MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

JANUARY 2024, VOLUME 12, ISSUE 1, 43 - 54
E-ISSN NO: 2289 – 4489

MEDIATING EFFECT OF SCHOOL CAPACITY DEVELOPMENT ON FINANCIAL MANAGEMENT CAPABILITIES AND SCHOOL SUSTAINABILITY IN PRIMARY SCHOOL

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ABSTRACT

Global school-wide sustainability highlights opportunities for schools to innovate and demonstrate change in practice for a better future. One way to support change and sustainability is through capacity development. Improving the individual and collective skills of professional staff to improve organizational capacity and continuously improve student learning can support the sustainability of school programs. This study aims to examining the relationship between school capacity development, financial management capabilities and school sustainability. This study uses SEM analysis to determine the direct and indirect impact of financial management capabilities and school sustainability through mediating school building development. Two hundred and fifty-three (253) randomly selected respondents from the sample participated in this study. The instrument used in this study was a 5-Likert scale. The variables in this study are financial management skills, school capacity, and educational sustainability. The study shows that: (1) there is a direct impact financial management capability on school sustainability; (2) there is a direct impact between financial management capabilities on school capacity development; (3) school capacity development has a direct impact on school sustainability; and (4) there is no indirect relationship between financial management skills and school sustainability mediated by school capacity development.

Keywords: ***school capacity, financial management, school sustainability.***

INTRODUCTION

The education level in Indonesia consists of primary education, secondary education, and tertiary education. From a financial perspective, primary education can be divided into private and public schools. Public education refers to education that is publicly funded, accountable to government, and accessible to all students (Kober, 2007). Public education outcomes are now under increasing scrutiny. Educational accountability has become a key focus, and many efforts are underway to improve data reporting for evaluation strategies, educational accountability, and better policy (Felner, Bolton, Seitsinger, Brand, & Burns, 2014). The Indonesian government is currently focusing on sustainable and meaningful change as well as funding and accountability systems. Reforms must focus on sustainability so that the whole system can continue to improve. Any reform efforts to sustain sustainability must be embedded directly in schools and transform teaching and learning practices and school culture (Copland, 2002; Levin & Fullan, 2008).

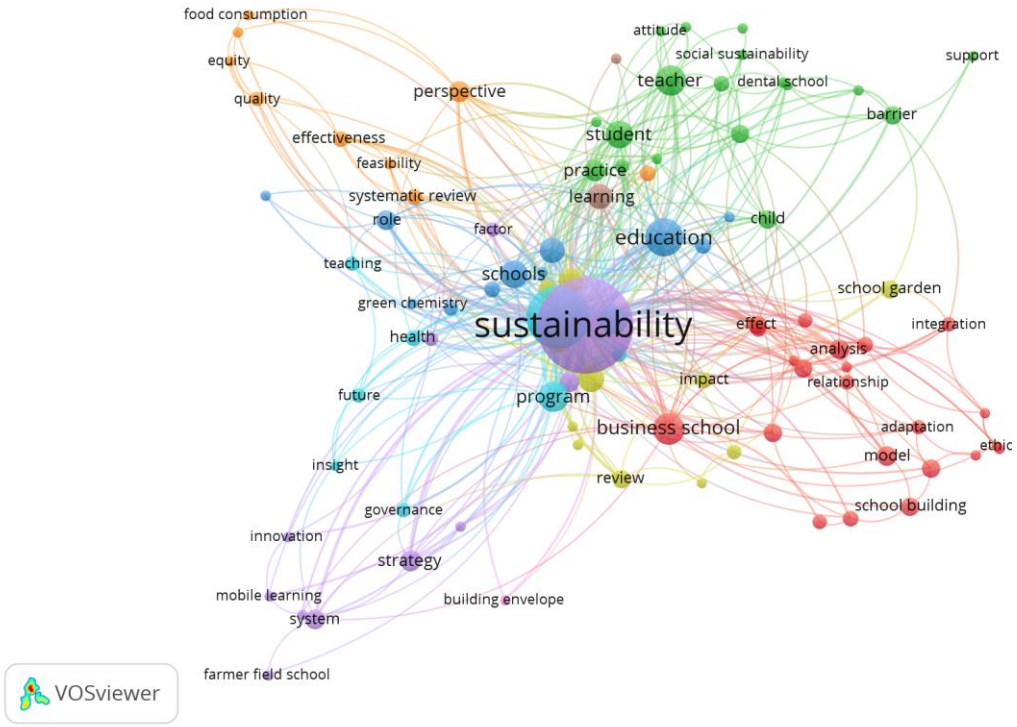
Leithwood, Harris, & Hopkins (2008) concluded that leaders have a responsibility. Developing the skills of potential teachers in schools. One way to support change is through capacity building. Capacity development unites groups of people to work toward a common goal, thereby strengthening their effectiveness (Fullan, 2007). Effective leaders manage and develop the skills of others through capacity building that supports long-term school improvement. This type of reform starts at the building level and strengthens the capabilities of individuals while increasing the overall effectiveness of the school as a whole. Capacity development is an important part of principals' transformational leadership efforts. Development is the process of improving the individual and collective skills of professionals in order to continually improve student learning.

