

Extent of Development and Institutional Challenges: The Case of a Secondary School in the Philippines

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Abstract— This study investigates the development of and challenges faced by a secondary school in the Philippines. It focuses on four areas namely, professional growth of employees, physical plant facilities, student development programs, and fiscal administration. Utilizing a quantitative descriptive design, data was collected through survey questionnaires distributed among teaching and non-teaching staff. The survey questionnaire was designed with a five-point Likert scale. The target population was all teaching and non-teaching staff of the school. The instrument's validity and reliability were ensured through expert review and pre-testing. Findings revealed that the school showed high development in providing professional development opportunities for teachers. However, there was a lack of resources for continuous learning. The school demonstrated high development in providing sufficient space and resources. However, aging infrastructure and a lack of modern technology were challenges. The school excelled in promoting sportsmanship and extracurricular activities but lacked specialized training for competitive sports and scholarships for athletes. The school showed high development in transparency and financial documentation. However, there were challenges in balanced budget management and securing external funding. Limited funding for professional development and access to advanced qualifications. Notably, transparency in financial management emerges as a pivotal issue. Recommendations involve augmenting funding for professional development, strengthening fiscal administration through internal audits, and boosting student development programs to support talented athletes. Addressing these challenges holds promise for enhancing the educational experience and outcomes of the institution, fostering a more conducive learning environment for both students and staff.

Keywords— professional growth, challenges, development, fiscal administration, student development, educational outcomes, infrastructure, school development.

I. INTRODUCTION

Education is fundamental to the development and growth of the economy and the nation. It improves the quality of citizens' lives and leads to broad social benefits for individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. Indeed, it is an element of personal and social development. Development is equated with social transformation which depends largely on human endeavor to transform oneself as a result of education, thereby becoming more productive members of society.

Educational institutions such as secondary schools are important in honing future government or business leaders and professionals who build a strong nation (Digo, 2021). It requires a confluence of factors to attain the desired outcomes, i.e., well-educated and values-oriented young people. Such factors which may include skilled teachers, conducive-to-learning classrooms, facilities, and equipment, among others, serve as inputs for the attainment of its educational goals (Digo, 2022). Indeed, it is of paramount importance that school heads

properly plan and allocate such resources to achieve the desired results. Succinctly put, resources need to be wisely planned and utilized to attain the desired outcomes.

Digo's (2022) research shares certain similarities with the present study. Both studies utilize survey design and triangulation. Additionally, both studies employ convenience sampling to gather primary data from respondents, emphasizing a pragmatic and accessible method for data collection. Furthermore, the utilization of strategic planning tools, such as the SWOT matrix in Digo's study, parallels the present study's focus on identifying challenges and opportunities. Despite the contextual differences, these similarities highlight common methodological approaches and strategic considerations in the development planning of educational programs.

Daradar and Pinca-Atutubo (2023) conducted a study to determine the e-government programs, the extent of development, and challenges in the implementation of such programs in the public elementary schools in

Sorsogon province. Utilizing mixed methods sequential-explanatory design, the researchers were able to gather qualitative and quantitative data from one thousand elementary teachers and sixty-eight elementary school heads in Sorsogon West District, Sorsogon City. The findings show that various e-government programs were well-implemented in public elementary schools within the district. They argue that a strategic plan would help in strengthening and enhancing the implementation of such e-government programs in the context of public elementary schools in the said district in Sorsogon.

Daradar and Pinca-Atutubo's (2023) study shares certain parallels with the present study. Both studies employ a mixed methods approach, with Daradar and Pinca-Atutubo utilizing a sequential-explanatory design to gather qualitative and quantitative data from elementary teachers and school heads. This methodological commonality reflects a commitment to comprehensive data collection and analysis. Moreover, both studies focus on the evaluation of programs in the educational context, with Daradar and Pinca-Atutubo assessing the extent of development and challenges in implementing e-government programs. In contrast, the present study concentrates on the profile, extent of development, and challenges for the formulation of a strategic five-year development plan.

