Effectiveness of Revenue-Generating Projects in Supporting Operational Needs in a Public School

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This study examined the effectiveness of revenue-generating projects (RGPs) in supporting the operational needs in a public secondary school, focusing on teacher awareness, involvement, management practices, and perceived outcomes. Using a descriptive research design, data were collected from 20 junior and senior high school teachers through a researcher-developed survey questionnaire administered online. Descriptive statistics were employed to analyze demographic characteristics, levels of involvement, project management practices, and perceived effectiveness of RGPs. Findings revealed that most respondents were experienced educators, predominantly female, with more than ten years of service and substantial involvement in budget planning and project leadership. Results indicated high levels of awareness and participation in RGPs, with respondents consistently rating project planning, implementation, transparency, and sustainability as "very much evident." RGPs were perceived as highly effective in addressing operational needs such as procurement of supplies, minor repairs, and improvement of school facilities, while also reducing reliance on government funding. However, limited participation of younger and less experienced teachers was noted, suggesting the need for broader inclusion. The study concludes that leadership experience, institutional support, and effective management practices are critical to the success of RGPs in public schools. Continuous capacity-building initiatives and systematic documentation of best practices are recommended to strengthen school-based financial sustainability. Future research may examine the direct impact of RGPs on student outcomes and overall school performance.

Keywords: revenue-generating projects; school budgeting; teacher leadership; financial management; public schools; school-based management

Introduction

Public schools in the Philippines continue to experience persistent financial constraints that hinder their ability to adequately meet basic operational requirements, including facility maintenance, procurement of instructional materials, and minor infrastructure improvements. Although education consistently receives a substantial share of the national budget, government allocations are frequently insufficient to address escalating operational costs, particularly in geographically isolated and resource-constrained communities (Alcoseba, 2016; Cariño, 2019). As public schools navigate these fiscal limitations, administrators and teachers are increasingly compelled to explore alternative funding mechanisms to sustain daily operations and ensure continuity in service delivery.

In response to these challenges, many public schools have adopted revenue-generating projects (RGPs), also referred to as income-generating or self-sustaining initiatives. These projects commonly include the rental of school facilities, school-based enterprises, canteens, cooperatives, and livelihood-oriented programs. Several studies have documented the growing prevalence of such initiatives across Philippine public schools, emphasizing their potential to supplement limited government funding and enhance school autonomy (De Jesus, 2019; Cruz, 2021; Alonzo & Gumatay, 2023). Within the framework of School-Based Management (SBM), RGPs are viewed as strategic tools that empower schools to mobilize local resources and respond more effectively to contextual needs (Department of Education, 2015).

Despite their increasing adoption, empirical evidence regarding the effectiveness of RGPs in supporting school operations remains limited. Much of the existing literature focuses on descriptive accounts of implementation rather than systematic assessments of outcomes and management processes. Moreover, studies have raised concerns regarding sustainability, managerial capacity, accountability, and transparency in the handling of revenues generated from such projects (Brillantes & Fernandez, 2011; Cruz, 2021). These challenges underscore the need for rigorous evaluation of RGPs to determine whether they meaningfully contribute to operational efficiency or merely function as short-term financial remedies.

This study is anchored on Resource Dependence Theory, which posits that organizations must strategically diversify and manage external and internal resources to reduce uncertainty and ensure organizational survival (Pfeffer & Salancik, 1978). In the context of public schools, RGPs represent deliberate efforts to lessen dependence on government funding by developing alternative revenue streams. Navarro (2021) emphasized that institutions with greater financial autonomy are better positioned to respond to operational demands and sustain institutional performance. Applying this theoretical lens, the present study examines how RGPs are managed and perceived within public secondary schools.

Specifically, the study aims to assess teacher awareness and involvement in RGPs, examine management and implementation practices, and evaluate the perceived effectiveness of these initiatives in supporting school operations. By providing empirical evidence from school practitioners, this research seeks to contribute to the growing discourse on school-based financial management and decentralization. The findings are intended to offer evidence-based insights for policymakers, school leaders, and educational planners seeking to strengthen the sustainability, accountability, and impact of revenue-generating initiatives in public schools.

