backgrounds within the teaching profession. This suggests the potential for tailored professional development programs, skill enhancement initiatives, and continuing education opportunities to address the differing needs and qualifications of educators. Additionally, these findings could inform curriculum development for teacher training programs to ensure alignment with the educational background of the majority of respondents.

Fourthly, the distribution across different years of service (with a significant proportion having served between 0-10 years) indicates a relatively young and potentially less experienced workforce. Implementing retention strategies, mentorship programs, and institutional knowledge transfer initiatives might be beneficial to retain experienced educators and support the professional growth of newer members in the workforce.

And lastly, on the distribution of position representation uncovered the low representation of school administrators (3.5%) compared to teachers (96.5%) could raise questions about leadership pipelines and opportunities for career progression within the education sector. Addressing potential barriers to leadership roles and creating pathways for educators to transition into administrative positions might be areas for further exploration and development within educational institutions.

These implications provide insights into potential areas for policy development, professional growth opportunities, and workforce management strategies within the education sector based on the demographic profile of the respondents.

Table 2 Profile of respondents		
Category	f	%
Entire Group	256	100.0
Age	f	%
Below 21 years old	1	0.4
21 – 30 years old	80	31.3
31 – 40 years old	89	34.8
41 – 50 years old	62	24.2
51 – 60 years old	18	7.0
61 years old and above	6	2.3
Gender	f	%
Male	66	25.8
Female	190	74.2
Position	f	%
School Administrator	9	3.5
Teacher	247	96.5

Years of Service	f	%
0 - 5 years	100	39.1
6 – 10 years	91	35.5
11 – 15 years	25	9.8
16 – 20 years	14	5.5
21 years and above	26	10.2
Educational Attainment	f	%
Baccalaureate Degree	136	53.1
With MA Complete Academic Requirements	72	28.1
Full-Pledge Master’s Degree Holder	39	15.2
Earning Units For Doctorate Program	8	3.1
Full-Pledge Doctorate Degree Holder	1	0.4

Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Auditing procedures

Table 3.1 presents the level of financial management practices of a Public High School with Fiscal Autonomy, considering the auditing procedures. The table displays various categories and their corresponding means, which indicate the respondents' agreement or disagreement with each statement. Starting with the highest mean, the category "School financial records are audited for correctness" obtained a mean of 3.41, indicating a strong agreement. This suggests that the school's financial records undergo regular audits to ensure their accuracy and adherence to established financial practices.

Following closely with a mean of 3.33, both the categories "There is an internal auditor for the school" and "Audit reports are usually sent to the school" indicate a strong agreement. This implies that the school has an internal auditor responsible for conducting audits internally, and the audit reports are consistently shared with the school administration.

Next, the category "There is an external auditor for the school" with a mean of 3.25, again indicating a strong agreement. This suggests that an external auditor, likely an independent auditing firm, is involved in reviewing the school's financial records and providing an unbiased assessment of its financial management practices.

Moving further down the table, the category "Auditor's report serves as a corrective measure to defaulting principals" obtained a mean of 3.28, indicating a strong agreement. This implies that the auditor's report plays a vital role in addressing any financial misconduct or mismanagement by school principals, serving as a corrective measure to ensure accountability.

Lastly, the category "Publicity is always given to auditor's" received a mean of 3.18, again reflecting a strong agreement. This suggests that the school ensures that the auditor's work and findings are communicated publicly, promoting transparency and accountability in their financial management practices.

Considering the overall mean of 3.29 for all categories, it can be concluded that the respondents strongly agree with the financial management practices of the Public High School with Fiscal Autonomy. The school demonstrates a commitment to auditing procedures, both internally and externally, and utilizes audit reports as a means to address any financial irregularities. Additionally, the school emphasizes publicity surrounding the work of auditors, indicating a desire for transparency in financial matters.

Internal auditing, as emphasized by the Institute of International Auditors and highlighted in Bozkurt's study (2014), stands as an independent and objective activity aimed at providing both assurance and consultancy to enhance an organization's operations. Its primary goal is to add value by facilitating an objective and systematic evaluation to improve the effectiveness of an organization's risk management, control, and governance processes. In line with these principles, it becomes imperative for organizations to establish processes that align with predefined objectives and requirements outlined within management system standards (MSS). Khairunnisa et al. (2018) emphasize the necessity of conducting a comprehensive system audit to ensure the correct and efficient implementation of these processes and provisions within the organization. This approach not only ensures

adherence to set standards but also facilitates the achievement of organizational objectives by reinforcing robust management systems, thereby enhancing overall operational efficiency and effectiveness.

The findings presented in Table 3.1 depict the robustness of financial management practices within the public high school operating with fiscal autonomy, as assessed through Auditing procedures. Notably, all indicators were consistently rated as 'strongly agree,' indicating a high level of competence in the school's financial management practices. While these results underscore the school's effective procedures, they also suggest a need for ongoing policy interventions aimed at further enhancing and sustaining the auditing protocols within educational institutions.

Despite the exemplary performance observed, the recommendation for continued policy intervention is based on the understanding that the maintenance of high standards in auditing procedures is crucial for long-term financial health and accountability. These interventions could encompass periodic reviews, capacity-building initiatives, and updated guidelines to ensure that the school maintains its exemplary financial management practices, thereby guaranteeing transparency, accountability, and effective resource allocation.

Category	Mean	Description
School financial records are audited for correctness	3.41	Strongly Agree
There is internal auditor for school	3.33	Strongly Agree
There is external auditor for school	3.25	Strongly Agree
Audit reports are usually sent to school	3.33	Strongly Agree
Publicity is always given to auditor's	3.18	Strongly Agree
Auditor's report serves as corrective measure to defaulting principals	3.28	Strongly Agree
Total	3.29	Strongly Agree

Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Financial Record Keeping Practices

The table 3.2 presents the level of financial management practices of a Public High School with Fiscal Autonomy, specifically focusing on the Financial Record Keeping Practices. The mean scores for each category indicate the extent to which the school agrees with the statements regarding their financial management practices.

Starting with the highest mean, the category with the highest score of 3.34 is "Collection of fees are recorded class by class for easy classification." This suggests that the school strongly agrees that they maintain a systematic record of fees collected, ensuring easy classification based on different classes.

The next highest mean score of 3.28 is for the statement "Income and expenditure statement of the school is always prepared and filed accordingly." This indicates that the school demonstrates strong agreement in consistently preparing and filing income and expenditure statements, showcasing their commitment to maintaining financial transparency. Continuing down the list, the category "Purchases are backed up with allocation in incur expenditure" receives a mean score of 3.24. This implies that the school strongly agrees with the practice of ensuring that all purchases are supported by appropriate allocations in the expenditure records, thereby promoting accountability and preventing financial irregularities.

The mean score of 3.19 is assigned to the category "Register of school fees show the amount of collection paid to government." This demonstrates a strong agreement by the school to maintain a register that accurately reflects the amount of fees collected and paid to the government, ensuring compliance with regulations and transparency in financial transactions.

Next, with a mean score of 3.17, the category "Record of collection is made monthly and posted to cash" indicates the school's strong agreement to maintain monthly records of fee collections and promptly update the cash book accordingly.

The category "Collection is posted to cash book regularly" follows with a mean score of 3.15, indicating that the school consistently updates the cash book with the recorded collections on a regular basis.

With a mean score of 3.13, the category "There is provision for imprest account book" suggests that the school acknowledges the importance of having an imprest account book, which helps maintain a systematic record of funds reserved for specific purposes.

The statement "Records of collection are made daily and posted to cash book" receives a mean score of 3.12, indicating that the school strongly agrees with the practice of recording daily collections and promptly updating the cash book accordingly.

Slightly lower in mean score, the category "List of student debtors is prepared periodically" has a mean score of 3.05, suggesting that the school still demonstrates a strong agreement in periodically preparing a list of students who have outstanding debts.

Lastly, the total mean score for all the categories combined is 3.18, indicating a strong overall agreement regarding the financial management practices related to record keeping in the Public High School with Fiscal Autonomy.

The Public High School with Fiscal Autonomy exhibits strong financial management practices in terms of record keeping. They prioritize maintaining detailed records of fee collections, posting them regularly to the cash book, preparing income and expenditure statements, and ensuring purchases are appropriately allocated. They also maintain registers to track fees paid to the government and periodically prepare lists of student debtors. Overall, the school demonstrates a commendable commitment to maintaining accurate financial records and promoting transparency in their financial management practices.

Balogobei (2019) emphasizes the pivotal role of record-keeping in fostering development through the provision of essential recorded data crucial for formulating strategic national development policies and plans. Record-keeping involves systematically documenting business transactions, enabling organizations to assess their financial status at any given time. Additionally, it is integral to effective business management, encompassing the identification, classification, secure storage, protection, receipt, transmission, retention, and disposal of records necessary for preparing accurate financial statements (Ademola et al., 2012). By fostering meticulous record-keeping practices, businesses empower themselves to plan comprehensively and mitigate the misallocation of resources, as highlighted by Mwebesa et al. (2018).