In an earlier study, Digo (2021) determined the performance of a laboratory high school and based on the pertinent data, he developed a three-year strategic plan designed to improve the performance of the said laboratory school. A descriptive survey design was utilized to gather the data among 101 school management, alumni, faculty, non-teaching staff, and students who were purposively chosen as respondents of the study. The findings revealed that the areas needing attention were the declining number of students per class, formulating of faculty development programs, conducting in-service training, and hiring competent teachers. The researcher recommended the development of the laboratory school's purpose, values statement, objectives, key improvement strategies, publication of research, funding for faculty research, provision of incentives for researchers, as well as preparation of vision and mission for the laboratory school. These recommendations were addressed through the developed strategic plan.

Digo's (2021) earlier study shares both similarities and differences with the present study. Similarities lie in the

strategic planning context, as both studies aim to improve the performance and overall effectiveness of their respective educational institutions through the formulation of strategic plans. Both studies utilize a descriptive survey design to gather data from various stakeholders, emphasizing a comprehensive understanding of the school environment. In Digo's study, stakeholders, including school management, alumni, faculty, non-teaching staff, and students, were purposively chosen as respondents. Conversely, the present study had 66 respondents including school principals, teachers, and non-teaching staff. The findings of both studies identify areas requiring attention and improvement, with Digo highlighting concerns such as class size, faculty development programs, in-service training, and teacher competency. The present study focuses on broader aspects, including institutional characteristics, access, quality, and fiscal administration.

The extant literature presents a rich exploration of educational institutions through various aspects. Some researchers emphasize the importance of development plans but lack a focus on the unique challenges faced by a secondary school. Several studies collectively provide valuable insights into various aspects of educational planning, development, and implementation of initiatives such as School-Based Management (SBM) in diverse contexts. While these studies offer significant contributions to the understanding of specific programs and their impact on academic performance, there remains a noticeable gap in the literature regarding the comprehensive evaluation of an institution's extent of development and challenges. The present study aims to address this gap. This study aims to determine the extent of development and challenges in terms of professional growth, physical plant facilities, student development programs, and fiscal administration.

II. METHODOLOGY

The research design utilized in this study is the quantitative descriptive design. The quantitative data on the extent of development measured through a five-point Likert scale was gathered through a questionnaire. The data on challenges were also gathered through the survey questionnaire developed by the researcher for this research.

The primary source of data was the teaching and non-teaching personnel of one secondary school as shown in Table 1. To select the sample, the total population

sampling or total enumeration sampling was implemented. The respondents were the teaching and non-teaching personnel of a secondary school in the Philippines. A total enumeration of all the respondents in the research locale was utilized to gather complete and comprehensive data on the institution being studied. This sampling method is appropriate when the total respondents' population is small and when the researcher desires to gather detailed information regarding the population and its characteristics (McCombs, 2019).

Table 1. The respondents

Respondents Classification	f	%
Junior Highschool Teachers	38	58
Senior Highschool Teachers	14	21
Non-Teaching Personnel	14	21
Total	66	100

The main instrument used in this study is the survey questionnaire composed of three parts namely, the extent of development, challenges, and strategies used. The first part pertained to the extent of development of secondary schools under study in terms of employees' professional growth, physical plant facilities, student development programs, and fiscal administration. Each sub-variable of the extent of development had seven indicators or statements about that particular concept.

The next part of the research instrument was designed to gather the challenges faced by the school in terms of professional development, physical plant facilities, student development programs, and fiscal administration. The challenges for each sub-variable were enumerated in a checklist format. The respondents checked the corresponding challenges they perceived to be experienced by the school from SY 2018-2019 to SY 2022-2023.

This questionnaire was validated and underwent a reliability test to ensure the validity and reliability of the instrument. For the validation process, the researcher showed the instrument to a language expert and a research expert to gather feedback for polishing the instrument to determine whether the instrument validly measures the constructs or concepts it was designed to measure. Moreover, the research instrument was administered or pre-tested to a set of respondents in other locales whose characteristics are similar to that of the study's actual respondents. The reliability of the instrument was determined by calculating its

Cronbach's alpha. The computed Cronbach's alpha was 0.82 which means that the research instrument has good reliability and thus has high internal consistency (Frost, 2023).