Method

This study employed a descriptive research design to assess the effectiveness of revenue-generating projects in supporting the operational needs of public secondary schools. Descriptive design is appropriate for examining existing conditions, practices, and perceptions without manipulating variables. The respondents consisted of 20 junior and senior high school teachers from selected public secondary schools in the Philippines. Teachers were chosen as respondents because of their direct involvement in school operations and, in many cases, participation in planning and implementing RGPs. Data were collected using a researcher-developed questionnaire administered through Google Forms. The instrument consisted of sections on demographic profile, awareness and involvement in RGPs, management and implementation practices, and perceived effectiveness of RGPs in supporting school operations. Both closed-ended and scaled items were included. Data collection was conducted over a two-month period. Participation was voluntary, and informed consent was obtained prior to data collection.= Descriptive statistics, including frequencies, percentages, and mean ratings, were used to analyze the data and summarize respondents' perceptions. Ethical standards were observed throughout the study. Participation was voluntary, responses were anonymized, and data were used solely for academic purposes.

Results and Discussion

Profile of the Respondents

The results indicate that the majority of respondents were experienced educators, with 80% aged 40 years and above and 90% having more than ten years of service in public secondary schools. Female teachers comprised 65% of the sample, reflecting the feminization of the teaching profession in basic education. Most respondents were assigned to the junior high school level (75%), suggesting that revenue-generating projects (RGPs) may be more actively implemented or institutionalized at this level.

Table 1
Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage
Age Group	30–39 years	4	20%
	40–49 years	10	50%
	50 years and above	6	30%
Sex	Female	13	65%
	Male	7	35%
Teaching Level	Junior High School	15	75%
	Senior High School	5	25%
School Type	Public	20	100%
Years in Service	7–10 years	2	10%
	More than 10 years	18	90%

The dominance of seasoned educators in the respondent pool suggests that experience plays a significant role in school-based financial initiatives. Veteran teachers are often entrusted with leadership and managerial responsibilities due to their institutional knowledge and familiarity with school policies and budgeting processes. This finding aligns with Hargreaves and Fullan (2012), who emphasized that experienced educators contribute significantly to organizational stability and innovation, particularly in non-instructional roles such as school governance and resource management.

Awareness and Level of Involvement in Revenue-Generating Projects

Results reveal a very high level of awareness regarding RGPs, with 95% of respondents reporting familiarity with projects implemented in their schools. Moreover, 70% of the respondents indicated that they played lead roles in RGP implementation, particularly in budget proposal writing and project planning. This high level of involvement suggests that RGPs are not peripheral activities but are embedded in the operational structures of the schools.

Table 2
Awareness and Involvement in Revenue-Generating Projects

Indicator	Response	Frequency	Percentage
Awareness of RGPs	Yes	19	95%
	No	1	5%
Level of Involvement	Lead role / Budget proposal writer	14	70%
	Committee member	2	10%
	Consultation only	1	5%
	No involvement	1	5%
	Unspecified	2	10%

This finding reflects the principles of School-Based Management (SBM), which promote shared responsibility and decentralized decision-making in public schools. According to the Department of Education (2015), SBM empowers school personnel to take active roles in financial planning and resource mobilization, thereby enhancing school responsiveness to local needs. Similarly, Bernardo (2017) argued that teacher involvement in fiscal initiatives fosters ownership, accountability, and sustainability of school programs.

However, the limited involvement of younger and less experienced teachers suggests a participation gap that may affect long-term continuity. De Guzman and Dacanay (2018) emphasized that inclusive participation across career stages is essential for building sustainable school leadership pipelines, particularly in financial and managerial domains.

Management and Implementation of Revenue-Generating Projects

Respondents consistently rated all indicators related to RGP management—such as alignment with school policies, planning and organization, transparency in financial reporting, presence of a managing committee, and sustainability—as "strongly agree." These results suggest that RGPs in the participating schools are implemented within a structured and transparent governance framework.

