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Institutional Management Practices and Financial Stability in an Institute in Hebei Province, China

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Abstract:

The intricate relationship between institutional management practices andfinancial stability has gained signif icant attention inthe field of educational management. Effective institutional management involves strategi c decision-making, resource optimization, and fostering accountability, all of which contribute to the financial health of educational institutions. According to Xue and Dong (2 21), educational institutions have demonstrated innovative approaches to aligning management practices wit h financial goals, highlighting the importance of adopting context-specific strategies.

Governance practices, a fundamental aspect of institutional management, are pivotal in ensuring financial stability. Research by Jiao and Meng (2023) underscored the role of participatory governance in universities, revealing that institutions that involved stakeholders in decision-making processes experienced greater financial transparency and resilience . This participatory appro ach fosters trust and accountability, which are crucial in navigating financial uncertainties.

Risk management is another critical dimension of institutional management. A study by Yuan and Shao (2022) on financial risk assessment in universities emphasized the effectiveness of scenario - based planning in mitigating potential financial crises. The researchers advocated for a proactiveapproach, integrating regularfinancial audits and predictive analytics to safeguard institutio nal stability.

The integration of technology in financial management has transformed institutional practices, driving efficiency and transpar ency. According to Hao and Ren (2023), the implementation of digital financial tools in universities signific antly enhanced budget monitoring and expenditure tracking. The study highlighted that such technologies enable real-time financial analysis, empowering institutions to make informed decisions.
Leadership styles also have a profound impact on institutional management and financial outcomes. Research by Ke and Zhuang (2020) demonstrated that transformational leadership in educational institutions promoted innovation in financial practices.

Leaders whoprioritized collaboration and adaptability were more effective in a ddressing resource challenges, particularly during periods of economic uncertainty.

Institutional culture plays a significant role in shaping financial strategies. A case study by Luo and Cheng (2024) explored how a culture of financial responsibility in universities contributed to sustainable financial practices. The findings revealed that fostering a collective commitment to financial goals among staff and stakeholders was instrumental in achieving long-term stability.

Diversifying funding sources has emerged as a key strategy in enhancing financial resilience. Zhang and Yue (2022) examined the impact of alternative revenue streams, such as industry collaborations and endowments, on the financial stability of universities. Their findings underscored the importance of reducing dependency on government funding and exploring innovative avenues for revenue generation.

Faculty engagement in financial planning processes is critical for fostering accountability and efficiency. Research by Ning and Zhao (2021) found that universities that actively involved faculty in budget discussions demonstrated improved financial transparency and stakeholder satisfaction. This participatory approach creates asense of ownership and aligns individual contributions with institutional goals.

The role of student enrollment trends in financial planning cannot be overlooked. Research by Bai and Hou (2023) analyzed the impact of demographic changes on tuition revenue in universities. Institutions that proactively adjusted their financial models to address enrollment fluctuations demonstrated greater adaptability and resilience.International collaborations have further enriched financial management practices. A study by Liang and Sun (2022) highlighted the benefits of cross-border partnerships, such as diversified revenue Streams and enhanced institutional credibility. These collaborations also facilitated knowledge sharing and the adoption of best practices in financial management.

Despite advancements in institutional management practices, challenges persist in achieving financial stability. According to Zhou and Wen (2023), issues such as resistance to change and misaligned priorities often hinder financial reforms in educational institutions. Addressing these challenges requires a comprehensive approach that integrates research insights with tailored strategies.

The interrelationship between institutional management practices and financial stability is complex and multifaceted. Research by Kuang and Yao (2024) emphasized the importance of holistic management approaches that incorporate governance, risk management, leadership, and stakeholder engagement. Such practices are critical in fostering financial resilience and ensuring sustainable growth.

Institutional management practices are integral to achieving financial stability in educational institutions. The findings from research highlight the significance of adopting innovative, participatory, and context-specific strategies. As the educational landscape continues to evolve, further research is necessary to explore new paradigms and solutions for sustainable institutional growth.

Introduction:

In educational management, the role of institutional practices in achieving financial stability cannot be overstated. Financial stability, defined as the institution's capacity to maintain operations and adapt to challenges without financial distress, is fundamental for sustainability. Effective management practices ensure that institutions can maximize their resources while minimizing risks. According to De Vera (2023), strategic financial oversight and transparent processes are pivotal in securing the economic future of educational establishments. These practices allow institutions to deliver quality education while fostering financial resilience.

Strategic financial planning is one of the most critical aspects of institutional management. Institutions must anticipate revenue streams, allocate budgets effectively, and prepare for unforeseen challenges. Fajardo and Ignacio (2021) observed that schools with comprehensive financial frameworks are better equipped to achieve stability and growth . This involves not only creating actionable plans but also monitoring their implementation. Through proper planning, institutions can ensure the sustainability of programs, including faculty development, infrastructure maintenance, and student support services.

Resource mobilization also significantly impacts financial stability. Institutions need to diversify their income sources to ensure sustainability. Manansala et al. (2022) pointed out that many schools have embraced partnerships with private enterprises and non-governmental organizations to supplement their funding. Such collaborations not only provide financial resources but also enhance the institution's profile. Additionally, maximizing internal resources, such as utilizing campus facilities for community events, has proven to be an effective strategy in stabilizing finances.

Transparency and accountability in financial practices are essential to maintaining stakeholder trust. Educational institutions that implement clear reporting mechanisms are more likely to secure sustained support from stakeholders. According to Ortega and Panganiban (2024), institutions that adopt detailed and accessible financial reports see improved relationships with students, parents, and funding partners. Regular audits and open communication regarding financial decisions build credibility, reducing the likelihood of financial mismanagement while fostering a culture of trust.

Human resource management is another vital factor in institutional financial health. Well-managed institutions invest in their staff, ensuring that employees have access to professional development opportunities. This enhances employee satisfaction, reduces turnover, and promotes operational efficiency. Research by Quintos and Valencia (2020) shows that effective human resource strategies in institutions have a direct correlation with reduced operational costs and increased productivity. Institutions that prioritize their workforce ultimately foster a stable and engaged working environment, which contributes to financial stability.

The integration of technology in institutional management has become indispensable in recent years. By leveraging technological solutions, institutions can optimize their financial operations and reduce overhead costs. Data from Reyes and Villanueva (2023) highlights that universities implementing automated systems for budget monitoring and resource allocation have significantly improved their financial oversight. Moreover, the adoption of digital learning platforms has expanded access to education while cutting costs associated with traditional infrastructure. These technological advancements have become critical for institutions aiming to remain competitive.

Governance and policymaking are also fundamental to financial stability. Institutions must craft policies that promote ethical resource management and long-term planning. Yabut and Cariño (2022) emphasized that participatory governance structures, which involve diverse stakeholders, lead to more effective financial strategies. Policies addressing risk management, contingency planning, and compliance with regulatory frameworks ensure that institutions remain adaptable and financially secure, even during periods of uncertainty.

Stakeholder engagement is an often overlooked but crucial component of financial stability. Building strong relationships with students, faculty, alumni, and the community enhances financial support and institutional loyalty. Research by Zarate and Dela Cruz (2021) suggests that alumni contributions and local partnerships significantly bolster institutional funding. Regular engagement with these groups ensures a steady flow of resources and maintains alignment between institutional objectives and community needs.

Continuous improvement practices are essential for maintaining financial resilience. Institutions must regularly evaluate their management practices and financial strategies to adapt to changing environments. Velasquez et al. (2023) assert that institutions adopting performance benchmarking and outcome assessments achieve higher levels of financial stability. Such practices involve setting measurable goals, analyzing financial outcomes, and making data-driven adjustments to policies and practices, ensuring long-term viability.