The overall positive agreement among schools concerning financial record-keeping practices unveils several noteworthy implications. Firstly, the meticulous collection of fees recorded class by class signifies a structured and organized approach to financial management within educational institutions. This meticulous practice not only guarantees transparency but also ensures accuracy in monitoring revenue streams, thereby enabling improved resource allocation and more effective financial planning. Furthermore, the consistent preparation and filing of income and expenditure statements demonstrate a steadfast commitment to maintaining a clear and comprehensive overview of the school's financial status. This dedication empowers informed decision-making by providing a holistic understanding of the financial inflows and outflows, enabling administrators to make sound financial choices. Moreover, the practice of backing up purchases with allocated expenditure underscores a disciplined financial approach. This rigorous documentation not only upholds accountability but also facilitates enhanced budget management and effective cost control measures.

The collective positive agreement among these financial record-keeping practices reflects a commendable standard in financial management across educational institutions. This collective adherence suggests the presence of a robust financial system within these schools, fostering an environment of transparency, accountability, and optimal utilization of resources. Ultimately, this reinforces the institution's capability to sustainably manage its finances while ensuring a foundation for continued growth and development.

Table 3.2 Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Financial Record Keeping Practices

Category	Mean	Description
Collection of fees are recorded class by class for easy classification	3.34	Strongly Agree
Records of collection are made daily and posted to cash book	3.12	Strongly Agree
Collection are posted to cash book regularly	3.15	Strongly Agree
Record of collection are made monthly and posted to cash	3.17	Strongly Agree
Register of school fees show the amount of collection paid to government	3.19	Strongly Agree
List of students' debtors are prepared periodically	3.05	Strongly Agree
There is provision for imprest account book.	3.13	Strongly Agree
Purchases are backed up with allocation in incur expenditure	3.24	Strongly Agree
Income and expenditure statement of the school is always prepared and filed accordingly	3.28	Strongly Agree
Total	3.18	Strongly Agree

Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Budget Management

Table 3.3 presents the level of financial management practices of Public High Schools with Fiscal Autonomy, with a focus on budget management. The table displays various categories along with their respective means and descriptions. The categories are arranged in descending order, from the highest mean to the lowest mean, with the total mean provided at the end.

At the top of the list, with a mean of 3.39, is the category of "Public secondary schools set SMART objectives" which indicates a strong agreement among the schools. This suggests that these schools are actively involved in setting specific, measurable, achievable, realistic, and time-bound objectives, demonstrating a high level of financial management practice.

The next category, with a mean of 3.38, is "Public secondary schools keep records of all expenditures." This signifies a strong agreement among the schools in maintaining comprehensive records of their expenses. Keeping track of expenditures is crucial for financial planning, monitoring, and reporting, allowing the schools to make informed decisions and ensure effective resource allocation.

Following closely behind is the category of "Public secondary schools identify the source of finances" with a mean of 3.37. This indicates that the schools strongly agree on the importance of identifying the sources of their finances. This practice demonstrates a responsible approach to financial management by ensuring transparency and accountability.

Moving down the list, the category of "Public secondary schools keep monthly records of income generated" receives a mean of 3.30. This suggests a strong agreement among the schools in maintaining regular records of their income. By closely monitoring their income, the schools can have a clear understanding of their financial status and make informed decisions accordingly.

The categories of "Budget making is guided by clear goals" and "Schools clearly outline the expected expenditures of the school" receive means of 3.32 and 3.26, respectively. These indicate that the schools strongly agree on the importance of setting clear goals and outlining expected expenditures during the budget-making process. This practice helps in aligning financial plans with the overall objectives of the schools and ensures effective utilization of resources.

The category "Public secondary schools outsource professional input in budget making" receives a mean of 3.25. Although slightly lower than the other categories, it still reflects a strong agreement among the schools. This suggests that the schools recognize the value of seeking external expertise in the budget-making process, which can contribute to more accurate financial planning and decision-making.

Finally, the category with the lowest mean of 3.23 is "The expected finances are matched with expected expenditures." While slightly lower, it still indicates a strong agreement among the schools. Matching expected finances with expected expenditures is a crucial aspect of financial management, ensuring that the schools operate within their financial means and avoid any potential deficits.

Overall, the total mean of 3.31 indicates a strong agreement among the Public High Schools with Fiscal Autonomy regarding their financial management practices. These schools exhibit commendable financial discipline and responsibility, as evidenced by their strong agreement in various categories related to budget management.

Wildavsky (1975) and Coulmas & Law (2010), as cited by Roestel (2016), underscore the paramount importance of budgeting. These authors delineate budgeting as a fundamental business tool whose success and very existence hinge upon collaborative inputs from multiple stakeholders. They accentuate that the budget serves not only as a crucial instrument for strategic planning but also furnishes management with indispensable insights essential for achieving organizational objectives. In essence, budgets stand as a linchpin for a business's success. Moreover, the authors notably highlight that the process of budget preparation not only sets the foundation for a business's financial framework but also aids in anticipating prospects and aligning them with strategic goals for forthcoming periods.

The implications drawn from the indicators with the highest agreement among public high schools with fiscal autonomy are multifaceted and reveal significant insights into their budget management practices: Initially, the strong agreement on setting SMART objectives signifies a strategic approach to budgeting. Schools are aligning their financial goals with specific, measurable, achievable, realistic, and time-bound targets. This implies a structured planning process that aims to ensure funds are allocated efficiently toward well-defined objectives, enhancing accountability and goal attainment. In addition, The high agreement on keeping records of all expenditures demonstrates a commitment to transparency and accountability. This practice fosters a culture of financial responsibility, enabling schools to track spending patterns, identify areas for cost optimization, and maintain a clear audit trail. Moreover, it ensures compliance with regulatory requirements and facilitates informed decision-making. Lastly, the strong consensus on identifying the source of finances highlights a fundamental aspect of financial management. Schools that meticulously trace the origins of their funds can better understand the inflow of resources. This knowledge is crucial for informed decision-making, allowing institutions to diversify funding sources, pursue grants or aid, and strategize for long-term financial sustainability.

Table 3.3 Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Budget Management

Category	Mean	Description
Public secondary schools set SMART (specific, measurable, achievable, realistic and time-bound objectives).	3.39	Strongly Agree
Public secondary schools keep monthly records of income generated	3.30	Strongly Agree
Budget making is guided by clear goals	3.32	Strongly Agree
Public secondary schools identify the source of finances	3.37	Strongly Agree
The expected finances are matched with expected expenditures	3.23	Strongly Agree
Schools clearly outline the expected expenditures of the school	3.26	Strongly Agree
Public secondary schools keep records of all expenditures	3.38	Strongly Agree
Public secondary schools outsource professional input in budget making	3.25	Strongly Agree
Total	3.31	Strongly Agree

Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Financial Controls

Table 3.4 presents the level of financial management practices of a Public High School with Fiscal Autonomy, considering various aspects of financial controls. The table displays the mean scores for each category, ranging from the highest mean to the lowest mean, as well as the total mean.

The category with the highest mean score is "Control activities enable better employability of available resources" with a mean of 3.23. This indicates that the school strongly agrees that their control activities effectively optimize the utilization of their resources, ensuring efficient and effective financial management.

Following closely with a mean score of 3.22 is the category "There is assessment of risks involved in the management of finances." This suggests that the school is highly aware of the risks associated with financial management and takes appropriate measures to evaluate and mitigate those risks.

The next two categories, "There is monitoring of how finances are utilized by all involved departments and persons" and "The control environment in our schools is ample for the management of finances," both have a mean score of 3.21. This implies a strong agreement that financial monitoring is practiced throughout various departments and individuals, and that the control environment within the school provides a suitable framework for effective financial management.

The category "There is effective communication across all pertinent departments and stakeholders' relative to sourcing and uses of finances" follows with a mean score of 3.19. While slightly lower than the previous categories, it still indicates a substantial agreement regarding the importance of communication among relevant parties concerning the acquisition and allocation of finances.

Finally, considering the total mean score for all categories, it also stands at 3.21, reflecting a general consensus of "Strongly Agree" across the financial management practices evaluated. This suggests that the Public High School with Fiscal Autonomy demonstrates a solid foundation in financial controls and practices, which are considered effective in managing their financial resources.

Financial control constitutes a pivotal facet of financial management within organizations, serving as a mechanism to adeptly oversee, guide, and allocate financial resources to ensure seamless operational functionality (Webster, 2000). In the contemporary landscape of organizations, the significance of financial control transcends mere oversight; it plays a critical role in reshaping organizational objectives, refining operational benchmarks, and formulating financial policies, all underpinned by data-driven decision-making and predictive forecasting.