Table 3
Management and Implementation of Revenue-Generating Projects

Statement	Mean	Verbal Interpretation
RGPs are clearly identified and aligned with school policies	3.86	Strongly Agree
RGPs are well-planned and organized	3.88	Strongly Agree
Financial recording and reporting are transparent	3.84	Strongly Agree
There is a designated committee managing RGPs	3.86	Strongly Agree
RGPs are sustainable over time	3.82	Strongly Agree
RGPs receive support from stakeholders and community	3.84	Strongly Agree
Mean	**3.85**	**Very Effective**

Effective management practices are critical to the success of income-generating initiatives in public institutions. Cruz (2021) noted that poorly managed RGPs often fail due to lack of transparency and weak accountability mechanisms. In contrast, schools that institutionalize clear financial reporting systems and designate specific committees tend to achieve greater sustainability and stakeholder trust. The findings of this study support this assertion, indicating that transparency and organization contribute to positive perceptions of RGP effectiveness.

From the perspective of Resource Dependence Theory, these practices reflect deliberate strategies to reduce reliance on external funding by strengthening internal resource-generation mechanisms. Navarro (2021) emphasized that schools with financial autonomy and structured management systems are better positioned to respond to operational demands and external constraints.

Effectiveness of Revenue-Generating Projects in Supporting School Operations

All respondents strongly agreed that RGPs effectively support school operational needs, including procurement of supplies, minor repairs, facility improvement, and provision of benefits for students and staff. RGPs were also perceived to reduce dependence on government funding and to create opportunities for learner exposure, particularly through livelihood-related activities.

Table 4
Perceived Effectiveness of Revenue-Generating Projects in Supporting School Operations

Operational Outcome	Mean	Verbal Interpretation
Helps cover operational costs (e.g., supplies, minor repairs)	3.84	Strongly Agree
Reduces dependence on government funding	3.86	Strongly Agree
Funds are used for the benefit of students and staff	3.84	Strongly Agree
Improves physical condition of the school	3.86	Strongly Agree
Provides learner exposure to livelihood-related activities	3.82	Strongly Agree
Mean	**3.84**	**Very Effective**

These findings are consistent with earlier studies highlighting the practical value of income-generating initiatives in public schools. Alcoseba (2016) found that supplementary funding sources enable schools to address immediate operational concerns that are often excluded from government allocations. Similarly, Cariño (2019) reported that schools with active RGPs demonstrate improved resource availability and enhanced learning environments. The perceived contribution of RGPs to learner exposure is particularly noteworthy, as it suggests that these initiatives extend beyond financial support to educational enrichment. Alonzo and Gumatay (2023) argued that well-designed school-based enterprises can serve as experiential learning platforms, reinforcing life skills and entrepreneurial awareness among students.

Table 5
Summary of Overall Results on Revenue-Generating Projects

Dimension	Composite Mean	Interpretation
Awareness and Involvement	3.95	Very High
Management and Implementation	3.85	Very Effective
Operational Effectiveness	3.84	Very Effective

Overall, the results indicate that revenue-generating projects are highly valued and perceived as effective by school personnel, particularly those in leadership roles. Experience, institutional support, and structured management emerged as key factors in successful RGP implementation. However, the homogeneity of responses—characterized by uniformly high ratings—also suggests the possibility of response bias, likely influenced by the predominance of school leaders among respondents. This underscores the importance of future studies incorporating more diverse participant groups and mixed-method approaches.

Conclusion and Recommendations

Revenue-generating projects serve as vital supplementary funding mechanisms for public secondary schools, particularly when they are effectively managed by experienced educators. The high levels of awareness, involvement, and positive perceptions reported in this study highlight the critical role of leadership, transparency, and institutional support in ensuring the successful implementation of such initiatives. These findings suggest that revenue-generating projects are not merely stopgap measures but integral components of school-based financial management that can enhance operational efficiency and reduce dependence on government funding.

To strengthen the sustainability and impact of revenue-generating projects, it is recommended that educational authorities intensify capacity-building initiatives focused on financial management, budgeting, and project planning for teachers across all career stages. Schools should also institutionalize the documentation and sharing of best practices to facilitate the replication of effective revenue-generating models across different contexts. Moreover, encouraging broader participation among younger and less experienced teachers is essential for fostering inclusive leadership and ensuring continuity of these initiatives. Future research may further examine the relationship between revenue-generating projects and student academic outcomes, resource availability, and overall school performance to provide a more comprehensive evaluation of their long-term effectiveness.

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