Institutional management practices are indispensable for achieving and sustaining financial stability in educational organizations. Effective strategies, including financial planning, resource mobilization, transparency, human resource management, technological innovation, governance, stakeholder engagement, and continuous improvement, ensure that institutions can navigate challenges and secure their future. Studies from underline the critical importance of these practices in fostering resilient and sustainable educational environments (De Vera, 2023; Yabut & Cariño, 2022). Institutions that prioritize these principles are better equipped to deliver quality education and maintain financial health.

Background of the Study:

The intricate relationship between institutional management practices and financial stability has gained significant attention in the field of educational management. Effective institutional management involves strategic decision-making, resource optimization, and fostering accountability, all of which contribute to the financial health of educational institutions. According to Xue and Dong (2021), educational institutions have demonstrated innovative approaches to aligning management practices with financial goals, highlighting the importance of adopting context-specific strategies.

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External factors, such as government policies and economic trends, significantly influence institutional management and financial practices. Xu and Qian (2023) studied the adaptive strategies of universities in response to policy shifts and funding fluctuations, highlighting the importance of agility and foresight in maintaining financial stability. Institutions that adopted flexible planning mechanisms were better equipped to handle external disruptions.

Sustainability initiatives have increasingly become a priority in financial planning. A study by Shi and Cao (2020) revealed that universities aligning their financial strategies with environmental and social sustainability goals improved not only their fiscal health but also their reputational standing. This alignment reflects a growing recognition of the interconnectedness between financial and environmental stability.

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International collaborations have further enriched financial management practices. A study by Liang and Sun (2022) highlighted the benefits of cross-border partnerships, such as diversified revenue streams and enhanced institutional credibility. These collaborations also facilitated knowledge sharing and the adoption of best practices in financial management.

Despite advancements in institutional management practices, challenges persist in achieving financial stability. According to Zhou and Wen (2023), issues such as resistance to change and misaligned priorities often hinder financial reforms in educational institutions. Addressing these challenges requires a comprehensive approach that integrates research insights with tailored strategies.

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Institutional Management Practices:

A rising interest in the ways that public and private institutions differ in their management techniques has led to a greater focus on reforming higher education in emerging nations. The growth of colleges and universities is facilitated by the ongoing increase in demand for these establishments. However, public colleges struggle to offer high-quality instruction at a price that students can pay. The administrative procedures used by both public and private educational institutions in developing countries are the main topic of this study.

According to Stace and Dunphy (2021), universities need to take a more competitive stance and greatly quicken their advancement because of the quick changes taking place in a number of areas, including education. They stress that cooperation between the community and the state is necessary to accomplish this. According to Godfrey and Grasso (2020), the emphasis on shared decision-making and reciprocal engagement has led to a greater acceptance of participatory administration, a relatively new technique. Authoritarian leadership styles, on the other hand, entail making choices without seeking input from people who may be impacted. The writers concentrate on this approach's administrative aspects. The term "participatory administration" describes tactics intended to enhance an organization's internal and exterior characteristics. The intricate governance structure of the education sector, which consists of internal and external relationships as well as their convergence, is explained in detail by Marginson and Considine (2020). They contend that governance is a crucial problem in the education sector that must take into account both external and internal variables. To improve the university's relationships with the neighborhood, officials must both resolve issues raised by staff and students and take down obstacles.

According to Thaigarajale and Dale (2021), many educational institutions in less developed countries do not adequately prepare their pupils for the workforce. Because of this, the way educational resources are currently managed in these areas is insufficient to guarantee the institutions' long-term viability. According to Maassen and Vught (2024), different nations have different administrative styles. They contend that a higher education institution's governing body frequently reflects the larger political landscape in which it functions. According to Memon (2022), the amount of money allotted for academic institutions' public service programs has not kept up with the rising demand, despite a growth in public service. Large sums of money are frequently spent on infrastructure, utilities, and staff pay at state-funded universities, leaving little money for other uses.

Private universities are for-profit organizations with management styles that are very different from those of public universities. One significant distinction is that private institutions can swiftly adjust to shifting market demands due to their increased decision-making flexibility. A business-oriented management style is frequently used by private institutions, which prioritize student happiness to keep existing students, offer a wide selection of degrees to satisfy industry demands, and extensively invest in marketing and promotional activities to draw in new students. Furthermore, private institutions typically have more efficient administrative structures, which facilitate quicker decision-making (Gul, Ahmad, & Zafar, 2024). However, because private institutions are for-profit, there may be worries that students' educational requirements may be subordinated to financial gain, which could lower educational standards. Students from low-income households may find it more difficult to obtain higher education due to the higher tuition costs sometimes imposed by private universities (Garcia-Sánchez & Rodríguez-Domínguez, 2020; Aziz, Naz, Gul, Khan, & Fatima, 2022; Imtiaz, Aziz, & Aziz, 2022).

Institutional accountability is emphasized in this context by Jamil and Rasheed (2023), who point out that inflation can worsen low-income families' financial burden by making it more difficult for them to pay for school tuition and maintain a supportive home learning environment (Jamil, 2022). A company's organizational culture is vital to its sustainability since it has a direct impact on how long the institution will last (Jamil & Rasheed, 2023). Due largely to their profit-driven goals, private universities and colleges frequently employ management approaches that differ from those of public institutions, as noted by Deem (2020). This trend has been exacerbated by the rising demand for higher education. These organizations can respond swiftly to changes in the market because they have more decision-making flexibility (Altbach et al., 2024). Private universities take a business-like approach, investing heavily in marketing to draw in new students, offering a wide range of degrees to meet industry demands, and emphasizing student satisfaction to guarantee retention. Faster decision-making is made possible by their generally more effective administrative systems (Deem, 2020). But these colleges' for-profit status might also raise questions about how financial objectives may take precedence over students' academic performance, thus compromising the quality of education (Altbach et al., 2024). Furthermore, students from low-income families may find it challenging to acquire an education due to the increased tuition costs connected with private universities (Deem, 2020).

The government usually provides funding for public higher education institutions, which strive to offer students high-quality instruction at a reasonable price (Marginson, 2024). They prioritize academic achievement over financial gain because they are non-profit enterprises. These institutions do, however, have difficulties with bureaucratic decision-making procedures, which can lead to less flexibility in adapting to shifting market needs and delayed responses to them (Marginson, 2024). Academic research and community involvement are frequently given priority in public universities' management procedures. They typically provide a more comprehensive curriculum and a wider range of programs. Furthermore, public universities usually offer financial aid and scholarships to students from low-income families, which contributes to greater educational accessibility (Marginson, 2024). The drawback is that these schools frequently have financial difficulties and a lack of resources, which may have an adverse effect on the standard of instruction they offer (Altbach et al., 2024). Additionally, the lengthier decision-making process that stems from their bureaucratic structures may make it more difficult for them to effectively respond to market needs (Marginson, 2024).

In a similar vein, government-funded public universities strive to offer high-quality, reasonably priced education. Since they are non-profit organizations, their primary goal is academic achievement rather than making money. However, these institutions' bureaucratic structure frequently results in slower decision-making and less adaptability to changes in the market. In addition to providing a broad range of programs and a well-rounded curriculum, public institutions usually place a strong focus on academic research and community involvement. Additionally, they frequently offer low-income students financial aid and scholarships, increasing access to education (Layton, 2022). However, these schools deal with issues including limited funding and a lack of resources, which could affect the standard of education. Their bureaucratic frameworks may also slow down decision-making, making it more difficult for them to quickly adjust to changing market needs (Layton, 2022).