The researcher revised the survey questionnaire accordingly after the validation and reliability test to incorporate the necessary changes. The revised questionnaire was shown to the adviser for more refinement and final approval.

III. DATA COLLECTION PROCEDURES

The researcher sought permission from the Department of Education Schools Division Superintendent of a province in the Philippines to conduct the study. The researcher asked permission from the School Principal of the school to conduct the survey.

The researcher personally administered the survey questionnaire to the respondents. The instrument was provided to the respondents to give them time to read and respond to the survey questionnaire. The administered survey questionnaire was collected a week after the distribution to the respective respondents. After the retrieval of the instruments, the data were tabulated and summarized.

The weighted mean was used to analyze the data on the extent of development. The extent of development was measured using the five-point Likert scale and was classified based on the following range and adjectival description.

Range	Adjectival Interpretation
4.50 - 5.00	Very High Development
3.50 - 4.49	High Development
2.50 - 3.49	Moderate Development
1.50 - 2.49	Low Development
1.00 - 1.49	Very Low Development

In terms of challenges in terms of professional development, physical plant facilities, student development program, and fiscal administration, the frequency count and rank were used. When categorical data are described and presented, frequency count and ranking are the appropriate statistical tools to be used (Ben-Zvi et al., 2019).

IV. RESULTS AND DISCUSSION

The results of this study are presented in the following sections. The extent of development in terms of professional growth, physical facilities, student

development, and fiscal administration is presented first. This is followed by the presentation of the findings on the challenges faced by the school along with the identified variables.

Extent of Development

The extent of development in terms of employees' professional growth is presented in Table 2.1. As can be gleaned from Table 1, the school demonstrates a high level of development particularly on the professional growth of teachers. The school demonstrates a

commitment to professional growth by providing enough opportunities for teachers to engage in skills enhancement activities as indicated by a weighted mean of 4.08 interpreted as high development.

The highest weighted mean of 4.42 was given for indicator number 7 which is interpreted as high development. This indicates that the school is actively involved in recommending its teachers to municipal and division levels for outstanding awards.

Table 2.1. Extent of Development in terms of Employees' Professional Growth

Indicators	WM	Interpretation
1. The school provides opportunities for teachers to engage in professional development activities.	4.08	High Development
2. The school supports teachers in acquiring advanced qualifications and certifications.	3.35	Moderate Development
3. The school encourages teachers to participate in conferences and workshops to enhance their teaching skills.	4.27	High Development
4. The school promotes a culture of continuous learning among the teaching staff.	4.20	High Development
5. The school provides adequate resources for teachers' professional growth.	2.11	Low Development
6. The school selects and supports teachers for outstanding accomplishments.	4.11	High Development
7. The school recommends teachers for outstanding teachers at the Municipal and Division level.	4.42	High Development
Composite Mean	3.74	High Development

This means that the school highly recognizes and showcases the excellent and noteworthy capabilities and skills of the teachers. However, indicator number 5 has the lowest weighted mean of 2.11 interpreted as low development. This suggests that the school lags in the provision of adequate resources for teachers' professional advancement.

The composite mean of 3.74 is interpreted as high development. This indicates that a high level of development among employees is observed. Data shows that there is still room for improvement particularly in the continuous learning opportunities of the teachers as there is a very low extent of development along provision of professional growth resources. The findings related to the extent of development in terms of employees' professional growth can be analyzed in the context of opportunities and threats in secondary schools, drawing insights from previous studies.

The high level of development, particularly in the professional growth of teachers, aligns with previous studies emphasizing the positive impact of investing in

professional development opportunities for educators (Borg, 2018; Hasbay & Altindag, 2018; Popova et al., 2022; Smith & Gillespie, 2023). The commitment to providing opportunities for teachers to enhance their skills suggests an opportunity for the school to continue cultivating a culture of continuous learning among its teaching staff. This resonates with research highlighting the importance of ongoing professional development in improving teaching quality and student outcomes (Smith & Gillespie, 2023).