Educational experts have long struggled with the concept of performance in schools. Meanwhile, several previous researchers described competence as a characteristic that enables effective change in schools (Corcoran & Goertz, 1995; Hopkins, Spillane, & Shirrell, 2018; Spillane & Thompson, 1997). Another hand, Newmann, King, & Youngs (2000) defines capacity more precisely as the “collective capacity” or “investment” required for meaningful school development. Their study of educational capacity Corcoran and Goertz (1995) in economic terms, efficiency has been described as "the maximum amount that can be achieved with resources and the operating environment".

Financial management is simply defined as learning to manage money and resources efficiently and effectively to achieve goals. While the term generally refers to the financial strategy of an organization or business, personal finance and financial life management refer to an individual's business strategy Lusardi and Mitchell (2011). Efficiency means using as few resources as possible without sacrificing effectiveness. However, austerity policies play an important role in sustaining economic growth. Financial resources are among the most important resources in any organization. Proper financial management leads to better management of employees and employees within an organization. Proper financial management allows employees within an organization to use resources effectively and efficiently.

Education for Sustainability proposes to rethink and reform current practices in all sectors of society, including formal education. Global school-wide sustainability efforts highlight opportunities for schools to innovate and demonstrate change in practice for a better future. Active participation and partnership for sustainability takes place not only within the school (involving teachers, students and management), but also between the school and the community (organizations, business/industry, government).

Figure 1: *Research Gap Analysis*



Source: Vos viewer

Based on the results of a bibliographic analysis of 87 Scopus journals from the past five years, we found that there are not many studies investigating the sustainability of school capacity and financial management. This will be used by the authors as the research gap in this study. The World Bank reported the quality of education in Indonesia is currently relatively low, although there has been significant expansion of access to education for local communities. Indonesia's education system has shown many improvements and stability, as evidenced by the Implementation of the National Development Plan (RPJMN) from 2020 to 2024. RPJMN has been regulating the implementation of compulsory education for 12 years, thereby improving the quality of educational services, vocational training and competitiveness. The urgency of education for sustainable development has been integrated into policies, and also in the implementation of programs at the national and school levels. One of the priorities of ESD in Indonesia in 2030 is transforming learning environments and building capacities of educators.

Indonesia's education budget allocation of 20% of the national and local budgets (as mandated by Law No. 20/2003 article 49 paragraph 1) has not been balanced between public and private schools. Over the years, if public schools are under-funded because the funding supply from the government is very limited, public school principals are more likely to be waiting for the next funding allocation from the government rather than making efforts to resolve the funding deficit. This has an impact on the sustainability of education and therefore the education program for sustainable development cannot be realized. Therefore, it is necessary to investigate the role of financial management in shaping school sustainability. The study investigated the effect of financial management capability in schools on school sustainability with the mediating variable of school building capacity.

THEORETICAL FRAMEWORK

Capacity Development

Since the 1990s, dynamic development has gained popularity in development work and is generally well-publicized. The term emphasizes the importance of involving local people and communities in developing skills and knowledge to identify their needs and solve problems (Craig, 2010; Kenny & Clarke, 2010; Yadama & Dauti, 2010). Skills can be enhanced through the provision of resources and institutional support, as well as the provision of training, technical assistance and other knowledge and skills transfer mechanisms (Kenny & Clarke, 2010).