There are some significant differences between the management styles of public and private higher education organizations. Private schools prioritize student satisfaction and market demand, and they frequently have more efficient administrative systems. Public universities, on the other hand, place more of an emphasis on cost and academic quality. They also typically provide a more extensive curriculum and a greater range of degrees.

The financing models of private and public organizations differ significantly. While public colleges receive most of their funding from the government, private institutions mostly depend on tuition fees and other revenue streams. Both kinds of institutions' management approaches are impacted by this financial discrepancy (García-Sánchez & Rodríguez-Domínguez, 2020). Greater decision-making autonomy helps private organizations react swiftly to shifts in the market. To draw in students, they might also spend a lot of money on marketing and advertising. But occasionally, this more liberty might result in putting financial gain ahead of the standard of education. Private educational institutions could prioritize short -term financial gain above long-term educational sustainability, which might lead to a drop in educational quality (Gul, Ahmad, & Zafar, 2024).

Management, Finance, and Quality in Educational Institutions

Particularly in the last 10 years, researchers have given total quality management (TQM) a great deal of attention, making it an important field of operations management study. In order to promote ongoing improvements in quality, dependability, and efficiency, Total Quality Management (TQM) includes techniques and methods targeted at minimizing or doing away with variances in production processes while improving service delivery systems (Arokiasamy & Tat, 2024). It places a strong emphasis on developing an organizational culture in which staff members are committed to continuously raising the caliber of goods and services offered to clients (Sila, 2023; Shafiq et al., 2022). This progress is noticeable in the organization's personnel, procedures, and products. In the past, the majority of research has looked at the connection between business performance and TQM procedures. While some studies have found a substantial association between the deployment of TQM techniques and company performance (Singh et al., 2023; Asif et al., 2023), others have found just a moderate or weak correlation (Akgün et al., 2024).

The effects of TQM on performance are often measured in different ways: some researchers assess it through financial metrics like ROI and profit (Qasrawi et al., 2022; Nicolau & Sellers, 2020), while others focus on non-financial indicators such as customer satisfaction, process improvements, and employee satisfaction (Zwain et al., 2022; Martínez-Costa et al., 2024). It has been suggested that the strength of this relationship may depend on various factors, including the social, economic, and cultural contexts surrounding the organization (Sila, 2023; Kull & Wacker, 2020). Additionally, studies have demonstrated that the use of TQM in Asian countries differs from that in Western ones. Therefore, it is crucial to reexamine these correlations within particular national settings, even in light of the previous research that relate TQM to performance (Shafiq et al., 2022; Sila & Ebrahimpour, 2020). This emphasizes how important it is to investigate TQM activities in Pakistan, where the idea is still relatively new (Chaudhry et al., 2023).

Additionally, a vital foundation of every nation, but especially of emerging countries, is the higher education sector. Although TQM system deployment has been researched in industries such as banking (Sit et al., 2020) and manufacturing (Singh et al., 2023;

Shafiq et al., 2022), more research is needed to determine how well it works in higher education. With one of the lowest worldwide educational standards, Pakistan's higher education system confronts serious quality issues. The implementation of TQM techniques may be essential to raising the standard of instruction in this field (Chaudhry et al., 2023).

Total Quality Management (TQM), according to Garcia-Bernal and Ramirez-Aleson (2022), is a collection of procedures and tactics meant to reduce and eradicate variances in production processes within service delivery systems in order to promote ongoing enhancements in efficiency, quality, and dependability. TQM aims to improve all facets of company operations while guaranteeing steady advancement at every level. It places a strong emphasis on meeting the requirements and expectations of customers and recognizes the vital role that employees play in the system as essential service providers. Accordingly, TQM is an essential tactic for controlling and enhancing the organization's overall adaptability, efficacy, and competitiveness (Zhang et al., 2024) . According to Zabadi (2023), higher education institutions' total performance is greatly impacted by the appropriate application of TQM.

Furthermore, the SERVQUAL model is a helpful instrument for assessing the efficacy of organizations in the service industry, including those in higher education. According to this paradigm,mtangibles, assurance, responsiveness, empathy, and dependability are the five essential components of good service performance. The SERVQUAL model defines "Tangibles" as the physical surroundings, personnel, infrastructure, and communication resources. "Reliability" highlights the capacity of staff members to deliver precise services. "Responsiveness" refers to how quickly staff members provide services. "Assurance" refers to how well-versed, competent, and professional staff members offer services. Lastly, "Empathy" calls on staff members to provide clients with individualized care and attention (Shafiq et al., 2022; Asif et al., 2023) . This study examines both financial and non-financial performance outcomes in addition to each of the TQM dimensions: tangibles, responsiveness, reliability, assurance, and empathy.

Organizational performance, according to Nicolau and Sellers (2010), is the comparing of actual results with predetermined goals. There are two main ways to assess how Total Quality Management (TQM) affects performance: non-financial metrics like employee satisfaction, process improvements, customer satisfaction, and human resource performance (Martínez-Costa et al., 2024) and financial metrics like ROI and profit (Nicolau & Sellers, 2020). Although prior studies have highlighted the importance of financial metrics, they are thought to be insufficient on their own for a thorough assessment of performance. Indicators of non-financial performance are essential for offering insightful information about the success of a company. According to Raphael and Man (2023), a variety of organizational activities work together to add value for the company and support important success characteristics like quality, productivity, and customer happiness in the marketplace. Furthermore, concentrating on these important elements might improve future financial performance, according to Qasrawi et al. (2022). All things considered, financial measurements by themselves are unable to adequately represent long-term organizational outcomes, and non-financial measures are increasingly seen as a supplement to financial indicators, indicating crucial value-generating activities inside the business.

Furthermore, there is still little empirical data relating non-financial performance and service quality (Feng et al., 2021). Thus, examining TQM's effects from both a financial and non-financial standpoint provides insightful information. According to Shafiq et al. (2022), higher education institutions' total performance might be significantly enhanced by the successful use of TQM in the education sector. Additionally, Gars-Bernal and Ramirez-Aleson (2020) discovered that company performance in both the manufacturing and service sectors was positively correlated with quality management methods. Business results in both industries are positively impacted by quality assurance managers' implementation of efficient quality management systems. According to Senthilkumar and Arulraj (2021), these quality methods increase operational efficiency, which raises stakeholder satisfaction, profitability, and customer satisfaction. Additionally, Shafiq et al. (2022) noted that improvements in student satisfaction and financial performance in the academic service sector occur when staff members exhibit empathy, competence, and responsiveness and educational institutions maintain a positive environment and infrastructure.

The physical components of an organization, such as its furnishings, equipment, and general working conditions, are referred to as tangibles. According to earlier studies, these material components have a significant impact on an organization's financial success. Alatrash (2023) emphasized that a company's financial results are positively impacted by physical assets, a nice workplace, corporate equipment that is easy to use, and appropriate training on new technology. Furthermore, Sila (2023) highlighted the beneficial correlation between the company's success, both financially and non - financially, and the working environment, management personnel, tangible assets, and comfort levels.

One important aspect of overall quality management that has a big influence on an organization's long-term financial performance is reliability. It may be characterized as the regularity with which a company keeps the commitments it made to prospective hires. Enhancing employee performance requires important components including equitable opportunity, feedback mechanisms, employee skill development, comprehension of employee demands, and quality of service offerings. Positive support perception among staff members results in better financial performance for the company (Banerjee & Sah, 2022). Furthermore, according to Mohammad et al. (2021), dependability is a key component of a company's reputation and a reliable measure of service quality that enhances worker performance in general. Businesses that provide devoted and encouraging work environments and meet employee expectations help their staff feel more confident, which improves organizational results.