The highest weighted mean of 4.42 for the indicator related to recommending teachers for outstanding awards indicates that the school actively acknowledges and promotes the exemplary capabilities and skills of its teaching staff. This aligns with studies emphasizing the positive influence of recognition and appreciation on teacher motivation and job satisfaction. The school's proactive approach to showcasing teacher excellence presents an opportunity to strengthen morale and foster a positive working environment.

The findings align with studies emphasizing the positive impact of well-maintained classrooms, regular facility maintenance, and a conducive learning environment on student outcomes (Barrett et al., 2019; Iordye & Jato, 2023; Naigaga, 2019; Otchere et al., 2019; Yangambi, 2023). The school's commitment to providing sufficient space and resources presents an opportunity to create an optimal learning environment for students. The extent of development in terms of student development program is presented in Table 2.3. As indicated, the highest weighted mean is for indicator number 5 which tackles

the culture of sportsmanship and teamwork among students. This has a weighted mean of 4.12 and is interpreted as high development. This indicates that the school is effective in the promotion of a culture of sportsmanship and teamwork among its students. This positive sports culture is an indication that the assigned in the sports development program strategically and actively engaged with the students in various sports activities that honed their sports skills and encouraged more students to participate in sports activities of the school.

Table 2.2. Extent of Development in Terms of Physical Plant Facilities

Indicators	WM	Interpretation
1. The school has well-maintained classrooms and facilities.	3.86	High Development
2. The school has sufficient space and resources to accommodate the student population.	3.76	High Development
3. The school regularly upgrades and maintains its physical infrastructure.	4.09	High Development
4. The school provides a safe and conducive environment for teaching and learning.	3.97	High Development
5. The school utilizes modern technology and equipment for instructional purposes.	2.41	Low Development
6. The school uses a computer system for tracking and inventory of materials and equipment.	1.92	Low Development
7. The school submits reports needed.	4.50	Very High Development
Composite Mean	3.50	High Development

The findings further reveal that the school's extracurricular activities relative to sports development have a weighted mean of 4.08 and are interpreted as high development. This indicates that the school provides a variety of extracurricular activities that encourage students to actively participate to further enhance their skills and interests.

On the other hand, the school's extent of development is marked with low development along with specialized training for competitive sports as indicated by the weighted mean of 2.45. This suggests that the school lags in the provision of training for students and faculty members in competitive sports. This further indicates that there is a high interest among students and faculty members in competitive sports but there are very limited opportunities for training and support from the administration. The composite mean for student development program extent of development is 3.33 which is interpreted as moderate development. This suggests that while the school excels in the promotion of sportsmanship among the students, it lacks in some areas of sports development programs such as facilities and

training. This is something to look into as this is an opportunity for improvement of the educational institution. The findings related to the extent of development in terms of the student development program can be related to opportunities and threats in secondary schools by drawing insights from previous studies. The highest weighted mean for the culture of sportsmanship and teamwork reflects a high level of development in fostering positive values among students (Burgueño, 2020). This finding aligns with previous research emphasizing the role of extracurricular activities, particularly sports, in promoting teamwork, leadership, and character development (Heny et al., 2023).

Similarly, the high development in extracurricular activities related to sports underscores the positive impact of a well-rounded student development program. Previous studies have highlighted the importance of diverse extracurricular offerings in providing students with opportunities to explore their interests and talents (Giray, 2021).

Table 2.3. Extent of Development in Terms of the Student Development Program

Indicators	WM	Interpretation
1. The school offers a variety of extracurricular activities to enhance students' skills and interests.	4.08	High Development
2. The school promotes leadership development among students through programs and initiatives.	3.15	Moderate Development
3. The school provides opportunities for students to participate in a wide range of sports activities.	3.42	Moderate Development
4. The school provides counseling and guidance services to support students' personal growth.	3.79	High Development
5. The school promotes a culture of sportsmanship and teamwork among students.	4.12	High Development
6. The school offers specialized training and coaching for students interested in competitive sports.	2.45	Low Development
7. The school provides a sports program for selected athletes.	2.32	Low Development
Composite Mean	3.33	Moderate Development

The extent of development in terms of fiscal administration is presented in Table 2.4. As the findings reveal, the composite mean is 4.08 and is interpreted as high development. This suggests that the school is transparent in financial activities, properly documents financial transactions, and actively seeks external funding.