Using a definition of school capacity based on the literature, we identified four main area social capital, program coherence, and resources (Elmore, 2000; Fullan, 2006; Spillane & Thompson, 1997). While in the non-commercial sector capacity referred to 'the set of processes, management practices, or attributes that assist an organization in fulfilling its mission'. This is an assumption that 'capacity' influences an organization's ability to grow and develop. Most scholars acknowledge that organizational capability is a multidimensional concept that encompasses more than just an organization's financial resources.

Most experts agree that organizational capability is a multidimensional construct that covers more than just an organization's financial resources. Survey respondents described various components of competency. Survey respondents described various components of competency. Strategy, Leadership, Structure/Governance, Human Resources, Finance, Management, Adaptability, and Accountability.

Financial Management Capability

As the literature has shown, financial management capabilities are an important factor for organizational effectiveness. The organization's ability to establish proper and effective financial management practices and standards, use strategic financial information to support costing and program development, and ensure the organization's sustainability and stability, is healthy and dynamic essential for any organization. Financial performance can be defined as "the available organizational resources and relationships (both external and internal) that enable the organization to fulfill its role" (Social Development Council of Canada, 2003).

Bowman (2011) define financial performance as "the resources that give an organization the ability to exploit opportunities and respond to unexpected threats". Financial performance is also defined simply as "the ability of performance to withstand unexpected shocks" (D. Bowman, Banks, Fela, Russell, & De Silva, 2017). Financial performance is complex. On the one hand, financial performance includes the ability to generate and manage funds, and on the other hand, the means and mechanisms by which organizations and donors are built (Social Development Council of Canada, 2003). The concept of resources is perhaps the most central aspect of finance, as it can influence much of what an organization can do and achieve (The Urban Institute, 2003). Although much of the financial management literature focuses on accounting cycles and risk management, financial management is much more than that (The Wallace Foundation, 2011). Good financial management combines an organization's mission with the use of financial resources to achieve that mission (Social Development Council of Canada, 2003).

Financial management is defined differently by different experts. One of them is loudness Brigham and Daves, (2007). In their opinion, financial management is the area of financial decision-making that balances personal motivations and corporate goals. Another definition comes from Saksonova and Savina (2016). They define financial management as the application of planning and control functions to the financial function. Furthermore, according to Joseph and Massie (2003), financial management is a business operation that is responsible for obtaining and effectively utilizing the funds needed for efficient operations. There are many similar definitions of financial management in the literature. Considering all these definitions, it becomes clear that financial management is a specialized activity responsible for the acquisition and effective use of funds for efficient business operations.

School Sustainability

From a capacity development perspective, sustainability is commonly positioned as the ultimate goal of capacity development (Kenny & Clarke, 2010; Yadama & Dauti, 2010). Capacity development itself is associated with the term independence (Kenny & Clarke, 2010). Sustainability is a concept that needs to be created by the organization itself, with advice and guidance from people outside the organization.

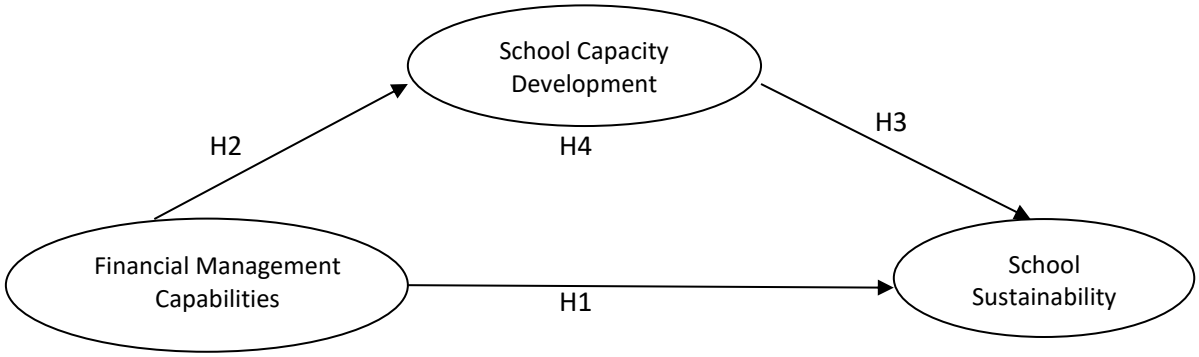
Education for Sustainability Development (ESD) requires a higher purpose, which includes developing human potential in balance with the natural ecosystems that support future generations (Canon, Richard, Chung, & Chung, 2014). The ESD effective school framework is composed of eight attributes: sustained leadership, school resourcing, plural communications, respectful democratic decision-making, group efficacy, a shared vision, adaptability, and supporting relationships (Verhelst, Vanhoof, & Van Petegem, 2022).