According to studies on Total Quality Management (TQM), responsiveness is a critical component of service quality that enhances customer satisfaction (Al-Azzam, 2020). According to Gupta and Agarwal (2023), responsiveness is the management's capacity to effectively respond to staff inquiries, which in turn aids in resolving client concerns and grievances and enhances organizational performance. According to Baig et al. (2020), long - term customer satisfaction is maintained at higher education institutions when staff members are very responsive, especially when it comes to resolving student problems. Furthermore, Qasrawi et al.

(2022) discovered that elements like timely service delivery,supportive top management conduct, efficient feedback systems, and supervisors' quick responses have a big impact on employee performance, which in turn improves the organization's overall performance (Karim & Chowdhury, 2024).

According to Sila (2023), a number of elements, including offering competitive pay, financial counseling, convenient access to managers, and having management teams with experience and expertise in higher education, all contribute to increased employee satisfaction. Employee concentration is thereafter maintained, improving the organization's financial and non-financial performance. Furthermore, Singh et al. (2023)

discovered that customer happiness is greatly impacted by providing correct information and setting appropriate criteria for training procedures. In both public and private sector service firms, polite employee conduct improves organizational performance by reassuring clients that their concerns would be taken care of (Sila, 2023; Banerjee & Sah, 2022).

The personalized care that a company gives its workers, acknowledging their particular contributions, is referred to as empathy. Prior research has highlighted the enormous impact that an organization's empathy for its people has on overall success. Empathy emphasizes how crucial workers are to the organization's long-term financial and non-financial performance since they play a major role in its daily operations (Shafiq et al., 2022). Empathy allows educational service providers to give students individualized care that helps them reach their objectives and increases student happiness (Singh et al., 2023). According to TQM research, service businesses may enhance their financial and non-financial performance by fostering better customer satisfaction and gaining a competitive edge through an empathic approach (Mohammad et al., 2021).

Financial Management and Stability in Educational Institutions

A variety of persistent issues confront academic institutions. Information technology integration, for example, necessitates the deployment of several applications and management improvement initiatives, all of which must conform to numerous standards. The expansion of education is essential to a country's economic development. Government participation and stakeholder engagement are crucial for continuously raising the caliber of human resources (Simamora, 2022).

Given this, educational institutions must be able to identify and manage long-term processes that change over time as expectations rise, standards rise, and difficulties get more complicated. This calls for preparedness and strong managerial skills. Teaching and administrative duties must be balanced in order for educational institutions to comply with government rules and collaborate toward a common objective (Kuntoro, 2024).

Alongside more significant cultural shifts, new rules are also constantly being created. Clear rules must be a part of management processes as expectations become more complicated and challenging to satisfy. The goals of the education sector, especially those related to educational quality, cannot be met without these.

In order to exceed expectations, an educational approach to quality management entails controlling all resources within the educational system and making sure that everyone involved, regardless of role, collaborates to continually improve procedures (Winarsih, 2024). Since it helps educational institutions retain their worth while making sure the caliber of their services meets expectations, a strong grasp of finance is also thought to be necessary for efficient administration (Winarsih, 2024). Students, families, and society at large are supposed to be satisfied with educational institutions. As a result, reputable institutions are seen to fulfill the fundamental requirements of every company (Bendriyanti, 2020).

Some community members think that families with more money tend to choose better schools, while those with less money tend to choose less expensive but still high-quality schools (Togatorop, 2022). As a result, parents may work less to satisfy financial obligations and there may be less competition for expensive schools (Nur et al., 2021). Both parents and students frequently take social standing into account while choosing an expensive institution. Alderman's study "School Quality, School Cost, and the Public/Private School Choices of Low-Income Households in Pakistan" demonstrates the relationship between school performance and parental management engagement and school prices. When it comes to student accomplishment, private schools often do better than public ones (Alderman et al., 2021).

There are several ways to look at the connection between learning outcomes and the cost and quality of education (Komariah, 2023). First, education is viewed as an investment as it plays a significant role in determining students' success in both the social and economic spheres. The human capital concept holds that the benefits obtained are directly related to the expenses paid. Second, there is a strong correlation between financing and quality in education, with expenses having a favorable impact on quality via management and leadership in education. Additionally, the total level of education is impacted by the caliber of the teaching personnel, which is determined by their credentials and proficiency. Last but not least, public opinions are used to assess educational quality in addition to the institution's requirements, indicating that both institutional results and social opinions have an impact on quality.

Education has been simplified into specialized disciplines. Graduate competency requirements, content standards, process standards, facilities and infrastructure standards, finance standards, and assessment standards are only a few of the many elements that make up educational standards. Among these, funding is essential to guaranteeing the continuation and viability of human resource development and education. Maintaining the efficacy and quality of education requires sound financial management (Aldi, 2020). In order to guarantee the continuity and sustainability of the teaching and learning process, which eventually results in the provision of high-quality education, management science application is essential.

Fairness, effectiveness, accountability, and openness must be the cornerstones of education funding concepts. A fair allocation of educational expenses according to the requirements and features of a program is referred to as justice. An random distribution of revenue and expenses with unclear results is implied by inefficiency. Financial procedures should be accessible and open in order to be transparent. Accountability makes ensuring that money is used in a way that can be tracked and controlled. The educational services the community chooses to use, which are necessary for the teaching and learning process to continue and be sustainable, come at a cost. As the human capital model demonstrates, financial management is therefore essential to attaining high-quality education (Ferdi, 2023).

According to educational economics, financial management is a component of the human capital approach, in which financial resources are viewed as investments in education that raise productivity levels both individually and collectively, hence promoting economic growth and development on a larger scale. Three primary topics are covered in financial management: organizing, planning, and acting. Financial management must first determine the variables that affect the funding of education, including shifts in costs, teacher pay, demographic trends, and the proportion of children in school. Second, all facets of school finance must be considered in order to sustain a financially sound educational system. Third, by emphasizing the worth and potential of each person to be developed and nourished, the human capital approach highlights that people are the best investment. This idea emphasizes the value of offering top-notch education while fostering a profound respect for human potential.

Practically speaking, investments in human capital result in increases in people's financial standing, interpersonal connections, cultural viewpoints, and academic accomplishments. Theoretically, these investments have an influence that goes beyond the lives of individuals; they have the capacity to change society on a personal and global level.

Theoretical Framework:

This study adopts Resource Dependence Theory (RDT) as its theoretical lens to explore the relationship between institutional management practices and financial stability. Originally conceptualized by Pfeffer and Salancik, RDT posits that organizations must manage their dependencies on external resources to ensure survival and sustainability (Takayama et al., 2020). The theory underscores the importance of strategic decision-making, adaptive management, and interorganizational relationships in mitigating resource uncertainties, aligning with the objectives of this study.

In the context of educational institutions, financial stability is a critical determinant of long-term viability. Effective institutional management practices—including resource allocation, revenue diversification, and cost control—can reduce dependence on unpredictable funding sources and foster financial resilience (Chen & Harada, 2021). According to RDT, these practices can be understood as strategies for navigating resource constraints and enhancing institutional autonomy (Okubo & Zhang, 2022).

One core aspect of RDT is the emphasis on environmental scanning and strategic alignment. Institutions must continuously monitor external funding trends, policy changes, and stakeholder expectations to adapt their financial strategies accordingly (Fujimoto& Nakai, 2023). For example, implementing innovative revenue-generating initiatives, such as partnerships with private organizations or the adoption of technology-enhanced education models, can serve as mechanisms for reducing external resource dependency (Liang & Seo, 2024).