The findings show that indicator number 7 has the highest weighted mean of 4.53 which is interpreted as high development. This suggests that the school administration has regularly prepared its documents for periodic auditing. This indicates that the school commits to accountability and effectively administers fiscal matters.

The moderate development along balanced budget and financial management as indicated by the weighted mean of 3.36 suggests that the school has room for improvement along this line. Financial planning and management are something that the school quite finds challenging but still manages to execute properly with due accountability and diligence.

The overall fiscal administration's extent of development of the school indicates a high level of transparency and accountability. This is an indication of effective administration of its fiscal resources and proper fiscal allocation that optimizes the school's performance in general. Furthermore, the school needs continuous improvement along fiscal administrative practices to sustain financial stability and long-term sustainability.

The findings on the extent of development in fiscal administration can be correlated with insights from previous studies on opportunities and threats in secondary schools. The high overall development in fiscal administration suggests that the school excels in the areas of financial transparency, documentation of transactions, and active pursuit of external funding. This aligns with research emphasizing the importance of transparent fiscal practices in educational institutions (Altrichter & Kemethofer, 2018).

The moderate development along with balanced budget and financial management suggests that the school acknowledges the need for improvement in financial planning and management. This finding resonates with research emphasizing the challenges educational institutions face in achieving a balanced budget and effective financial planning (Lafortune et al., 2018).

The extent of development in terms of fiscal administration is presented in Table 2.4. As the findings reveal, the composite mean is 4.08 and is interpreted as high development. This suggests that the school is transparent in financial activities, properly documents financial transactions, and actively seeks external funding.

The findings show that indicator number 7 has the highest weighted mean of 4.53 which is interpreted as high development. This suggests that the school administration has regularly prepared its documents for periodic auditing. This indicates that the school commits to accountability and effectively administers fiscal matters.

Table 2.4. Extent of Development along Fiscal Administration

Indicators	WM	Interpretation
1. The school demonstrates transparent financial management practices.	4.36	High Development
2. The school effectively allocates resources to meet the needs of various school departments.	3.12	Moderate Development
3. The school ensures proper documentation and accountability of financial transactions.	4.50	High Development
4. The school actively seeks external funding and grant opportunities to enhance its fiscal capabilities.	4.30	High Development
5. The school maintains a balanced budget and effectively manages financial resources.	3.36	Moderate Development
6. The school prepares financial matters ahead of time.	4.44	High Development
7. The school is ready for proper auditing and other fiscal matters.	4.53	High Development
Composite Mean	4.08	High Development

The moderate development along balanced budget and financial management as indicated by the weighted mean of 3.36 suggests that the school has room for improvement along this line. Financial planning and management is something that the school quite finds challenging but still manages to execute properly with due accountability and diligence.

The moderate development along with balanced budget and financial management suggests that the school acknowledges the need for improvement in financial

planning and management. This finding resonates with research emphasizing the challenges educational institutions face in achieving a balanced budget and effective financial planning (Lafortune et al., 2018).

Challenges Faced by the School

The challenges faced by the school in terms of employees' professional growth, physical plant facilities, sports development programs, and fiscal administration are presented in this section. The findings are presented separately per variable in each table.