The essence of financial control lies in fostering adherence to established standards and regulations among employees, thereby facilitating the realization of the organization's overarching goals while bolstering administrative efficiency and efficacy (Dao, 2023). Towett et al. (2019) emphasize this set of practices as "internal control," encompassing elements such as the control environment, risk assessment, control activities, information communication, and monitoring. These components collectively aim to optimize operational efficiency by instituting regular evaluations of financial information, ensuring the protection of organizational assets, compliance with regulatory frameworks, and enhancing the effectiveness of managerial activities. Internal control serves as a comprehensive framework that not only safeguards the integrity of financial data but also fortifies the organization's operational and managerial effectiveness.

The table highlights the Public High School's strong adherence to financial controls and practices. The categories, from highest mean to lowest mean and the total mean, indicate a positive perception and implementation of financial management strategies within the school. These findings affirm the school's commitment to optimizing resource utilization, assessing financial risks, maintaining a conducive control environment, promoting effective communication, and overall fostering a strong financial management system.

Table 3.4 Level of financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) taking into consideration the Financial Controls

Category	Mean	Description
There is monitoring of how finances are utilized by all involved departments and persons	3.21	Strongly Agree
Control activities enable better employability of available resources	3.23	Strongly Agree
There is assessment of risks involved in management of finances.	3.22	Strongly Agree
The control environment in our schools is ample for management of finances.	3.21	Strongly Agree

There is effective communication across all pertinent departments and stakeholders relative to sourcing and uses of finances.	3.19	Strongly Agree
Total	3.21	Strongly Agree

Significant difference on the extent of financial management practices of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of dimension

The table 4.1 presents the results of a study on the extent of financial management practices in Public High Schools with Fiscal Autonomy in the Division of Sarangani, focusing on different dimensions. The researcher examined various aspects such as auditing procedures, financial records keeping practices, budget management, and financial controls. The mean scores for each dimension were calculated and compared to determine if there were significant differences.

The findings indicate that there were significant differences in the extent of financial management practices across all dimensions. In terms of auditing procedures, the mean score was 3.29, and the analysis revealed a significant F-value of 29.380 with a p-value of .000, indicating a highly significant result. This suggests that Public High Schools with Fiscal Autonomy in the Division of Sarangani differ significantly in terms of their auditing procedures.

Similarly, the financial records keeping practices dimension had a mean score of 3.18, and the statistical analysis showed a significant F-value of 62.756 with a p-value of .000. This outcome implies that there are notable variations in financial records keeping practices among the schools studied.

The dimension of budget management yielded a mean score of 3.31, and the statistical analysis revealed a significant F-value of 67.013 with a p-value of .000. This signifies that there are significant differences in budget management practices among the Public High Schools with Fiscal Autonomy in the Division of Sarangani.

Lastly, the financial controls dimension obtained a mean score of 3.21, and the statistical analysis resulted in a significant F-value of 48.944 with a p-value of .000. This indicates that there are substantial discrepancies in financial controls among the schools under consideration.

In all dimensions, the null hypothesis (Ho) was accepted, suggesting that there were significant differences in the extent of financial management practices among the Public High Schools with Fiscal Autonomy in the Division of Sarangani. These findings highlight the need for targeted interventions and improvements in financial management practices to enhance accountability, transparency, and efficiency within the schools.

Table 4.1 Significant difference on the extent of financial management practices of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of dimension

Category	Mean	F	Sig.	Decision	Interpretation
Entire Group	3.24	52.023	.000	Significant	Reject Ho
Auditing Procedure	3.29	29.380	.000	Significant	Reject Ho
Financial records keeping practices	3.18	62.756	.000	Significant	Reject Ho
Budget Management	3.31	67.013	.000	Significant	Reject Ho
Financial Controls	3.21	48.944	.000	Significant	Reject Ho

Significant difference on the extent of financial management practices of Public High School with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani in terms of Profile

Table 4.2 presents the results of a statistical analysis examining the significant differences in the extent of financial management practices among Public High Schools with Fiscal Autonomy (Implementing Unit) in the Division of Sarangani, based on different profile variables. The table provides information on the F-values, significance levels (Sig.), decision outcomes, and interpretation of the findings.

Regarding the age variable, the calculated F-value of 1.693 is statistically significant at the 0.05 level (Sig. = 0.005). Consequently, the null hypothesis (Ho) is rejected, indicating that there is a significant difference in the extent of financial management practices based on the age of the individuals involved. However, without additional information about the specific age groups and their corresponding mean scores, it is difficult to discern the direction or nature of this difference.

On the other hand, the gender variable yields an F-value of 1.268, which is not statistically significant (Sig. = 0.122) at the specified level of significance (0.05). As a result, the null hypothesis is accepted, indicating that there is no significant difference in the extent of financial management practices between different genders within the Public High Schools with Fiscal Autonomy.

Similarly, the position variable has a calculated F-value of 0.817 with a corresponding significance level of 0.809. Since this value is above the predetermined threshold of 0.05, the null hypothesis is rejected. Consequently, no significant difference in the extent of financial management practices is observed based on the positions held within the implementing units.

Likewise, the years of service variable exhibits an F-value of 1.246, which is not statistically significant (Sig. = 0.140) at the 0.05 level. Hence, the null hypothesis is rejected, indicating that there is no significant difference in the extent of financial management practices based on the length of service.

Finally, the educational attainment variable shows an F-value of 1.457, which is statistically significant (Sig. = 0.033) at the specified significance level. Consequently, the null hypothesis is rejected, implying that there is a significant difference in the extent of financial management practices based on the educational attainment of the individuals involved. However, further analysis or information regarding the specific educational levels and their associated mean scores would be necessary to gain a deeper understanding of this difference.

The implications drawn from the findings presented in Table 4.2, which suggest the influence of age and educational attainment on financial management practices within Public High Schools with Fiscal Autonomy in the Division of Sarangani, carry several important implications for educational administrators and policymakers:

The observed impact of age and educational attainment indicates that targeted strategies may be necessary to enhance financial management practices within these schools. Educational administrators and policymakers can devise specific interventions or training programs aimed at different age groups or educational levels to address any gaps identified in financial management skills or understanding. However, while no significant differences were observed based on gender, position, or years of service, these findings can guide policymakers to focus efforts on other factors, such as age and educational attainment, which have demonstrated more noticeable impacts on financial management practices. However, this does not imply neglecting these other demographic factors; rather, it suggests that interventions targeting age and educational attainment might yield more substantial improvements.

Category	F	Sig.	Decision	Interpretation
Age	1.693	.005	Significant	Reject Ho
Gender	1.268	.122	Not Significant	Accept Ho
Position	.817	.809	Not Significant	Accept Ho
Years of Service	1.246	.140	Not Significant	Accept Ho
Educational Attainment	1.457	.033	Significant	Reject Ho

Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of Work Life Balance

Table 5.1 presents the level of job satisfaction in a Public High School with Fiscal Autonomy, specifically focusing on the aspect of work-life balance. The table lists various categories along with their respective means and descriptions.

Among the categories with the highest mean scores is "My job positively contributes to my overall happiness" with a mean of 3.31, indicating a strong agreement among respondents. This suggests that the individuals in this work environment find their job fulfilling and it positively impacts their overall well-being.

Following closely behind is the category "Co-workers positively contribute to my work environment" with a mean of 3.35. This implies that the respondents highly appreciate the supportive and collaborative atmosphere fostered by their colleagues, which contributes to their satisfaction in the workplace.

Next, the statement "I am able to maintain an appropriate and healthy balance between my work and personal commitments" with a mean of 3.20. This indicates that the respondents feel they are successful in achieving a desirable equilibrium between their professional and personal lives, allowing them to meet their obligations outside of work effectively.

The category "I plan to stay at my current job for the foreseeable future" also receives a mean score of 3.20. This demonstrates a strong intention among the respondents to continue their employment in the organization, indicating a sense of job security and contentment with their current position.

In terms of slightly lower mean scores, the statement "My supervisors/managers positively contribute to my work environment" with a mean of 3.18, implying that while the respondents generally agree that their supervisors and managers have a positive impact on the work environment, there may be room for improvement in this aspect.

The category "I leave every day at generally the same time" receives a mean score of 3.03. This suggests that while respondents mostly agree that they are able to leave work consistently at a similar time each day, there may be occasional variations or instances where they have to stay beyond their regular hours.

Lastly, the category "I leave my work at work" receives a mean score of 2.75, indicating agreement among the respondents. However, the relatively lower mean score suggests that there may be instances where they find it challenging to completely detach themselves from work-related matters outside of their designated work hours.

The overall mean for all the categories in this table is 3.14, reflecting a strong agreement among the respondents regarding their satisfaction with work-life balance in the Public High School with Fiscal Autonomy. While there are a few areas where improvements could be made, the generally positive responses indicate a favorable work environment that contributes to the overall job satisfaction and contentment of the employees.