Leadership also plays a pivotal role in mediating resource dependencies. Decision-makers in educational institutions are tasked with balancing stakeholder demands while ensuring financial prudence (Hirano & Yoon, 2023). RDT suggests that leaders must cultivate collaborative networks and negotiate favorable resource arrangements to maintain financial stability (Watanabe et al., 2021). Moreover, institutional culture and governance structures significantly influence the effectiveness of management practices.

Transparent financial reporting and participatory decision-making processes can enhance stakeholder trust and attract diversified funding sources (Matsuda & Koh, 2023). RDT highlights the role of governance in managing internal and external resource dependencies, emphasizing the importance of accountability mechanisms (Shin et al., 2022).

Additionally, the integration of financial risk management frameworks aligns with the principles of RDT by enabling institutions to anticipate and mitigate potential financial shocks. Studies have shown that proactive risk management enhances institutional

resilience, particularly in volatile funding environments (Nishimura & Park, 2024). By adopting such frameworks, educational institutions can strengthen their capacity to adapt to resource constraints and sustain financial stability.

Lastly, RDT provides a comprehensive framework for understanding how external and internal dynamics interact to shape institutional financial outcomes. This perspective allows for a nuanced analysis of the role of management practices in addressing resource dependencies and achieving financial sustainability (Kobayashi et al., 2023). By applying RDT, this study aims to contribute to the theoretical and practical understanding of institutional management in the education sector.

Conceptual Framework:

Figure 1 shows the research paradigm on the assessing the relationship between the teacher respondents' assessment of the institutional management practices and financial stability in their institution in Hebei Institute of Communications in Hebei Province, China. It will likewise present the correlation between institutional management practices and financial stability in the teacher respondents' institution.

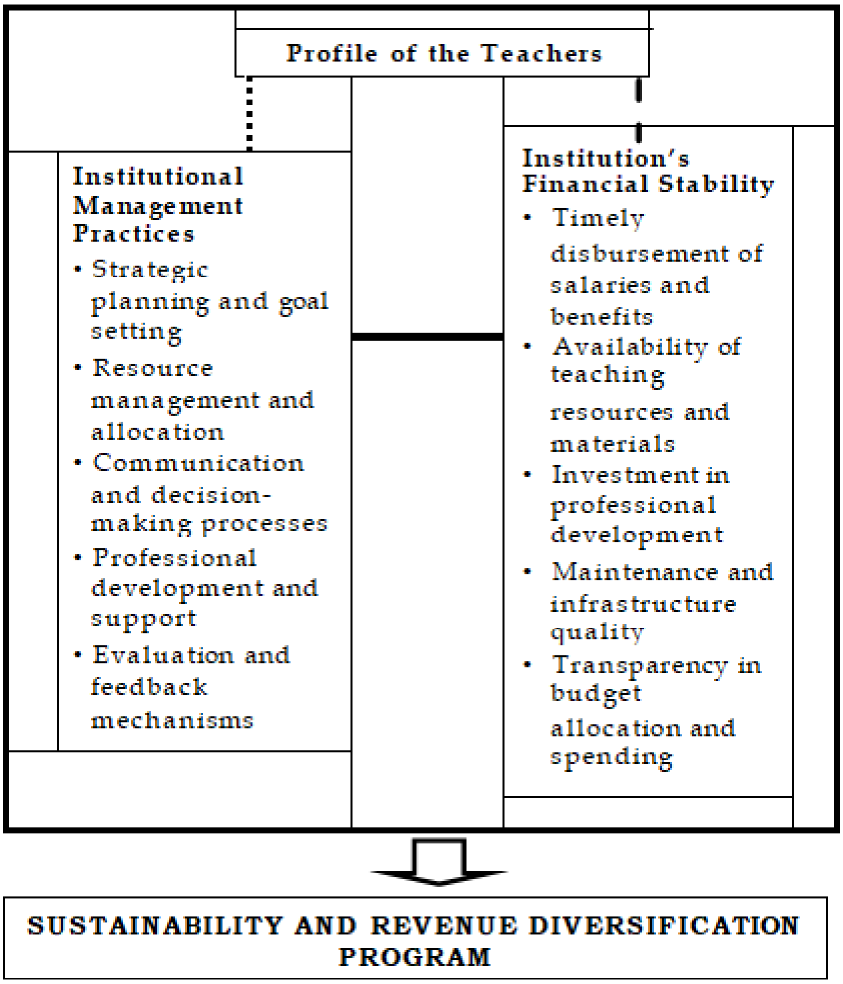

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the teachers' demographic data. It also presents the teacher respondents' assessment of the institutional management practices in, and the financial stability of their institution.

It shows the expected output of the study, which is the sustainability and revenue diversification program.

Statement of the Problem

This study will determine the relationship between institutional management practices and financial stability.

The results of the study will be used as a basis for a sustainability and revenue diversification program.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the teacher respondents in

terms of:

1.1. sex;
1.2. age;
1.3. educational attainment;
1.4. years of service; and

2. What is the assessment of the teacher respondents of the institutional management practices in their school in terms of:

2.1. strategic planning and goal setting;
2.2. resource management and allocation;
2.3. communication and decision-making processes;
2.4.professional development and support; and
2.5.evaluation and feedback mechanisms?

3. Is there a significant difference in the assessment of the teacher respondents of the assessment of the teacher respondents of the institutional management practices in their school when they are grouped according to their profile?

4. What is the assessment of the teacher respondents of the

financial stability of their institution in terms of:

4.1. timely disbursement of salaries and benefits;
4.2. availability of teaching resources and materials;
4.3. investment in professional development;
4.4. maintenance and infrastructure quality; and
4.5. transparency in budget allocation and spending?

5. Is there a significant difference in the assessment of the teacher respondents of the financial stability of their institution when they are grouped according to their profile?

6. Is there is significant relationship between institutional management practices and financial stability in the teacher respondents' institution?

7. Based on the results of the study, what sustainability and

revenue diversification program can be proposed?

Hypothesis:

The following hypotheses will be tested:

1. There is no significant difference in the assessment of the teacher respondents of the assessment of the teacher respondents of the institutional management practices in their school when they are grouped according to their profile.
2. There is no significant difference in the assessment of the teacher respondents of the financial stability of their institution when they are grouped according to their profile.
3. There is no significant relationship between institutional management practices and financial stability in the teacher respondents' institution.

Significance of the Study:

The outcomes of this study can be valuable for the following:

Teachers. Teachers will gain valuable insights into how institutional management practices influence financial stability. This understanding will help them advocate for better resource allocation and utilize financial resources more effectively in their teaching practices.

School Heads. School heads will benefit from understanding how effective management practices can enhance financial stability.

This knowledge will empower them to make informed decisions regarding budgeting, resource management, and long-term financial planning for their schools.

School Administrators. School administrators will gain practical insights into how institutional management practices can lead to improved financial outcomes. This will help them streamline operations, allocate resources efficiently, and ensure the financial health of their schools.

Policy Makers. Policy makers will receive evidence-based recommendations on how institutional management practices affect financial stability in schools. This study will provide data to guide the development of policies that promote financial sustainability and better resource management in educational institutions.

Professional Development:

Providers. Professional development providers will benefit from understanding the connection between institutional management and financial stability. This knowledge will enable them to design training programs that equip school leaders and administrators with the skills necessary to manage finances effectively and ensure long-term institutional success.

Future Researchers. Future researchers will find a solid foundation for exploring the relationship between management practices and financial stability in schools. The findings will offer valuable insights and data, encouraging further research into effective financial management practices within educational settings.