Educational leadership refers to the verbal inspiration usually expressed by leaders through a system of experiential influences on behavior. This study concern on how core leadership styles influenced teacher engagement and well-being. It is important to recognize how the results of this study support Kurt Lewin's leadership style and his leadership theory (democratic, authoritarian, and laissez-faire styles). When it comes to leadership styles, the democratic style is a good fit for learning situations because it encourages the participation of all stakeholders in the pursuit of organizational goals. Various types of references on school leadership styles have historically supported autonomous leadership because promote school performance. Leadership in a school environment is determined by several characteristics. Participation that leads to the formation of student groups and decision-making within the group.

HYPOTHESIZED MODEL

Based on previous research on ESD conducted by Mogren, Gericke, & Scherp (2019), which is an approach to improving school capacity, this research builds a hypothesis to measure and analyze the mediation of school capacity development in the relationship between school sustainability and financial management capabilities. Below is an illustration of the research hypothesis model.

Figure 2: *Research Hypothesized Model*



This study tests the following hypotheses:
H1: Financial management capabilities impacts school sustainability in primary schools.
H2: Financial management capabilities impacts school capacity development in primary schools.
H3: School capacity development impacts school sustainability in primary schools.
H4: School capacity development mediates between financial management capabilities and school sustainability in primary schools.

METHODOLOGY

Sampling technique

This study involves 253 respondents randomly selected from the sample. The sampling technique used random sampling to ensure that the sample representative of the population was selected randomly. The online questionnaire was distributed to respondents via Google Forms with the support of research assistants and completed within one month. The researcher received a total of 223 complete responses, giving him a response rate of 100%. The subjects of this study are principals of primary schools in Surabaya.

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Instruments

Authors adapted the items for Financial Management from Financial Management Capacity Building questionnaire (Claussen, 2012) with a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The school capacity building teems were adapted from organizational capacity by (Cox, Jolly, Van Der Staaij, & Van Stolk, 2020) with 5-point Likert scale. Authors used sustainable development school organization questionnaire to school sustainability

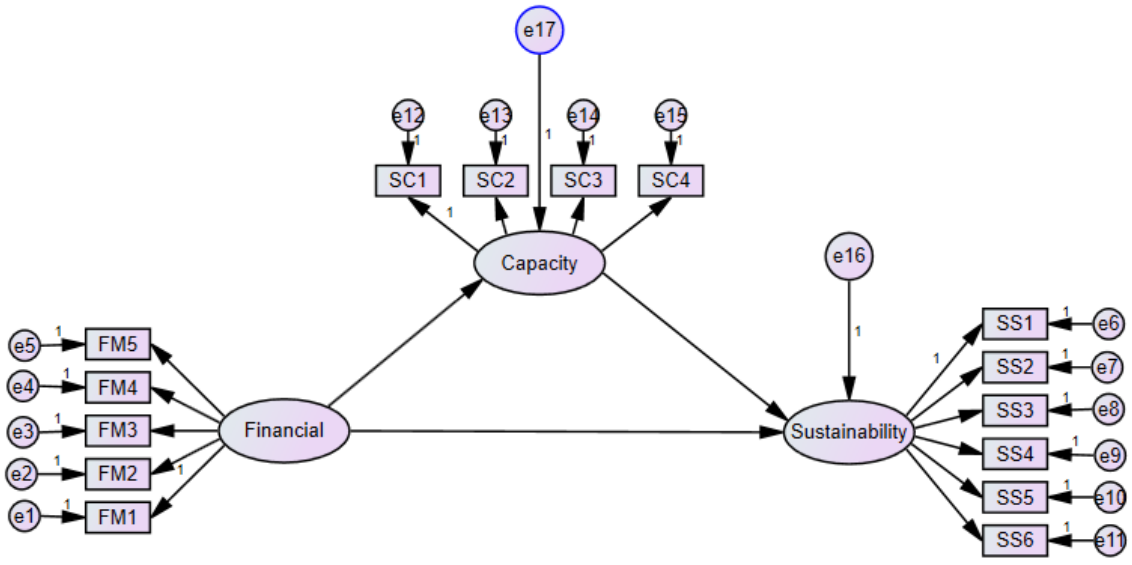
Instrument adapted the financial management items from the Financial Management Capacity Building Questionnaire (Claussen, 2012) on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) . Model of Capacity Development in Schools with a 5-point Likert Scale (Cox et al., 2020). Authors used school organization in a school sustainability questionnaire (Verhelst et al., 2022)