In recent times, the concept of work-life balance has gained considerable attention, notably highlighted by happinessindex.com. The website's findings reveal a noteworthy shift: since the onset of the pandemic, individuals have increasingly prioritized work-life balance over salary. Surprisingly, a higher percentage of workers (41%) now express attraction to their current roles due to favorable work-life balance compared to those drawn primarily by salary (36%). This marks a significant change from the pre-pandemic scenario in 2019.

Work undeniably holds a pivotal place in our lives, providing the means to sustain ourselves, maintain necessities, and secure our financial future. However, amidst the current concerns about the rising cost of living and the looming pressure of escalating energy bills, the importance of earning a sufficient income remains unquestioned. These factors contribute to the complexities of achieving a satisfactory work-life balance.

The high agreement regarding co-workers positively contributing to the work environment suggests a healthy and supportive camaraderie among colleagues. This signifies the presence of a collaborative and congenial atmosphere, which can significantly impact employee satisfaction, motivation, and overall workplace well-being. As well as the strong consensus on the statement regarding job satisfaction contributing to overall happiness indicates that individuals perceive their roles as integral to their personal well-being. When employees feel their jobs positively impact their happiness, it often correlates with higher job satisfaction levels, leading to increased productivity and commitment to their work. Nevertheless, while leaving work at work received an overall agree response, it's crucial to recognize that achieving this balance might still pose challenges. School leaders and policymakers could consider implementing stress management programs, encouraging mindfulness,

or offering resources to help employees effectively disconnect from work-related stress during their personal time.

Category	Mean	Description
My job positively contributes to my overall happiness.	3.31	Strongly Agree
My supervisors/managers positively contribute to my work environment.	3.18	Strongly Agree
I leave my work at work.	2.75	Agree
I am able to maintain an appropriate and healthy balance between my work and my personal commitments	3.20	Strongly Agree
I leave every day at generally the same time	3.03	Strongly Agree
Co-workers positively contribute to my work environment.	3.35	Strongly Agree
I plan to stay at my current job for the foreseeable future.	3.20	Strongly Agree
Total	3.14	Strongly Agree

Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of Monetary & Non-Monetary Benefits And Compensation

The table 5.2 presents the level of job satisfaction among employees in a Public High School with Fiscal Autonomy, specifically in terms of monetary and non-monetary benefits and compensation. The data is categorized based on different statements related to job satisfaction, and each statement is assigned a mean score. The mean score reflects the average level of agreement or satisfaction expressed by the respondents.

Starting with the highest mean score, the statement with the highest level of agreement among the employees is "I am confident that the school's Individual Performance Commitment and Review Form (IPCRF), which is necessary for promotion, was fair" with a mean score of 3.03, indicating a strong agreement. This suggests that the employees generally perceive the promotion process as fair and transparent, contributing positively to their job satisfaction.

The second-highest mean score is for the statement "I can count on the stability of my regular monthly pay" with a mean score of 3.02, again indicating a strong agreement. This implies that the employees have a high level of confidence in receiving their regular monthly salary, which adds to their sense of stability and job satisfaction.

The next statement, "I appreciate how the school gives out allowances or other financial aid for extracurricular activities," has a mean score of 2.87, indicating agreement. This suggests that the employees generally value the school's support in terms of providing allowances or financial aid for extracurricular activities such as school projects, seminars, and other initiatives, contributing positively to their job satisfaction.

Moving on, the statement "Working for DepEd, I can count on sufficient retirement pension in the future" also has a mean score of 2.87, indicating agreement. This indicates that the employees feel confident that their employment with DepEd will provide them with an adequate retirement pension in the future, which contributes to their overall job satisfaction.

The statement "My salary ensures a satisfactory standard of living" follows with a mean score of 2.83, indicating agreement. This implies that while employees feel their salary allows them to maintain a satisfactory standard of living, there may be room for improvement to further enhance their job satisfaction in terms of financial compensation.

The statement "I am satisfied with the DepEd's salary, benefits, and allowances" receives a mean score of 2.73, indicating agreement. While employees generally express satisfaction with the salary and benefits provided by DepEd, the slightly lower mean score suggests that there may be some room for improvement to enhance their overall satisfaction in this area.

Lastly, the statement "My salary is in accordance with the requirements of the job" has the lowest mean score of 2.76, indicating agreement. This implies that employees generally feel that their salary aligns with the job requirements, but there may be a scope for further examination to ensure that the compensation adequately reflects the demands of their roles.

Considering the overall mean score of 2.87, it can be concluded that the employees, on average, express agreement regarding their job satisfaction in terms of monetary and non-monetary benefits and compensation. However, the scores indicate that there are certain areas where improvements can be made to enhance the overall job satisfaction of the employees in the Public High School with Fiscal Autonomy.

Rewards within the workplace hold a multifaceted nature, encompassing both monetary and non-monetary aspects that significantly contribute to employees' overall satisfaction and motivation. Monetary rewards directly impact employees' satisfaction by offering tangible financial incentives, providing immediate gratification for their efforts and achievements. Conversely, non-monetary rewards play a pivotal role in acknowledging and appreciating employees' contributions beyond financial compensation. These non-monetary incentives serve as powerful motivational tools, fostering a sense of recognition and appreciation for individuals' dedication and hard work. As Burgess and Ratto (2003), cited by Waqas (2014), highlight, the significance of non-monetary rewards lies in their ability to engage employees and cultivate a deeper commitment to their roles.

Non-monetary rewards, such as public acknowledgment, personalized recognition, opportunities for skill development, or flexible work arrangements, go beyond the realm of financial remuneration. They resonate with employees on an emotional level, reinforcing their value within the organization and nurturing a stronger connection to their work and its outcomes.

In essence, while monetary rewards directly contribute to employees' satisfaction by fulfilling their financial needs, non-monetary rewards are instrumental in affirming employees' contributions, fostering engagement, and nurturing a workplace culture that values and recognizes individual efforts beyond mere financial gain.

The following implications were developed as a result of data derived from monetary and non-monetary advantages and compensation.: Financial aid or allowances for activities beyond regular teaching duties contribute significantly to educators feeling valued and appreciated. This recognition fosters a sense of motivation and engagement, leading to increased commitment and enthusiasm towards their roles. When teachers receive satisfactory salaries and additional support for their efforts beyond teaching, it fosters a sense of fairness and recognition. This acknowledgment of their contributions beyond the classroom creates a positive perception of the institution they work for, thus enhancing overall job satisfaction. Competitive salary packages and additional financial aid for various activities serve as attractive incentives for both attracting new talent and retaining experienced educators. A positive reputation for supporting extracurricular initiatives can make the institution stand out in the eyes of prospective employees.

Table 5.2 Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of Monetary & Non-Monetary Benefits And Compensation

Category	Mean	Description
I can count on the stability of my regular monthly pay.	3.02	Strongly Agree
I am satisfied with the DepEd's salary, benefits and allowances.	2.73	Agree
I am confident that the school's Individual Performance Commitment and Review Form (IPCRF), which is necessary for promotion, was fair.	3.03	Strongly Agree
I appreciate how the school gives out allowances or other financial aid for extracurricular activities (school activities, seminars and the initiated school projects)	2.87	Agree
My salary ensures satisfactory standard of living.	2.83	Agree
Working for DepEd I can count on sufficient retirement pension in the future.	2.87	Agree
My salary is in accordance with the requirements of the job.	2.76	Agree
Total	2.87	Agree

Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of Communication And Involvement

The table 5.3 provides an overview of the level of job satisfaction in a Public High School with Fiscal Autonomy, specifically focusing on the aspect of Communication and Involvement. The data is presented in terms of mean scores and the corresponding descriptions of each category.

Among the various factors contributing to job satisfaction, the employees strongly agreed that they receive straightforward and honest information from management, with a mean score of 3.04. This indicates a high level of transparency and trust in the communication between the employees and the management team.

Furthermore, the employees expressed a strong sense of involvement in decision-making processes that affect their job, with a mean score of 3.05. This suggests that their opinions and perspectives are valued, fostering a sense of empowerment and ownership within the organization.

The category with the highest mean score of 3.51 is related to the employees' understanding of the company's mission, vision, values, and objectives. This indicates that the school has effectively communicated its organizational goals and principles, allowing employees to align their work with the overall mission of the institution.

Moreover, the employees reported having the opportunity to provide feedback and input for key decisions, as indicated by a mean score of 3.07. This highlights a culture of inclusivity and open communication within the school, where employees feel their voices are heard and valued.

The mean score of 3.00 for the category "Communication between departments is well coordinated" suggests that the school has established effective channels of communication and collaboration across different departments. This coordination likely contributes to the smooth functioning of the organization, enabling efficient workflow and teamwork.

The employees also indicated that they are kept informed about the happenings within the company, with a mean score of 3.03. This suggests that the school provides regular updates and keeps its employees well-informed, promoting transparency and a sense of connectedness to the larger organization.

Lastly, employees expressed a mean score of 3.14 for "I get the information I need to coordinate my work with others," indicating that they feel adequately supported with the necessary information to carry out their tasks and collaborate effectively with their colleagues.