Scope and Delimitation of the Study

The study will be carried out in Hebei Institute of Communications in Hebei Province, China.

The scope of the study will cover the assessment of the relationship between institutional management practices and financial stability in their institution by teachers from Hebei Institute of Communications in Hebei Province, China The study will evolve around the selected profile variables of the teachers such as sex, age, educational attainment, years of service, and seminars attended related to the topic.

To be specific, the teacher respondents' assessment of the institutional management practices in their school will be based on the following: strategic planning and goal setting, resource management and allocation, communication and decision-making processes, professional development and support, and evaluation and feedback mechanisms. This variable will be correlated with the assessment of the teacher respondents of the financial stability of their institution in terms of timely disbursement of salaries and benefits, availability of teaching resources and materials, investmentin professional development, maintenance and infrastructure quality, and transparency in budget allocation and spending.

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with one-way ANOVA and post hoc analysis to interpret further and investigate the teacher respondents' demographic data and the significant relationship between their assessment of the institutional management practices and financial stability in their institution.

Definition of Terms

Adaptive Leadership. This leadership approach emphasizes flexibility, responsiveness, and innovation in addressing complex challenges. It enables leaders to guide organizations through uncertainty while fostering resilience and growth despite challenges.

Budget Allocation. This process involves distributing financial resources to various departments, projects, or initiatives based on their relative importance and the institution's strategic priorities. It requires careful analysis of financial needs, expected returns, and available resources to ensure funds are spent effectively to achieve organizational goals.

Budget Spending. This refers to the actual expenditure of financial resources within an institution according to the approved budget allocations. It involves tracking and managing expenses to ensure they align with the goals, while also monitoring for any discrepancies or potential overruns that could impact financial stability.

Change Management. This structured approach helps manage transitions or transformations within an organization. It involves preparing, supporting, and guiding employees through changes in processes, technology, or organizational structures, ensuring successful adaptation with minimal disruption.

Collaboration and Teamwork. This refers to the processes by which individuals and groups work together to achieve common goals. It involves communication, cooperation, and leveraging diverse skills and perspectives to solve problems, generate ideas, and achieve objectives more efficiently.

Cost-Benefit Analysis. This process involves evaluating the potential costs and benefits of a decision or project to determine its financial feasibility. It compares the expected gains with associated costs, helping decision-makers choose the most beneficial and cost-effective course of action.

Decision-Making Processes. These processes involve the steps and strategies used to make choices within an organization. It includes gathering and analyzing relevant information, evaluating alternatives, weighing risks and benefits, and choosing the most effective course of action that aligns with goals and values.

Evaluation and Feedback Mechanisms. These are systems that assess the performance of programs, policies, or individuals. They involve collecting data, reviewing outcomes against goals, providing constructive feedback, and identifying areas for improvement to ensure continuous growth and development within the institution.

Financial Stability. This is the ability of an institution to maintain a balanced and sustainable financial position over time. It involves having sufficient resources and reserves to meet both short - term and long-term obligations, enabling continued operations without external financial assistance or disruptions.

Goal Setting. This practice consists of defining clear, specific, and measurable objectives that an organization or individual aims to achieve within a particular timeframe. It involves identifying priorities, determining actionable steps, and establishing metrics to assess progress, ultimately driving performance and focus toward achieving desired outcomes.

Human Resource Development. This encompasses the practices and activities aimed at improving the knowledge, skills, and capabilities of an organization's workforce. It includes training programs, career development opportunities, mentoring, and leadership development to prepare employees for current and future roles.

Institutional Management Practices. These refer to the systematic processes, policies, and strategies implemented by an organization to ensure the effective and efficient achievement of its goals and objectives. They involve managing various resources, aligning actions with the mission, and ensuring that all activities are coordinated to foster growth and stability.

Monitoring Systems. These are tools and processes used to track and assess the progress of activities or projects. Monitoring systems help identify issues or discrepancies early, allowing for timely interventions and adjustments to ensure objectives are being met effectively.

Operational Efficiency. This is the ability of an organization to maximize output while minimizing input and resource consumption. It requires streamlining processes, eliminating waste, optimizing workflows, and improving productivity to deliver high-quality products or services while controlling costs.

Organizational Culture. This refers to the shared values, beliefs, norms, and practices that define the working environment. It influences how employees interact, make decisions, and approach their work, shaping overall behavior, engagement, and performance within the institution.

Organizational Innovation. This involves introducing new ideas, practices, processes, or technologies within an institution to improve efficiency, productivity, or competitiveness. Innovation drives growth and helps organizations adapt to changing market conditions and meet evolving customer demands.

Organizational Leadership. This refers to the ability of individuals in leadership roles to guide, inspire, and influence others toward achieving common goals. It involves making strategic decisions, fostering collaboration, and creating a work environment that motivates and empowers employees to perform at their best.

Performance Indicators. These are specific metrics or data points used to measure the effectiveness and success of organizational activities or projects. They help track progress, evaluate outcomes, and make informed decisions to ensure the organization remains focused on achieving its goals and continuously improving performance.

Professional Development. This refers to a broad range of learning opportunities, workshops, and training activities aimed at enhancing the knowledge, skills, and competencies of employees. It supports individual growth and contributes to improving the overall performance and productivity of the institution.

Quality Assurance. This is the systematic process of ensuring that products, services, or processes meet defined quality standards.

It involves monitoring, testing, and evaluating processes to identify improvements and maintain high standards across all operations.

Resource Allocation. This is the process of distributing available resources—such as funds, manpower, and materials — across various projects or initiatives based on priorities and strategic objectives. Effective allocation ensures that the right resources are available where and when needed to support the most critical activities and goals.

Resource Management. This involves the strategic allocation and use of an organization's assets, such as financial, human, and physical resources, to maximize efficiency and effectiveness. It requires planning, organizing, and monitoring resources to ensure optimal use in alignment with the institution's goals, while minimizing waste or inefficiency.

Revenue Diversification. This involves developing multiple income sources to reduce reliance on a single revenue stream. By expanding into different markets or product areas, the organization mitigates financial risks, enhances financial security, and creates more opportunities for growth and innovation.

Risk Management. This process involves identifying, assessing, and mitigating potential risks that could negatively impact an organization's ability to achieve its objectives. It includes developing strategies to minimize exposure to various risks financial, operational, or reputational —and ensuring the institution is prepared for unforeseen challenges.

Stakeholder Engagement. This process involves involving individuals or groups who have an interest in or are affected by the institution's activities. It can include communication, consultation, and collaboration to ensure stakeholders' concerns are addressed, and their input is considered in decision-making processes.

Strategic Planning. This process involves defining long-term objectives, developing specific strategies to achieve them, and outlining the necessary steps and resources.

It requires analyzing the current situation, forecasting future trends, and setting clear, actionable goals to guide the institution's growth and direction.

Sustainability Diversification. This strategy involves expanding an organization's operations, income streams, or resources to enhance long-term stability and reduce dependency on a single source. It ensures the institution can withstand economic fluctuations, adapt to changes, and remain resilient in the face of challenges.

Sustainable Practices. These are actions and strategies designed to minimize negative environmental, social, and economic impacts. They focus on adopting methods that conserve resources, reduce waste, and promote long-term ecological and community well-being, ensuring that activities remain sustainable over time.

Transparency and Accountability. These principles involve being open and honest about decisions, actions, and outcomes, while holding individuals and teams responsible for their behavior. They foster trust, promote ethical behavior, and ensure stakeholders are informed and confident in the institution's operations.