Data Collection & Analysis

Structural Model

The authors performed Structural Equation Modelling (SEM) using IBM-SPSS-AMOS 24.0. SEM can assess relationships between latent constructs as indicated by indicator variables. Second point: correlations between measurement errors can be considered. Third point: We can quantify the recursive relationships between the components.

Figure 3: *Structural Model*



FINDINGS

Demographics

Respondents were asked to provide their demographic profile, including gender, current age, and years of employment, and to answer questions about their perception of school's financial management, school capacity, and school sustainability.

Table 1: Demographic of Respondents

Category	Total	Percentage
Gender		
Female	193	76
Male	60	24
Age		
21-30	33	13
31-40	69	27
41-50	54	21
51-60	97	38
Length of employee		
<5 years	45	18
5-10 years	26	10
10-15 years	61	24
>=15 years	121	48

CFA

The authors conducted Confirmatory Factor Analysis (CFA) to confirm the model of measurement of all variables using unidimensional, validity, and reliability measures for all constructs before Structural Equation Modeling (SEM) (Hair, Risher, Sarstedt, & Ringle, 2019; Shkeer & Awang, 2019). The authors also examined the normality distribution of the data. The CFA technique requires three different types of validity: construct validity measured by Fitness Index, convergent validity measured by Average Variance Extracted and Discriminant Validity measured by Discriminant Validity Index Summary. We also calculated the composite reliability (CR) value for each construct for CR (Baharum et al., 2023).

Table 3 displays the AVE scores for all the constructs. All AVEs are greater than 0.5, confirming the convergent validity for all the constructs. Figure 4 also presents factor loading values for all items that are higher than 0.60, which indicates the unidimensional of the measures. (Schreiber, Stage, King, Nora, & Barlow, 2006). Before proceeding with SEM, authors conduct confirmatory factor analysis (Hair et al., 2019; Shkeer & Awang, 2019).

The authors also conducted a normality assessment of the data. The CFA procedure requires three types of validity. Namely, construct validity measured via goodness-of-fit index, convergent validity measured via average variance extracted, and discriminant validity measured via summary discriminant validity index. Authors also calculate a composite reliability score (CR) for each component of the CR (Baharum et al., 2023). Figure 4 shows the results of the CFA. Table 2 showed the AVE values for all constructs. All AVEs were greater than 0.5, confirming the convergent validity of all constructs. Figure 4 also shows the factor loading values of all items above 0.60, indicating the unidimensional of the scale (Schreiber et al., 2006).

Figure 4: *The Confirmatory Factor Analysis Result*

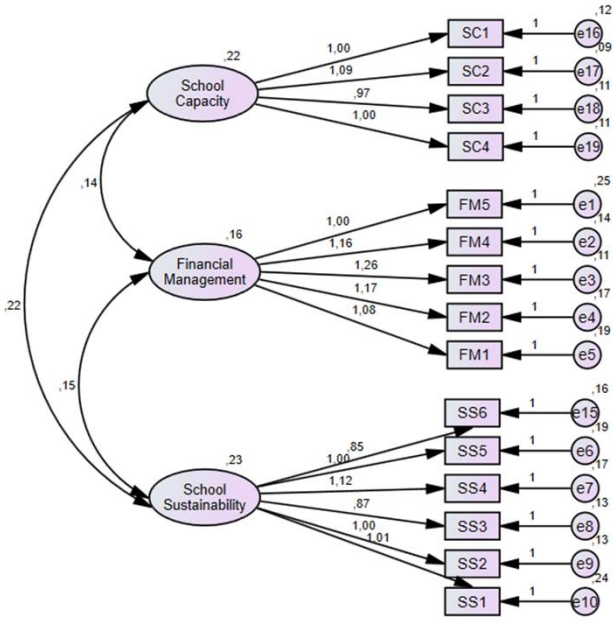


Table 2: *AVE and CR Result*

	Average Variance Extracted (AVE)	***Composite Reliability (CR)***
School Capacity	0,675	0,892
Financial Management	0,545	0,856
School Sustainability	0,564	0,886