Overall, the total mean score of 3.12 suggests that the employees in this Public High School with Fiscal Autonomy are highly satisfied with the level of communication and involvement within the organization. The school demonstrates a commitment to transparency, involvement, and information sharing, which likely contributes to a positive work environment and employee engagement.

In the context of the workplace, Enyan (2023) remark that communication and job satisfaction are increasingly crucial for organizational success and competitiveness. Engaging communication practices, such as active listening, open dialogue, and transparent information-sharing, foster employee engagement by creating a sense of empowerment, recognition, and ownership. This point of view was supported by Oktora, (2020) who expressed that understanding communication satisfaction is not only important for managers but also for employees to develop an understanding of the right strategy, to foster quality communication, which has an impact on organizational success. Communication satisfaction between managers and employees depends on the mode of communication, as well as the quality and consistency of communication exchanges. Fundamentally, the role of communication in the workplace is an essential element in ensuring performance to achieve organizational objectives (Femi, 2014). Through communication, the roles and responsibilities of an employee to work are implemented properly and with full dedication.

The findings imply that: the agreement that employees receive the necessary information to coordinate their work with others signifies the importance of effective communication channels within the workplace. When

individuals have access to pertinent information, it streamlines coordination, minimizes misunderstandings, and enhances productivity, consequently contributing to job satisfaction. Likewise, the high agreement regarding having a clear understanding of the company's mission, vision, values, and objectives indicates that employees perceive a strong connection between their work and the overarching goals of the organization. This alignment fosters a sense of purpose and direction, which is pivotal for job satisfaction.

Table 5.3 Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of Communication And Involvement

Category	Mean	Description
The information I receive from management is straightforward and honest	3.04	Strongly Agree
I am involved in making decisions that affect my job	3.05	Strongly Agree
I have a clear understanding of the company's mission, vision, values and objectives	3.51	Strongly Agree
I have the opportunity to provide feedback and input for key decisions	3.07	Strongly Agree
Communication between departments is well coordinated	3.00	Strongly Agree
I am kept informed about what is going on in the company	3.03	Strongly Agree
I get the information I need to coordinate my work with others	3.14	Strongly Agree
Total	3.12	Strongly Agree

Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of School/District Administrator's Support

The table 5.4 presents the level of job satisfaction in a public high school with fiscal autonomy, specifically focusing on the school/district administrator's support as perceived by the employees. The mean scores for each category, ranging from "My school/district head affirms support in every undertaking that occurs in the workplace" to "My school/district head communicates clearly and frequently with me," are provided to gauge the level of agreement among the respondents.

The category with the highest mean score is "My school/district head gives full trust and confidence on every task assigned to me," with a mean of 3.24. This indicates that the employees strongly agree that their school/district head trusts their abilities and provides them with the necessary autonomy to complete their assigned tasks.

Close behind is the category "My school/district head offers suggestions to improve the quality of work," with a mean score of 3.19. This suggests that the employees highly value the input and guidance provided by their school/district head in enhancing the quality of their work.

The next category, with a mean score of 3.16, is "My school/district head provides me with continuous feedback to help me achieve the goals." This indicates that the employees perceive their school/district head as actively engaging in their professional growth by offering regular feedback to assist them in achieving their goals.

Following that is the category "My school/district head affirms support in every undertaking that occurs in the workplace" with a mean score of 3.15. This implies that the employees strongly agree that their school/district head consistently supports them in all their endeavors within the workplace.

The mean score of 3.14 is observed for the category "My school/district head maintains open communication with subordinates to discuss issues that affect them." This suggests that the employees perceive their school/district head as fostering an environment of open communication, where they can freely discuss issues that impact their work.

The category "My school/district head make me feel contented working under his/her supervision" follows with a mean score of 3.12. This indicates that the employees generally feel content and satisfied working under the supervision of their school/district head.

Lastly, the category "My school/district head communicates clearly and frequently with me" has the lowest mean score of 3.08. Although this mean score is slightly lower compared to the other categories, it still reflects a generally positive perception of the school/district head's communication style, albeit with some room for improvement.

Overall, the total mean score for all the categories combined is 3.15, indicating a strong agreement among the employees regarding the support provided by their school/district head. This suggests that the employees perceive a positive and supportive working environment, characterized by trust, open communication, feedback, and suggestions for improvement, ultimately contributing to their overall job satisfaction in the public high school with fiscal autonomy.

Stoltenberg (2019) extensively documented numerous studies focusing on the perceived impact of administrative support on job satisfaction. These studies explored its correlation with crucial aspects such as teacher retention, workplace environment, culture, burnout rates, and educators' capacity to evolve and adapt within the classroom setting. Among educators, there were consistent reports highlighting the positive correlation between administrative support and fostering growth and innovation. When teachers sensed substantial support from administrators, they expressed a heightened ability to innovate, citing this support as a significant motivating factor that propelled them towards achieving higher performance standards (Abril & Bannerman, 2015, p. 354).

The findings regarding administrator support indicators and their influence on job satisfaction reflect a positive consensus. The notable agreement regarding administrators demonstrating full trust and confidence in assigned tasks indicates a nurturing work environment. When school or district heads place trust in their staff, it cultivates a sense of empowerment and accountability among educators. This empowerment stimulates independence and proactivity, significantly contributing to job satisfaction by fostering a sense of recognition and esteem.

Additionally, the acknowledgment of continuous feedback provided by school or district heads signifies an environment that esteems progress and development. Constructive feedback functions as a guiding compass, aiding educators in effectively attaining their objectives. This ongoing feedback mechanism propels professional growth, providing invaluable direction and assistance to enhance performance standards. As a result, it positively influences job satisfaction by showcasing a commitment to the continuous improvement and advancement of educators within the institution.

Table 5.4 Level of job satisfaction in Public High School with Fiscal Autonomy (Implementing Unit): in terms of School/District Administrator’s Support

Category	Mean	Description
My school/district head affirms support in every undertaking that occur in the workplace.	3.15	Strongly Agree
My school/ district head maintains open communication with subordinates to discuss issues that affect them.	3.14	Strongly Agree
My school/ district head gives full trust and confidence on every task assigned to me.	3.24	Strongly Agree
My school/ district head provides me with continuous feedback to help me achieve the goals.	3.16	Strongly Agree
My school/ district head make me feel contented working under his/her supervision.	3.12	Strongly Agree
My school/ district head offers suggestions to improve the quality of work.	3.19	Strongly Agree
My school/ district head communicates clearly and frequently with me	3.08	Strongly Agree
Total	3.15	Strongly Agree

Significant difference on the level of job satisfaction of Public High School with Fiscal Autonomy (Implementing Unit)) in the Division of Sarangani in terms of Dimension

The table 6.1 presents the results of a study conducted on the level of job satisfaction among Public High Schools with Fiscal Autonomy in the Division of Sarangani, focusing on different dimensions. The entire group of

participants reported an average job satisfaction score of 3.07. The statistical analysis revealed significant differences in job satisfaction across various dimensions.

In terms of work-life balance, the participants reported a mean score of 3.14. The analysis showed a significant difference ($F = 11.757, p < .001$), indicating that there are variations in job satisfaction related to work-life balance among the participants. However, further investigation is needed to determine the specific factors contributing to this difference.

The dimension of monetary and non-monetary benefits and compensation yielded a mean score of 2.87. The analysis indicated a significant difference ($F = 14.320, p < .001$), implying that job satisfaction related to financial rewards and benefits varies among the participants. Additional research could be conducted to identify the specific aspects of compensation that are influencing this disparity.

Communication and involvement, another dimension of job satisfaction, received a mean score of 3.12. The statistical analysis demonstrated a significant difference ($F = 23.022, p < .001$), suggesting variations in job satisfaction related to communication and involvement among the participants. Further exploration is necessary to understand the specific factors contributing to this discrepancy.

Regarding school administrators' support, the participants reported a mean score of 3.15. The analysis revealed a significant difference ($F = 18.912, p < .001$), indicating that job satisfaction associated with support from school administrators varies among the participants. It would be valuable to conduct further research to identify the specific elements of support that are impacting this difference.

Overall, the findings from this study highlight significant differences in job satisfaction among Public High Schools with Fiscal Autonomy in the Division of Sarangani across multiple dimensions. These results indicate that there are variations in the levels of satisfaction related to work-life balance, monetary and non-monetary benefits, communication and involvement, as well as school administrators' support. Understanding these variations can inform strategies and interventions aimed at enhancing job satisfaction and ultimately improving the overall work environment for educators in these schools.

Job satisfaction represents the level of enjoyment or contentment associated with a particular job. Employees tend to experience high job satisfaction when they hold positive attitudes towards various aspects of their work, such as the nature of the tasks, recognition, and opportunities for career progression (Dubrin, as cited in Tatar et al., 2020). It encompasses the range of positive or negative sentiments employees hold toward their job roles. Additionally, it is an assessment made by an individual based on their feelings and emotional experiences regarding their job and work environment (Cotiango, 2017). In its simplest form, job satisfaction is a measure of how content or pleased a worker feels about their job.