Table 3.1. Challenges Along Employees' Professional Growth

Indicators	Frequency Count	Rank
1. Lack of funding for professional development opportunities.	51	1
2. Limited availability of relevant workshops and conferences.	40	2
3. Insufficient resources for supporting teachers' growth.	11	5
4. Lack of a culture of continuous learning among the teaching staff.	7	7
5. Limited access to advanced qualifications and certifications.	25	3
6. Lack of confidence to join the search for outstanding teachers.	22	4
7. Limited teachers able to join the search for outstanding teachers at the Municipal and Division level.	7	7

The challenges faced by the school along with employees' professional growth are presented in Table 3.1. As indicated in the findings, it shows that the highest rank is the lack of funding for professional development opportunities. This indicates the scarcity of financial resources for development opportunities for employees such as training, scholarship grants, seminars, conferences, and the like. This suggests that the school critically needs increased funding and financial support along this line.

The second highest rank is the limited availability of relevant workshops and conferences. This suggests that employees have limited access to such activities thus hindering them from necessary professional development activities.

The third in rank is the lack of access to advanced qualifications and certifications. The teachers and administrative staff of the school need certifications for further professional development and promotion. However, without these certifications, they cannot

further their careers as the new promotion system of the Department of Education focuses on points garnered by the employees particularly the teachers along the various criteria of professional development.

It is worth noting that the teachers in the school under study lack confidence in joining the search for outstanding teachers. This is challenging among the faculty members of the school due to a lack of professional development opportunities and venues for certifications and furthering their qualifications. Without the appropriate financial and administrative support, the faculty members would not be able to ace competitions and awards that would boost their careers and morale as professionals.

The challenges faced by the school in terms of employees' professional growth align with insights from previous studies on opportunities and threats in secondary schools. The top challenge identified in the lack of funding for professional development opportunities resonates with findings from earlier research emphasizing the financial constraints faced by educational institutions in providing adequate resources for employee development (Shaturaev, 2021a). Limited financial support inhibits access to essential opportunities such as training, scholarships, seminars, and conferences. This challenge is consistent with broader literature highlighting the critical need for increased funding in education to support professional growth and development among school personnel (Spratt, 2019).

Table 3.2 Challenges along Physical Plant Facilities

Indicators	Frequency Count	Rank
1. Aging infrastructure and facilities in need of repair.	58	1
2. Inadequate space to accommodate the growing student population.	48	3
3. Insufficient resources for regular maintenance and upgrades.	44	4
4. Safety concerns in certain areas of the school.	29	5
5. Limited access to modern technology and equipment.	55	2
6. Limited number of non-teaching staff.	15	6
7. Limited access to division/ regional memorandum.	7	7

The school's challenges along with physical plant facilities are revealed in Table 3.2. As indicated in the data, it shows that the most pernicious problem is the aging infrastructure and facilities that need to be repaired. This suggests that many school buildings and infrastructures are in dire need of repair and rehabilitation. This further indicates that the administration lacks proper coordination with Department of Education officials and other government agencies for the necessary funding for infrastructure development.

The lack of access to modern technology and equipment ranks second among the challenges faced by the school along with physical plant facilities. This indicates that the school is wanting in terms of advanced technologies such as high-end computers and other modern educational technologies that could improve the teaching-learning process and experience of both the teachers and students. This further suggests the inability of the administration to seek appropriate and enough funding for the provision of modern educational

equipment and technologies that would capacitate the students and faculty members.

Previous studies have consistently emphasized the urgent need for infrastructure development, maintenance, and repair to ensure a safe and conducive learning environment (Barrett et al., 2019; Yangambi, 2023). The finding underscores the importance of effective coordination between the school administration, the Department of Education officials, and other government agencies to secure funding for necessary infrastructure improvements.

The second-ranked challenge, the lack of access to modern technology and equipment, reflects a common concern identified in previous research. The inadequacy of advanced technologies, including high-end computers and modern educational tools, poses a hindrance to the quality of teaching and learning experiences. This aligns with broader discussions on the necessity of incorporating modern technologies into education to enhance the overall educational process (Emre, 2019; Lawrence & Tar, 2018).