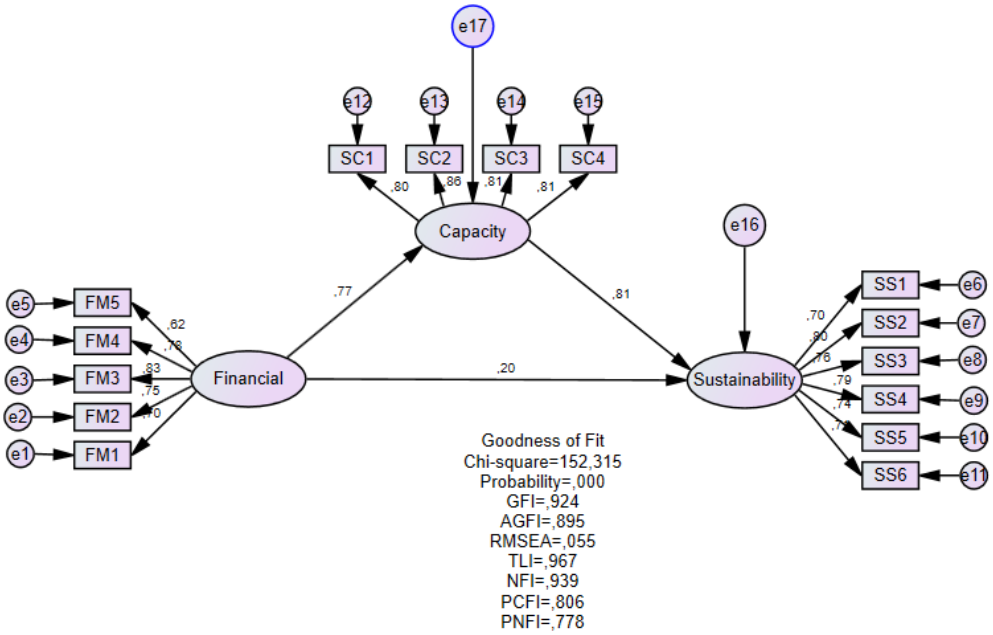
Table 3 shows the significance results and regression path coefficients. Hypothesis H1 is supported, indicating that financial management capacity has a significant positive direct impact on school sustainability. Furthermore, the direct impact of financial management skills on school capacity development was observed to be positive and significant, suggesting support for H2. Additionally, H3 was supported if school capacity development has a direct impact on school sustainability.

Table 3: *Regression Path Coefficient*

Construct	**Path**	**Construct**	**Estimate**	**S.E.**	**C.R.**	**P**	**Result**
Capacity	<---	Financial	,849	,089	9,571	***	Significant
Sustainability	<---	Financial	,224	,075	2,968	,003	Significant
Sustainability	<---	Capacity	,828	,091	9,086	***	Significant

This study concludes that there is no mediation as the direct effect is large. It can be concluded that school construction capacity does not have a significant mediating effect on the relationship between financial management capacity and school sustainability. The impact of financial management capacity on school sustainability must be immediate. In other words, without school capacity development, financial management capacity will affect school sustainability. The results in Figure 4 show that school sustainability can be estimated using the constructs in the model, namely financial management capacity and school capacity.

Figure 5: *The Regression Path Coefficient among the Constructs in the Model*



DISCUSSION AND CONCLUSION

The first hypothesis is that financial management capacity is important and has a direct impact on school sustainability. This indicates that a school's financial management ability has a significant impact on school sustainability. This finding is supported by previous research Mathenge and Muturi (2013) that educational management needs to improve financial management to achieve institutional performance and sustainability. Other research conducted Dyllick (2015) shows that if educational institutions want to be able to address the sustainability and accountability crisis, they need to strengthen their financial management capabilities. When school leaders employ the principles of budgeting, financial auditing, and other accounting principles to manage school finances, it has a direct impact on school sustainability. Financial knowledge ultimately influences organizational sustainability (Krechovská, 2015). Based on data Government (2023) there are 43 schools in Surabaya that focus on school sustainability, and all of these schools are public schools that receive and managed financial funding from the government. This indicates that schools that have government funding are significant in creating sustainable schools.