Category	Mean	F	Sig.	Decision	Interpretation
Entire Group	3.07	17.757	.000	Significant	Reject Ho
Work Life Balance	3.14	11.757	.000	Significant	Reject Ho
Monetary and non-monetary benefits and compensation	2.87	14.320	.000	Significant	Reject Ho
Communication and involvement	3.12	23.022	.000	Significant	Reject Ho
School Administrators Support	3.15	18.912	.000	Significant	Reject Ho

Significant difference on the level of job satisfaction of Public High School with Fiscal Autonomy (Implementing Unit)) in the Division of Sarangani in terms of Profile

The table 6.2 presents the results of a statistical analysis examining the level of job satisfaction among Public High Schools with Fiscal Autonomy in the Division of Sarangani, specifically focusing on different profiles of the respondents. The analysis considers variables such as age, gender, position, years of service, and educational attainment.

When looking at the variable of age, the findings indicate a statistically significant difference in job satisfaction levels among the respondents ($F = 1.882, p < .001$). This result suggests that the age of the respondents plays a role in their level of job satisfaction. However, the specific nature of the difference is not mentioned, so further investigation would be needed to understand the relationship between age and job satisfaction.

In terms of gender, the statistical analysis shows that there is no significant difference in job satisfaction levels ($F = 1.198, p = .172$). This means that gender does not appear to have a notable influence on job satisfaction among the respondents.

Similarly, the variable of position also does not demonstrate a significant difference in job satisfaction levels ($F = 1.198, p = .052$). This suggests that the position held by the respondents does not significantly impact their level of job satisfaction.

On the other hand, the analysis reveals a significant difference in job satisfaction based on years of service ($F = 2.424, p < .001$). This finding implies that the duration of service in their current role or within the organization has a significant effect on job satisfaction levels. However, without further information, it is challenging to determine the specific nature of this relationship.

Lastly, the variable of educational attainment does not exhibit a significant difference in job satisfaction levels ($F = 1.134, p = .252$). This suggests that the level of education achieved by the respondents does not have a substantial impact on their job satisfaction.

The analysis reveals that age and years of service have a statistically significant influence on job satisfaction among Public High Schools with Fiscal Autonomy in the Division of Sarangani. On the other hand, gender, position, and educational attainment do not significantly affect job satisfaction levels. These findings provide valuable insights for educational policymakers and administrators seeking to understand and improve job satisfaction among staff members in similar educational settings. Further research and exploration are recommended to gain a deeper understanding of the factors influencing job satisfaction in the context of public high schools with fiscal autonomy.

Bulilan (2022) emphasizes the following research findings: Rhodes (1983) concludes that, generally, as individuals age, there is a consistent increase in overall job satisfaction, displaying a linear relationship at least until the age of 60. Additionally, the discussion includes Becker's Human Capital Theory from 1964, proposing that the skills and knowledge acquired by individuals tend to result in higher earnings within the labor market. Becker's theory suggests that educational achievements represent a form of human capital, deserving adequate compensation. It's important to highlight that at the core of the human capital theory lies the premise that education equips individuals with knowledge and skills directly influencing workers' productivity. Consequently, this current study aims to investigate whether the educational levels of employees have an impact on their satisfaction with their jobs.

Category	F	Sig.	Decision	Interpretation
Age	1.882	.000	Significant	Reject Ho
Gender	1.198	.172	Not Significant	Accept Ho
Position	1.198	.052	Not Significant	Accept Ho
Years of Service	2.424	.000	Significant	Reject Ho
Educational Attainment	1.134	.252	Not Significant	Accept Ho

Level of performance (Performance indicators) of Public High School with Fiscal Autonomy (Implementing Unit) in terms of School

Table 7 presents the school performance indicators for a Public High School with Fiscal Autonomy over three consecutive school years: SY 2018-2019, SY 2019-2020, and SY 2021-2022. These indicators provide insights into the performance and progress of the school in various areas.

Firstly, the Enrollment Rate indicates the percentage of students enrolled compared to the ideal capacity of the school. Over the three years, the enrollment rate showed fluctuations, with a significant increase from 121.85% in SY 2018-2019 to 174.06% in SY 2019-2020, followed by a slight decline to 163.60% in SY 2021-2022. The overall average enrollment rate stands at 153.17%. These figures suggest fluctuations in student enrollment and demand for the school's programs.

Secondly, the Promotion Rate signifies the percentage of students who successfully advance to the next grade level. The data demonstrates consistent performance in this area, with rates ranging from 92.80% in SY 2018-2019 to 98.52% in SY 2021-2022. The total average promotion rate for the period is 94.81%, indicating a generally high level of student progression within the school.

The Repetition Rate reflects the percentage of students who repeat a grade level. The school has experienced a decline in repetition rates over the years, from 3.33% in SY 2018-2019 to 1.58% in SY 2021-2022. The overall average repetition rate is 3.05%, indicating a positive trend in minimizing grade-level repetition within the school.

The Completion Rate represents the percentage of students who successfully complete their education within the expected timeframe. The data shows a decline in completion rates over the three years, starting from 67.04% in SY 2018-2019 and reaching 57.95% in SY 2021-2022. The total average completion rate stands at 65.27%, suggesting a challenge in ensuring students graduate within the expected time frame.

On the other hand, the Graduation Rate indicates the percentage of students who successfully graduate from high school. Despite a decrease from 76.70% in SY 2018-2019 to 57.95% in SY 2021-2022, the school experienced a significant surge in graduation rates, reaching 99.50% in SY 2021-2022. The average graduation rate for the period is 90.98%, reflecting a generally high success rate in high school completion.

The Drop-out Rate represents the percentage of students who leave school before completing their education. The school has consistently maintained low drop-out rates, with a slight increase from 2.54% in SY 2018-2019 to 0.12% in SY 2021-2022. The overall average drop-out rate is 1.26%, indicating a commendable effort in retaining students within the school.

Moreover, the Retention Rate signifies the percentage of students who remain enrolled in the same school. The data indicates consistent retention rates, with values ranging from 88.69% in SY 2018-2019 to 95.82% in SY 2021-2022. The average retention rate is 91.48%, indicating that the school has been successful in maintaining a high percentage of enrolled students throughout the years.

Lastly, the Cohort Survival Rate indicates the percentage of students who progress from a particular grade level to the next without repetition or dropping out. The data reveals a gradual increase in cohort survival rates over the years, from 73.57% in SY 2018-2019 to 81.15% in SY 2021-2022.

For Caballero et al. (2007), performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. On their part, Torres and Rodríguez (2006 quoted by Willcox, 2011) define academic performance as the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average.

Table 7 The level of school performance (Performance indicators) of Public High School with Fiscal Autonomy (Implementing Unit) in terms of Performance

PERFORMANCE INDICATORS per SCHOOLS SUMMARRY for SY 2020-2021	Percentage			
	SY 2018-2019	SY 2019-2020	SY 2021-2022	Total Average
Enrollment Rate	121.85%	174.06%	163.60%	153.17%
Promotion rate	92.80%	93.11%	98.52%	94.81%

Repetition rate	3.33%	4.23%	1.58%	3.05%
Completion rate	67.04%	70.83%	57.95%	65.27%
Graduation rate	76.70%	96.76%	99.50%	90.98%
Drop-out rate	2.54%	1.12%	0.12%	1.26%
Retention rate	88.69%	89.92%	95.82%	91.48%
Cohort Survival rate	73.57%	71.34%	81.15%	75.35%

Significant difference in the Level of performance (Performance indicators) of Public High School with Fiscal Autonomy (Implementing Unit) in terms of Dimension

The table 8.1 provides an overview of the significant differences in the level of performance indicators among public high schools with fiscal autonomy, based on various dimensions. The dimensions considered include enrollment rate, promotion rate, repetition rate, completion rate, graduation rate, drop-out rate, retention rate, and cohort survival rate.

Upon analyzing the data, it is evident that there are statistically significant differences in the performance indicators across all dimensions. The significance level (Sig.) for each dimension indicates the probability that the observed differences occurred by chance. In this case, all dimensions show a significant difference with p-values less than 0.05.

The null hypothesis (Ho) states that there is no significant difference in performance indicators among public high schools with fiscal autonomy. However, due to the rejection of the null hypothesis (Reject Ho) in all dimensions, the researcher can conclude that there are indeed significant differences in the performance indicators.

In terms of enrollment rate, promotion rate, completion rate, graduation rate, drop-out rate, retention rate, and cohort survival rate, the observed differences are statistically significant, as indicated by the low p-values (below 0.05). This implies that public high schools with fiscal autonomy exhibit varying levels of performance in these areas.

Furthermore, the repetition rate also shows a significant difference among public high schools with fiscal autonomy. This suggests that some schools are more successful in avoiding students from repeating grades compared to others.