Workforce Retention. This refers to the strategies employed by an institution to retain its employees over time. It includes offering competitive compensation, professional development opportunities, work-life balance, and fostering a positive, supportive work culture.

Methodology:

Research Design

The research employs a descriptive, comparative, and correlational methodology distinguished by its precise definitions, thorough documentation, comprehensive analysis, and nuanced understanding of contextual interactions. According to Cartwright and Hargreaves (2024), descriptive research is designed to systematically identify and examine the core characteristics, behaviors, and attributes of phenomena in their natural environments. The primary objective is to develop comprehensive profiles of specific entities or to gain a deeper understanding of the current situation, thus providing a solid foundation for future investigations.

Expanding on the findings of Cartwright and Hargreaves (2024), descriptive research is essential to the social sciences and psychology as it offers a profound understanding of natural patterns and behaviors. It enables the collection of accurate and impartial data on the beliefs, actions, and characteristics of target populations, thus offering valuable insights into societal dynamics.

Additionally, Robson and Sinclair (2023) emphasize the importance of utilizing comparative methods to identify the key variables influencing events across different groups or settings. They argue that by revealing potential causal links between variables, correlational analysis is instrumental in enhancing the explanatory power of research designs. In this study, correlational analysis will be applied to explore the relationships between specific demographic traits and relevant attitudes or behaviors concerning the research issue, aiding in the development of theoretical frameworks and practical intervention strategies.

The descriptive-comparative-correlational approach used in this investigation provides a robust framework for examining the intricate relationships between variables and contexts. By merging the methodological perspectives of Robson and Sinclair (2023) with the foundational concepts outlined by Cartwright and Hargreaves (2024), this approach enhances the validity and depth of the findings, establishing a strong platform for further research and real-world applications in related fields.

This study aims to investigate the teachers' assessment of institutional management practices and its relationship to the financial stability in their institution.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent variables included in the study.

By utilizing this approach, the researcher will be able to find any significant difference or relationship in the teacher respondents' assessment of the institutional management practices in their school and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic . Also, the researcher will be able to find any significant difference or relationship in the teachers' assessment of the financial stability of their institution and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic . The teachers' assessment of the institutional management practices and financial stability in their institution will then be correlated .

All the above discussions on the descriptive research method will suit the nature of research that this present study would do; hence this method will be adopted.

Research Locale

This study will be held at Hebei Institute of Communications in Hebei Province, China . Hebei Institute of Communications (Hebei Institute of Communications), referred to as "Hebei Institute of Communications", is under the jurisdiction of the Hebei Provincial Department of Education. Located in Shijiazhuang, Hebei Province, it is a full-time private undergraduate college with a focus on media and art majors, and a variety of disciplines such as art, literature, engineering, and management. It has been awarded the titles of "National Advanced Social Organization" , "Advanced Collective of Hebei Education System" and "Hebei University Student Entrepreneurship Incubation Demonstration Park" .

Hebei Institute of Communications was founded in 2000 and upgraded to a bachelor's degree in 2007, becoming the first private undergraduate college in Hebei Province. In 2011, it obtained the qualification to recruit professional master's students, and in 2013, it began to jointly train doctoral students with the China Academy of Arts. In 2015, it was identified as a pilot university for "transformation and development" by Hebei Province and passed the undergraduate teaching qualification evaluation of the Ministry of Education. In 2020, it was identified as a "transformation and development demonstration school" by Hebei Province and passed the undergraduate teaching review and evaluation of the Ministry of Education. In 2021, it was officially approved as a master's degree - granting institution, and the Master of Drama and Film and the Master of Journalism and Communication were added as degree-granting points.

As of June 2024, the school has three campuses: Xing'an Campus, Jing'an Campus, and Luquan Campus. The library has 1.93 million Chinese and foreign paper books and 2.39 million electronic books; it has 14 secondary colleges, 51 undergraduate majors, and 3 professional master's programs; there are more than 24,000 full - time students; As of December 2023, the school has 1,477 full-time teachers and 606 external teachers.

Participants of the Study

The participants to this study will be taken from the 1,477 teachers of Hebei Institute of Communications in Hebei Province, China. Of these. At least 305 teachers will be chosen randomly.

Sampling Technique

The respondents of the study will be the 305 teachers from Hebei Institute of Communications in Hebei Province, China . In selecting the teacher respondents, stratified random sampling technique will be used among the athlete respondents.

Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified purposive sampling, or stratification, the strata are formed based on members' shared attributes or characteristics. For the computed needed respondents, of the 1,477 teachers from Hebei Institute of Communications in Hebei Province, China , using 5% of margin of error, at least 305 teachers will be randomly selected as the respondents.

Research Instrument

In gathering the needed data, the researcher will make researcher-made questionnaires on the teacher respondents' assessment of the institutional management practices of and financial stability in their institution .

The researcher will use face to face or onsite in administering this questionnaire.

The questionnaire will be composed of the following parts.

Part 1 – This section determines the demographic profile of the teacher respondents.

Part 2 – This section determines the institutional management practices in the teacher respondents' institution.

Part 3 – This section identifies the financial stability in the teacher respondents' institution.

The adapted questionnaire and the researcher-made questionnaire will be subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts will be made integral in the instrument.

The same instrument will be submitted for face validation with at least five experts. The questionnaires will be pilot tested to measure reliability. The pilot testing will be computed using Cronbach's Alpha through the Statistical Package of Social Science

(SPSS) . The researcher welcomes the suggestions of the experts and will make necessary revisions to construct the said instruments valid.

Data Gathering Procedure

The researcher will get permission from the office of the principal of Hebei Institute of Communications in Hebei Province, China.

When the permission is approved, the researcher will ask permission from the school heads by distributing a letter of consent form to the teacher respondents, which will be signed by them and will be returned to the researcher.

After, the purpose of the study and instructions on how the items on the survey should be answered will be explained to the teacher respondents. Then, the survey will be administered using the face to face and they will be given enough time to answer the survey.

After completing the survey, the researcher will collect the questionnaires from the teacher respondents.

The data will be gathered, tallied, and processed with Statistical Package for Social Science (SPSS). The processed data will be interpreted and analyzed, and the results will be used to propose a sustainability and revenue diversification program.

Finally, the interpretation and analysis of data will be done. Summary of findings, conclusions, and recommendations will be formulated.

Statistical Treatment of the Data

The responses to the survey questionnaire will be tallied using the SPSS, and then they will be tabulated and organized accordingly. The data will be presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

1. For research question no. 1, descriptive statistics such as frequency counts and percentages will be used to treat responses in the demographic profile of the teacher respondents.

2. For research question nos. 2 and 4, weighted means will be utilized to treat the assessment of the teacher respondents of the institutional management practices in their school in terms of strategic planning and goal setting, resource management and allocation, communication and decision-making processes, professional development and support, and evaluation and feedback mechanisms.

Weighted means will also be used to compute for the assessment of the teacher respondents of the financial stability of their institution in terms of timely disbursement of salaries and benefits, availability of teaching resources and materials, investment in professional development, maintenance and infrastructure quality, and transparency in budget allocation and spending.

The following will be used to interpret the WM of the athletes' responses:

Mean Range	Verbal Description
3.51 - 4.00	Very True of My Institution
2.51 - 3.50	True of My Institution
1.51 - 2.50	Slightly True of My Institution
1.00 - 1.50	Not True of My Institution

3. For research question nos. 3 and 5, one way ANOVA with post-hoc analysis (Scheffe) will be used to find out the significant difference in the assessment of the teacher respondents of the institutional management practices and financial stability in the teacher respondents' institution.