Table 3.3 Challenges Along Student Development Programs

Indicators	Frequency Count	Rank
1. Limited variety of extracurricular activities available to students.	25	5
2. Insufficient focus on leadership development programs.	22	6
3. Limited sports activities and opportunities for student participation.	40	3
4. Inadequate counseling and guidance services for student growth.	33	4
5. Lack of emphasis on sportsmanship and teamwork among students.	18	7
6. Limited specialized training and coaching for competitive sports.	51	2
7. Lack of scholarship for selected athletes.	62	1

Table 3.3 shows the challenges faced by the school during the student development program. The number 1 problem is the lack of scholarship for selected athletes. This suggests that students with high potential in sports are not allowed to excel in the sports where they have inclinations. This is an opportunity wasted because these students may have the chance to become the next international athletes of the country but due to a lack of scholarships and necessary support, their potentials are left to waste.

The second most pressing concern among students is the limited opportunity for training and coaching in competitive sports. The specific coaching programs would have improved the skills and abilities of the student athletes but because of the lack of support, they are left behind in the field of competitive sports. Thus,

the school fails to send potential students to various sports competitions.

The primary challenge identified, the lack of scholarship for selected athletes, aligns with broader discussions on the importance of recognizing and nurturing students' talents, particularly in sports (Gomez et al., 2018). Previous studies have emphasized the need for scholarship programs to support and motivate students with exceptional abilities, ensuring that their potential is not overlooked (Huggins et al., 2019; Post et al., 2019). Extant literature has emphasized the positive impact of diverse extracurricular activities on students' personal and social development (Buckley & Lee, 2021; Polet et al., 2019). Improving leadership, sportsmanship, and teamwork initiatives can contribute to fostering well-rounded individuals.

Table 3.4. Challenges Along Fiscal Administration

Indicators	Frequency Count	Rank
1. Inadequate transparency in financial management practices.	15	1
2. Challenges in effectively allocating resources to different school departments.	15	1
3. Lack of proper documentation and accountability of financial transactions.	7	2
4. Difficulty in securing external funding and grant opportunities.	15	1
5. Challenges in maintaining a balanced budget and managing financial resources.	15	1
6. Challenges in the preparation of financial matters.	7	2
7. Challenges in proper auditing and other fiscal matters.	7	2

The findings show that the challenges in fiscal administration range from transparency and resource allocation to documentation, funding, and budget management. Notably, challenges along transparency, resource allocation, securing external funding, and maintaining a balanced budget are persistent in the secondary school under study. This indicates that there is a pressing need to exercise transparency in financial transactions. There is also a need to properly allocate financial resources to permit optimal performance and results.

Findings further revealed that there is a need for proper documentation of financial transactions, preparation of financial reports, as well as proper auditing of financial matters. This indicates that the school administration has problems with accountability of its financial resources. This suggests that the school needs enhancement in fiscal administration, particularly along with reporting, transparency, and accountability.

The persistence of challenges related to transparency and resource allocation aligns with broader discussions

on the importance of financial accountability in educational institutions (Zaid et al., 2022). Previous studies have highlighted the significance of transparent financial practices to build trust among stakeholders, ensure effective resource utilization, and achieve optimal outcomes (Atieno & Kiganda, 2020).

V. CONCLUSION

Based on the findings of this study, the researchers have come up with the following conclusions.

The professional development, physical development, and fiscal administration's extent of development have been assessed and interpreted as high development indicating a positive state of progress. On the other hand, the student development had a moderate development, indicating the need for more student-capability training.

The challenges faced by the school along with fiscal administration were also identified. The first in rank was the inadequate transparency in financial management practices. This was followed by the challenges in effectively allocating resources to different school departments, difficulty in securing external funding and grant opportunities, and challenges in maintaining a balanced budget and managing financial resources.

VI. RECOMMENDATIONS

Based on the findings of this study, the researchers advance the following recommendations.

The school may increase funding support and allocate enough resources for employees' professional development activities such as workshops, training, and advanced studies.

The school may strengthen fiscal administration by implementing a more rigorous internal audit system that would promote transparency in financial transactions.

Student development programs particularly along sports development may be enhanced to encourage more students especially those with high potential. This may in turn increase the school's reputation as more students are garnering awards and recognition in various competitions.

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