The retention rate and cohort survival rate stand out with particularly high F-values and low p-values, indicating a significant disparity in student retention and the ability of schools to ensure the progress of students from one grade to the next. These dimensions are crucial for assessing the effectiveness of high schools in providing continuous education and keeping students engaged.

Overall, the table highlights the substantial differences in performance indicators among public high schools with fiscal autonomy across multiple dimensions. These findings emphasize the importance of further investigating the factors influencing these variations and implementing strategies to address the areas where schools are underperforming. The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student’s expected performance occurs, it refers to a diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to teaching methods. (Marti, 2003, p. 376).

Dimension	F	Sig.	Decision	Interpretation
Enrollment Rate	1.023	.000	Significant	Reject Ho
Promotion rate	1.456	.006	Significant	Reject Ho
Repetition rate	2.555	.002	Significant	Reject Ho

Completion rate	2.001	.000	Significant	Reject Ho
Graduation rate	1.487	.001	Significant	Reject Ho
Drop-out rate	2.369	.000	Significant	Reject Ho
Retention rate	5.022	.000	Significant	Reject Ho
Cohort Survival rate	4.064	.000	Significant	Reject Ho

Significant difference in the Level of performance (Performance indicators) of Public High School with Fiscal Autonomy (Implementing Unit) in terms of Profile

Table 8.2 presents the results of an analysis examining the significant differences in the level of performance indicators of public high schools with fiscal autonomy based on various profile factors. The analysis focused on five categories: age, gender, position, years of service, and educational attainment.

In terms of age, the statistical analysis yielded a test statistic of 1.447, with a corresponding p-value of .023. Although the p-value is below the conventional threshold of .05, indicating some evidence of a difference, the result was deemed not significant. Therefore, the null hypothesis (Ho) was accepted, suggesting that there is no significant difference in performance indicators based on age.

Similarly, the analysis of gender revealed a test statistic of 2.336, but with a p-value of .140. Since the p-value exceeds the critical threshold, the result was considered not significant, leading to the acceptance of the null hypothesis. This suggests that there is no substantial difference in performance indicators based on gender.

The category of position demonstrated a test statistic of 0.145 and a p-value of .450. With the p-value exceeding the significance level, the result was deemed not significant, and the null hypothesis was accepted. Therefore, the position held within the school, such as teacher or administrator, does not significantly impact the performance indicators.

Regarding years of service, the analysis produced a test statistic of 2.658 and a p-value of .056. Although the p-value is close to the conventional threshold, it did not meet the criteria for statistical significance. Thus, the null hypothesis was accepted, indicating that the length of service does not lead to a significant difference in performance indicators.

Finally, the analysis of educational attainment generated a test statistic of 1.369, with a p-value of .075. Although the p-value is slightly higher than the customary threshold, it does not reach statistical significance. Consequently, the null hypothesis was accepted, suggesting that the educational attainment of individuals does not significantly impact the performance indicators.

In this regard Llorente (2013) states that improving the educational situation implies to implement, strengthen and apply in all the educational centers, all the various measures that have been proven useful when dealing with diversity: such as splitting, individualized tutoring, the Initial Professional Qualification Program (IPQP), school activities programs, interdisciplinary and/or globalizing methodological proposals such as working in areas or projects, intervention of two teachers in a classroom at the same time, classroom organization in cooperative groups, mediation, negotiation and commitments, coordinating support teams, banks of resources and material, the lack of concentration of disadvantaged students in the same classroom or educational center

Category	F	Sig.	Decision	Interpretation
Age	1.447	.023	Not Significant	Accept Ho
Gender	2.336	.140	Not Significant	Accept Ho
Position	0.145	.450	Not Significant	Accept Ho
Years of Service	2.658	.056	Not Significant	Accept Ho
Educational Attainment	1.369	.075	Not Significant	Accept Ho

Significant relationship between Financial management practices, School Performance and Teachers Satisfaction

The table 9 presents the results of a study investigating the relationship between financial management practices, school performance, and teacher satisfaction. The study utilized statistical measures such as r-values and p-values to assess the significance of these relationships.

The first relationship examined was between financial management practices and teacher satisfaction. The r-value of .351* indicates a positive and significant relationship between these variables. Furthermore, the p-value of .000 suggests that this relationship is highly unlikely to occur by chance alone. Therefore, the null hypothesis (Ho) can be rejected, meaning that financial management practices have a significant impact on teacher satisfaction. This implies that effective financial management practices within a school can contribute to higher levels of teacher satisfaction.

Next, the relationship between financial management practices and school performance was explored. The r-value of -.132 indicates a negative correlation between these variables, although it is not statistically significant. The associated p-value of .151 suggests that the observed relationship could plausibly occur by chance. Consequently, the null hypothesis (Ho) is accepted, indicating that financial management practices do not have a significant influence on school performance. However, it is important to note that the negative correlation implies that schools with better financial management practices tend to exhibit slightly lower levels of performance.

Finally, the relationship between teacher satisfaction and school performance was examined. The r-value of -.080 suggests a weak negative correlation between these variables, but it is not statistically significant. With a p-value of .384, the observed relationship could reasonably occur due to chance alone. Consequently, the null hypothesis (Ho) is accepted, indicating that there is no significant association between teacher satisfaction and school performance. Therefore, the study did not find evidence to support the notion that higher levels of teacher satisfaction directly lead to improved school performance.

The findings from this study highlight the significance of financial management practices in influencing teacher satisfaction within schools. However, no significant relationships were found between financial management practices and school performance, as well as between teacher satisfaction and school performance. These results suggest that other factors beyond financial management and teacher satisfaction may play a more prominent role in determining school performance. Further research is necessary to explore additional variables and potential underlying factors that contribute to school performance.

Atatsi et al. (2023) highlighted in their study that achieving financial satisfaction, a critical aspect of overall financial well-being, holds significant importance for individuals. Financial satisfaction pertains to an individual's personal perception of the sufficiency of their financial resources and plays a crucial role in enhancing quality of life and overall life satisfaction, as referenced in the works of Dale (2015) and Hysmith (2017).

Table 9 Significant relationship between Financial Management practices, School Performance and Teachers Satisfaction				
	r-value	p-value	Decision	Interpretation
Financial management practices and Teachers Satisfaction	.351*	.000	Significant	Reject Ho
Financial management practices and School performance	-.132	.151	Not Significant	Accept Ho
Teachers Satisfaction and School performance	-.080	.384	Not Significant	Accept Ho

Intervention program maybe proposed to improve financial management practices, job satisfaction and performance of Public High School with Fiscal Autonomy (Implementing Unit)

Title: “Synergizing Financial Management Practices and Job Satisfaction for Enhanced Performance in Public Secondary Schools: An Intervention Program”

Rationale:

This intervention program is designed to holistically address the critical nexus between financial management practices, job satisfaction, and overall performance within public secondary schools. Recognizing the pivotal role of these factors in shaping educational outcomes, this program aims to implement targeted strategies to optimize financial practices and foster job satisfaction among educators, thereby positively influencing school performance.

Objective:

The primary objective of this intervention program is to cultivate a conducive environment within public secondary schools that promotes effective financial management practices and enhances job satisfaction among school administrators and teaching staff. By doing so, the program seeks to augment the overall performance metrics of these institutions, including academic achievements, student engagement, and administrative effectiveness.

Approach:

The intervention program will encompass multifaceted approaches tailored to address the identified areas of improvement. It will include targeted training sessions and workshops for school administrators on advanced financial management techniques, emphasizing auditing procedures, budget management, and financial controls. Additionally, initiatives to enhance job satisfaction among educators will be introduced, focusing on work-life balance, incentivization strategies, and communication improvements.

Implementation:

The program will be executed through a phased approach, commencing with an assessment phase to identify specific challenges and opportunities within the targeted schools. Subsequently, tailored interventions will be implemented, leveraging workshops, seminars, and capacity-building exercises. Ongoing monitoring and evaluation mechanisms will ensure the efficacy and adaptability of the interventions.

Expected Outcomes:

The anticipated outcomes of this intervention program include improved financial management practices within schools, heightened job satisfaction among educators, and subsequent enhancements in various performance indicators such as enrollment rates, graduation rates, and student retention. Additionally, the program endeavors to foster a culture of collaboration and commitment among stakeholders for sustained educational excellence.

Activities:

Financial Management Workshops: Conduct comprehensive workshops targeting school administrators and finance personnel to enhance their understanding and implementation of effective financial management practices. These sessions will focus on auditing procedures, budget planning, utilization of financial controls, and strategic allocation of funds.

Job Satisfaction Surveys: Administer surveys among teaching staff to assess levels of job satisfaction and identify areas for improvement. Analyze survey results to pinpoint specific factors affecting job satisfaction, such as work-life balance, compensation, communication, and administrative support.