The second hypothesis suggests that financial management skills have a significant and direct impact on school capacity development. This demonstrated that school financial management can improve school capacity development. This result is supported by Omokorede and Bridget (2011) and the principal's ability to collect receipts and invoices, the principal's ability to raise funds, etc. will improve the management ability of the school. Thus, the way school managers organize their financial resources plays an important role in school capacity development, including the development of an organization's human and social capital. This study was conducted by Flink and Chen (2021). Capital and physical maintenance (financial resources) expenditures are more pronounced and management capacity has a higher value. Additionally, financial capacity development should be at the forefront of all school projects, with clearly defined budgets that have a significant impact on school capacity Rehmah and Bisaso (2022). This research confirms the data from the Center for Indonesian Policy Studies, Azzahra and Safira (2022) said strengthening school financial management skills is a crucial effort to ensure that school principals and teachers are responsive and adaptive to survive in the midst of constantly changing education policies and developments.

The third hypothesis indicated that improving school capacity has a significant and direct impact on school sustainability. The results of this study support the hypothesis that school capacity development has a significant and

direct impact on school sustainability. Based on previous research (Bennett, Ylimaki, Dugan, & Brunderman, 2014) schools that build capacity for sustainable improvement demonstrate a sustainable leadership approach. In school management, it has been shown that the capacity of school development influences school sustainability. School capabilities through human capital improve school sustainability (Lambert, 2007). Furthermore, education for sustainable development is supported through programmatic coherence (capacity building) with government, community and individual responsibility (Kevany, 2007). This is supported by the result of Indonesian National Commission for UNESCO (2014) implementation of ESD is focused on strengthening the management capacity of school principals as educational leaders in order to enhance the implementation of ESD in Indonesia.

The final hypothesis revealed that there is no indirect relationship between financial management skills and school sustainability mediated by school capacity development. This study found that school capacity development did not act as a mediator between financial management skills and school sustainability. Consistent with the study by Lontchi, Yang, & Su (2022), social capital and school capacity play a moderating rather than a mediating role between financial management and sustainability. It is also proven by Weber (2014) that organizational sustainability is driven by sustainable finance. Furthermore Chepkuto and Kwasira (2022) good financial management has significantly improved the sustainability of performance. This suggests that school capacity does not play a role as a mediator of school sustainability and financial management may directly influence school sustainability. MacAuslan (2018) in developing a sustainable school, there are three aspects that are main factors like institutional support, organizational support and individual support. This study showed that organizational support does not play a role as a mediator, therefore institutional and individual support may have a role as a mediator.

RECOMMENDATIONS

This research examining between financial management, school capacity, and school sustainability in primary education in Indonesia. The results confirmed that financial management has a direct impact on school sustainability and academic performance. School capacity has a direct impact on school sustainability. In this study, authors also examine the mediating influence of school capacity between financial management and school sustainability. The results showed that school capacity did not influence the relationship between financial management and school sustainability. The results of this study provide interesting theoretical and practical implications.

First, financial management skills have an absolute impact on a school's capacity and sustainability. Second, the results of this study recommended school leaders should focus on strengthening school financial management, as school financial management is a key element in achieving sustainable schools. It became clear. Good financial management increases school capacity and increases school sustainability. Finally, the results also predict and develop a new compatibility model to illustrate the relationship between financial management and school sustainability.

Implications & Future Study

Although this study provides new theoretical insights, it also has limitations. These limitations may contribute to future research, as, for example, other variables that serve as mediators between financial management capacity and school sustainability need to be examined. Whether school capacity can serve as a moderator between financial management and school sustainability can be further investigated. The results of this study indicate that financial management capacity is the most important predictor influencing school capacity and school sustainability. School leaders should emphasize the need to focus on and strengthen the management of school finances, especially in public elementary schools.

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