4. For research question no. 6, Pearson's r correlation analysis will be utilized to determine the significant relationship between institutional management practices and financial stability in the teacher respondents' institution.

Ethical Considerations

The researcher will constructively consider and carefully follow the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data. All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey – questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be the teachers. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5. Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the rights to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

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Appendix A

INSTITUTIONAL MANAGEMENT PRACTICES AND FINANCIAL STABILITY

TEACHERS' QUESTIONNAIRE

Part I. Profile of the athlete respondents in terms of:

1.1 Name ____

1.2 Sex: ( ) Male ( ) Female

1.3. Age: ( ) less than 15 yrs. old
( ) 16 yrs. old
( ) 17 yrs. old
( ) 18 yrs. old
( ) more than 18 yrs. old

1.4. Educational Attainment: ( ) Bachelor's Degree Holder
( ) With MA/MAEd Units
( ) With MA/MAEd Degree
( ) With PhD Units
( ) With PhD Degree

1.5 Years of Service: ( ) Less than 5 Years
( ) 5-10 Years
( ) 11-15 Years
( ) 16-20 Years
( ) More than 20 Years

Part II. Institutional Management Practices

Direction: For each statement below, please assess the institutional management practices in your institution in the following areas by indicating the extent to which each statement is true of your school. Rate the institutional management practices in your institution on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of My School
3	True of My School

2 Slightly True of My School
1 Not True of My School

Indicators	(4)	(3)	(2)	(1)
A. Strategic Planning and Goal Setting				
1. The school sets clear and achievable long-term goals for educational outcomes.				
2. The school's strategic plan is communicated effectively to all staff members.				
3. The goals of the school align with the educational needs of the students.				
4. There is active involvement of teachers in the goal-setting process.				
5. The school reviews and revises its strategic plan regularly.				
6. The school's strategic goals are supported by sufficient resources.				
7. The school's leadership team frequently monitors progress towards its goals.				
8. The school has a well-defined vision that guides strategic planning.				
9. Teachers are encouraged to contribute their ideas to the strategic planning process.				
B. Resource Management and Allocation				
10. The school allocates resources fairly across different departments and programs.				
11. Teachers have adequate resources (e.g. , teaching materials, technology) to support their instruction.				
12. The school ensures that resource allocation is aligned with the school's strategic goals.				
13. The budget of the school is managed efficiently.				
14. The school has a transparent process for the allocation of resources.				
15. Teachers' input is considered in the allocation of resources.				

16. The school has adequate physical infrastructure (e.g., classrooms, sports facilities) for teaching and learning.				
17. The school's resource management practices are regularly reviewed and improved.				
18. Financial resources are used effectively to enhance student learning.				
C. Communication and Decision-Making Processes				
19. The school has an effective communication system between administration and teachers.				
20. Teachers are regularly informed about important school decisions.				
21. Decision-making processes are transparent in the school.				
22. The school leadership encourages teachers to participate in decision-making.				
23. Teachers' feedback is valued and considered in the decision-making process.				
24. Communication between departments is clear and efficient.				
25. The school provides clear guidelines and expectations to teachers regarding their roles.				
26. The school has a system in place for sharing information about student progress.				
27. Teachers are given timely updates regarding changes in school policies or procedures.				
D. Professional Development and Support				
28. The school offers a variety of professional development opportunities for teachers.				
29. Professional development programs are aligned with the needs of teachers.				

30. Teachers receive ongoing support to enhance their professional skills.				
31. The school provides sufficient time for teachers to engage in professional development activities.				
32. The school encourages teachers to attend workshops and conferences relevant to their field.				
33. Teachers are given opportunities to collaborate with peers during professional development activities.				
34. Professional development activities are evaluated to ensure their effectiveness.				
35. The school provides mentorship and coaching programs to support new teachers.				
36. Teachers feel that professional development is a priority for the school.				
E. Evaluation and Feedback Mechanisms				
37. Teachers receive regular feedback on their performance from school leadership.				
38. The school has a structured system for evaluating the effectiveness of teaching.				
39. Teachers are involved in the evaluation process of school programs and initiatives.				
40. Feedback provided to teachers is constructive and helps them improve their practice.				
41. The school encourages self-reflection and peer evaluation among teachers.				
42. The evaluation process is fair and transparent.				
43. Teachers are given clear goals and expectations for improvement based on evaluations.				
44. The school follows up on feedback to ensure that necessary changes are made.				

45. Teachers feel that the evaluation process supports their professional growth.				

Part III. Financial Stability of the Institution

Direction: For each statement below, please assess the financial stability of your institution in the following areas by indicating the extent to which each statement is true of your school. Rate the financial stability of your institution on a scale from 1 to 4 , where:

Rate	Verbal Interpretation
4	Very True of My School
3	True of My School
2	Slightly True of My School
1	Not True of My School

Indicators	(4)	(3)	(2)	(1)
A. Timely Disbursement of Salaries and Benefits				
1. The school consistently disburses salaries on time.				
2. The school provides timely payment of benefits to teachers.				
3. Teachers are notified in advance about the date of salary disbursement.				
4. Teachers do not experience delays in receiving their pay.				
5. The school ensures that salary disbursements are error-free.				
6. The benefits provided to teachers are regularly paid as promised.				
7. Teachers are informed of any changes or delays in salary or benefit payments.				
8. Teachers feel that the financial management of salaries and benefits is reliable.				
9. The salary structure in the school is competitive and reflects the teachers' roles.				

B. Availability of Teaching Resources and Materials				
8. The school provides sufficient teaching resources and materials to support classroom instruction.				
9. Teachers are given access to updated teaching materials and resources.				
10. The availability of resources is sufficient to meet the diverse needs of students.				
11. The school ensures that teaching materials are available on time for academic planning.				
12. Teachers are provided with adequate technology resources for instruction.				
13. The school provides resources that support innovative teaching methods and strategies.				
14. There is a consistent supply of teaching materials throughout the school year.				
15. The school allocates resources fairly across different subjects and grade levels.				
C. Investment in Professional Development				
21. The school allocates sufficient funds for professional development activities.				
22. Teachers are encouraged to pursue further education and training through school-sponsored programs.				
23. The school invests in professional development programs that enhance teachers' skills.				
24. Teachers are given opportunities to attend conferences, workshops, and seminars.				
25. Professional development programs are tailored to meet the specific needs of teachers.				
26. The school provides financial support for teachers to pursue advanced degrees.				

27. The school invests in training programs that focus on improving teaching practices.				
D. Maintenance and Infrastructure Quality				
31. The school regularly maintains its physical infrastructure to ensure it remains functional.				
32. Classrooms are well-maintained and provide a conducive learning environment.				
33. The school invests in upgrading facilities such as libraries, laboratories, and sports areas.				
34. The school provides a safe and comfortable working environment for teachers.				
35. The school ensures that the maintenance of buildings and facilities meets safety standards.				
36. The school invests in modernizing its facilities to enhance the learning experience.				
E. Transparency in Budget Allocation and Spending				
37. The school provides clear information about how the budget is allocated.				
38. Teachers are regularly informed about the school's financial status and budget.				
39. The school has a transparent process for allocating funds to different departments.				
40. Teachers are involved in discussions regarding the allocation of resources and budget.				
41. The school publishes detailed reports on its spending, which are accessible to staff.				
42. The budget allocation reflects the school's priorities and goals.				
43. The school ensures that all budget-related decisions are made openly and transparently.				

44. Teachers feel confident that the school's spending decisions are fair and justified.				
45. The school's financial transparency fosters trust and cooperation among staff members.				