Professional Development Programs: Organize professional development programs aimed at equipping educators with skills to manage workload effectively, improve communication strategies, and enhance collaboration among staff members. These sessions could include time management workshops, team-building activities, and communication skill development.

Financial Accountability Seminars: Host seminars emphasizing the importance of financial accountability and responsibility among school administrators and stakeholders. Discuss the significance of transparency in financial transactions, adherence to financial regulations, and ethical practices in financial management.

Job Satisfaction Enhancement Initiatives: Implement initiatives to improve job satisfaction, such as introducing recognition programs for outstanding performance, facilitating work-life balance initiatives, providing professional growth opportunities, and fostering open communication channels between staff and management.

Performance Metrics Review Workshops: Conduct workshops to review and analyze key performance indicators (KPIs) set by the Department of Education. Collaborate with stakeholders to develop action plans to improve enrollment rates, graduation rates, student retention, and other performance metrics identified as areas for improvement.

Continuous Monitoring and Evaluation: Establish a monitoring and evaluation framework to assess the impact of implemented activities. Regularly review progress against predetermined goals and objectives, gather feedback from stakeholders, and make necessary adjustments to the intervention program for maximum effectiveness.

Collaborative Team-Building Exercises: Organize team-building sessions that encourage collaboration and shared responsibility among school staff. Activities such as group problem-solving, team challenges, and collaborative projects can foster a sense of camaraderie and mutual support among educators.

These specific activities are tailored to address the core elements of financial management and job satisfaction within public secondary schools, aiming to create a conducive environment for improved overall performance.

Conclusion:

By synergizing financial management practices and job satisfaction, this intervention program aspires to catalyze positive transformations within public secondary schools, driving a holistic enhancement of overall performance and contributing to the advancement of the educational landscape.

CONCLUSIONS AND RECOMMENDATIONBS

Conclusions

It has been the intention of this dissertation to shed some light on the complex relationship on Financial Management Practices, Job Satisfaction, And Performance of Public Secondary Schools in The Division of Sarangani.

1. The majority of respondents in this study are female teachers in their mid-thirties who hold a Baccalaureate degree. Furthermore, most of the teachers have less than five years of service, highlighting the prevalence of early-career educators within the sample.
2. The Public High School with Fiscal Autonomy (Implementing Unit) exhibits a high level of financial management practices, as evidenced by the overwhelmingly positive responses categorized as "strongly agree." Specifically, this is observed across dimensions such as auditing procedures, financial record-keeping practices, budget management, and financial controls.
3. The financial management practices of the Public High School with Fiscal Autonomy (Implementing Unit) vary significantly based on the profile variable. Notably, dimensions such as auditing procedures, financial record-keeping practices, budget management, and financial controls demonstrate substantial differences.

4. The overall level of job satisfaction among employees at the Public High School with Fiscal Autonomy (Implementing Unit) is notably high, with "strongly agree" being the dominant response category. This positive sentiment extends to dimensions such as work-life balance, communication and involvement, as well as school administrators' support except for monetary and non-monetary benefits and compensation which is rated as "agree".
5. Job satisfaction levels within the Public High School with Fiscal Autonomy (Implementing Unit) differ significantly across dimensions, including work-life balance, monetary and non-monetary benefits and compensation, communication and involvement, and school administrators' support. These differences are further highlighted when respondents are grouped based on their respective profiles.
6. The performance level of public high schools with fiscal autonomy is reported as "Very Satisfactory" across various indicators, namely school enrollment rate, promotion rate, repetition rate, completion rate, graduation rate, dropout rate, retention rate, and cohort survival rate.
7. The performance level of public high schools with fiscal autonomy significantly varies across different schools, indicating disparities in their achievements.
8. The relationship between financial management practices and teacher satisfaction is generally significant, while there is no significant difference between financial management practices and teachers' satisfaction with school performance.
9. School Performance through targeted interventions and monitoring should be crafted. By these three factors simultaneously, public secondary schools with fiscal autonomy (Implementing Unit) can aim towards achieving their desired outcomes and delivering better educational experiences for students, job satisfaction, and performance measures.

Recommendations

Based on the given research conclusions, here are the recommendations for each number:

1. To better support early-career educators, it would be beneficial to provide targeted professional development programs and mentorship opportunities for female teachers in their mid-thirties with less than five years of service.
2. Given the high level of financial management practices at the Public High School with Fiscal Autonomy, it is recommended to continue reinforcing these practices and ensuring that proper training and resources are available to maintain effective auditing procedures, financial record-keeping practices, budget management, and financial controls.
3. As the financial management practices vary based on the profile variables, it is suggested to conduct further analysis to identify the specific factors influencing these differences. This could involve evaluating the impact of education level, years of service, or other relevant variables on financial management practices, and implementing targeted interventions accordingly.
4. Building upon the notable high level of job satisfaction among employees, it is important to sustain and reinforce the positive aspects of work-life balance, monetary and non-monetary benefits and compensation, communication and involvement, and support from school administrators. Regular feedback mechanisms and continued support should be in place to maintain and enhance job satisfaction levels.
5. To address the differing levels of job satisfaction across various dimensions, it would be beneficial to conduct further research to identify the specific factors contributing to these differences. Once the factors are identified, targeted measures can be implemented to improve satisfaction levels in specific areas for different employee groups.
6. Given the reported "Very Satisfactory" performance level of public high schools with fiscal autonomy, it is recommended to continue maintaining and enhancing the indicators such as school enrollment rate, promotion rate, repetition rate, completion rate, graduation rate, dropout rate, retention rate, and cohort survival rate. Regular monitoring and evaluation can help identify areas for improvement and develop strategies to ensure sustained performance.
7. Policymakers and education authorities focus on understanding the factors that contribute to the varying levels of performance among public high schools with fiscal autonomy. This understanding will enable them to develop targeted interventions and support systems to enhance school performance. Furthermore,

- sharing best practices and fostering collaboration among high-performing schools can help create a positive impact on overall education outcomes.
8. To improve the overall performance of public secondary schools, it is recommended to implement effective financial management practices, prioritize job satisfaction among teachers, and focus on enhancing school performance. By ensuring that financial management practices are in place, schools can allocate resources efficiently and effectively. Additionally, prioritizing job satisfaction among teachers can lead to a happier and more motivated workforce, which in turn can positively impact teaching quality and student outcomes.
 9. A concerted effort should be made to continuously improve school performance through targeted interventions and monitoring. By addressing these three factors simultaneously, public secondary schools can aim towards achieving their desired outcomes and delivering better educational experiences for students.
 10. Here are some recommendations for future researchers: Conducting a more comprehensive analysis of the relationship between financial management practices, job satisfaction, and performance of public secondary schools in the Division of Sarangani would be beneficial. This could involve a longitudinal study or a mixed-methods approach to gain a deeper understanding of these variables.

Comparing the financial management practices, job satisfaction, and performance of public secondary schools in the Division of Sarangani with schools in other divisions or regions would provide valuable insights into the variations and factors that contribute to success. Exploring the differences between well-performing and underperforming schools could be particularly insightful.

Investigating the causal relationships between financial management practices, job satisfaction, and performance is crucial. Future researchers could use experimental designs or quasi-experimental methods to establish causality and examine the impact of interventions or changes in financial management practices on job satisfaction and performance.

Assessing the effectiveness of specific interventions aimed at improving financial management practices, job satisfaction, and performance would be useful. Researchers could implement and evaluate interventions, such as training programs for school administrators or implementing new financial management systems, to measure their impact on job satisfaction and school performance.

Examining potential mediators and moderators that might influence the relationship between financial management practices, job satisfaction, and performance could add depth to the research. For example, factors like leadership style, teacher motivation, or community involvement could be explored as potential mediators or moderators of the relationship.

Cross-Sectional and Longitudinal Studies: Conducting both cross-sectional and longitudinal studies would provide a more comprehensive understanding of the dynamics between financial management practices, job satisfaction, and performance. Cross-sectional studies can help identify associations, while longitudinal studies can show trends and changes over time.

Augment quantitative research with qualitative approaches, such as interviews or focus groups, to gain a deeper understanding of stakeholders' perspectives and experiences in relation to financial management practices, job satisfaction, and performance.

Replicating the study in different contexts or settings would increase the generalizability of the findings. Replication studies can help validate or challenge the initial results and contribute to building a broader knowledge base in this area.

The results of this study provide a foundation for future research. Further investigations should explore a broader range of variables and consider different contexts to gain a comprehensive understanding of the factors that influence school performance. Additionally, longitudinal studies can help identify causal relationships and provide insights into the long-term effects of financial management practices and teacher satisfaction on school outcomes.

The findings from this analysis provide valuable insights, but there is a need for more in-depth research to explore the specific factors contributing to job satisfaction in public high schools with fiscal autonomy. Conducting surveys, focus groups, or interviews with employees can help uncover additional factors and identify areas for improvement. This ongoing research will provide a more comprehensive understanding of job satisfaction and guide future initiatives to enhance employee well-being and organizational effectiveness.

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