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# Revenue Generation Initiatives in Technical-Vocational Schools in Northern Samar: Basis for a Framework Design

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**Abstract**. Revenue-generation initiatives are a potential strategy to aid school needs, yet their implementation needs further scrutiny. This study, therefore, assessed the revenue generation initiatives (RGI) and their benefits to the technical vocational schools in the first district of Northern Samar, Philippines, as a basis for the framework design. It employed a mixed-methods approach, specifically using an explanatory sequential design, which utilized a self-structured survey questionnaire and an interview guide. Respondents of the study were nine (9) school heads and RGI coordinators, respectively, and one hundred forty (140) technical vocational and livelihood (TVL) teachers. To analyze and interpret the data for the quantitative aspect, descriptive statistics such as frequency and percentages, average, mean, and standard deviation were utilized. For the qualitative aspect, thematic analysis was applied. Findings revealed that among the types of income-generating activities, school canteens or cafeterias are the most common, occurring in 9 schools (40.91%). Most implement 2 (44.44%) revenue-generating activities. Most (5 or 55.56%) earned an average annual income of Php40,000 to Php79,999.00. Most (5 or 56%) have 1-5 staff members. The majority, 8 (88.89%), have been operating for a short period (5 to 13 years). Their management practices are generally "Highly Practiced" (x=437; SD=0.41). The revenue generation initiatives (RGIs) have significantly contributed to employment creation, school improvement, allocation of resources for teaching and learning, innovation, technological development, market expansion, and skills development. However, the study revealed several challenges, including institutional issues, financial constraints, time and role management, management capacity gaps, and difficulties in stakeholder engagement. A revenue generation framework has been designed to enhance the implementation of revenue-generating initiatives in technical-vocational schools in Northern Samar, further emphasizing key components such as maximizing income potential and operational efficiency, improving time and cost management, expanding RGIs as platforms for employment, learning, and innovation, and addressing systemic and operational barriers.

**Keywords:** Income-generating projects; Entrepreneurial education; Management practices; Revenue-generation initiatives; Technical-vocational and livelihood.

## 1.0 Introduction

Income-generating projects (IGPs) or revenue-generation initiatives (RGIs) have long been recognized as essential drivers in the sustainability and development of technical-vocational schools. These initiatives play a crucial role in augmenting school needs, particularly in resource-constrained environments where government subsidies may not be sufficient to support all operational and instructional requirements. However, many of these schools continue to face significant financial and resource limitations that affect the quality and sustainability of the technical-vocational education and training (TVET) programs in the Philippines. These initiatives, which may include school-based enterprises, agricultural production, food processing, and technical services, serve as vital mechanisms to fund the procurement of materials, equipment maintenance, and learner support services. Despite their potential, the implementation of RGIs remains uneven (UNESCO-UNEVOC, 2017). While the Philippine government has consistently allocated substantial funding to the education sector, as mandated by the Constitution and demonstrated through the rising budgets from 2021 to 2024 (Albert *et al*., 2021), technical-vocational schools have yet to fully capitalize on these resources for revenue-generating initiatives (Felecia, 2024). The Department of Education, through Republic Act 9155, explicitly supports the pursuit of alternative funding sources, including school-initiated Research and Development Initiatives (Sec. 7c), to supplement educational programs (R.A. 9155, 2002). Despite this policy backing, many technical-vocational institutions have not prioritized or fully developed RGIs, mainly due to limited capacity in planning, a lack of entrepreneurial culture, and a tendency to focus solely on traditional funding (ADB, 2022). This underutilization persists despite increased congressional appropriations for technical-vocational education, reflecting a disconnect between available support and local implementation. However, although the Philippine government's funding for education has grown, according to Pacqueo *et al.* (2023), it remains insufficient compared to that of more developed countries, leading to lower-quality education and poor student performance. The limited financing hinders students' learning competencies, making it essential for the Philippines to increase its investment to match the achievements of peer countries.

As such, SEAMEO INNOTECH (2012) found that technical and vocational high schools generally perform poorly in income-generating projects. It faced various issues, including a lack of entrepreneurial training among school heads, inadequate facilities (Rico, 2021; Alamin & Urbiztondo, 2022), weak industry linkages (Lorenzo *et al*., 2024), and limited policy support (Generalao, 2024). Some schools report difficulties in sustaining operations due to insufficient startup capital and a lack of marketing strategies. In contrast, others struggle with integrating RGIs into the school curriculum and daily operations (Miranda *et al*., 2016).

Furthermore, there is a notable lack of empirical data on revenue generation initiatives (RGIs) in technical and vocational schools, particularly within the Philippine context. While existing literature frequently explores income-generating projects (IGPs) in State Universities and Colleges (SUCs) — among others are the studies by Besing and Saan (2023), Miranda, *et al*. (2016), and Alamin and Urbiztondo (2022), which focus primarily on profitability — there remains a scarcity of comprehensive research that examines the management practices and institutional benefits of such initiatives in the basic education sector, especially at the secondary level. Given this gap, the present study investigated the viability of RGIs in technical-vocational high schools by evaluating their management approaches and identifying their contributions to school operations. The study sought to support the implementation of appropriate and context-responsive programs that align with the Department of Education's directive for schools to pursue revenue-generating activities as a strategy for resource mobilization and school development. This study posits that when RGIs are appropriately managed and consistently implemented, they have the potential to significantly enhance school development, even in the face of limited national government funding. To this end, a conceptual framework was developed to address the key issues surrounding the planning, execution, and sustainability of RGIs in technical-vocational schools in the first district of Northern Samar. This study was, therefore, designed to assess the revenue generation initiatives in technical vocational schools in the first district of Northern Samar as a basis for framework design.

## 2.0 Methodology

### 2.1 Research Design

This study employed a mixed-methods approach to gain a comprehensive understanding of the revenue-generation initiatives in technical-vocational schools in Northern Samar. The quantitative component employed a descriptive survey design, which aimed to systematically describe and explain the profile of revenue-generation initiatives and their management practices. This quantitative phase provided a broad and measurable overview of how these initiatives are organized and managed within the educational context. Whereas, to complement and deepen the quantitative findings, the study incorporated an explanatory sequential design for the qualitative phase. The research transitioned into a qualitative inquiry to explore the benefits, challenges, and problems associated with implementing revenue-generation initiatives. This phase involved gathering rich, contextual data through interviews or open-ended questionnaires with the school heads, IGP coordinators, and TVL teachers. The purpose was to explain and expand nuanced insights into how revenue-generation efforts impacted school development, what barriers schools faced, and how these challenges were managed or mitigated.

### 2.2 Research Participants

The respondents of this study included three key groups: school heads, IGP coordinators, and the TVL teachers among nine (9) technical-vocational schools in the first district of the Division of Northern Samar. The TVL teacher-respondents were those who handled tech-vocational courses offered in their respective schools. These three types of respondents have been selected because of their direct involvement in the management and operation of the school's revenue-generating initiatives. Their roles and responsibilities made them integral to understanding and evaluating the management practices, economic benefits, and challenges associated with these revenue-generating initiatives within the educational context. As such, their insights and perspectives were also deemed important for the research's objectives and findings. The study included nine technical vocational schools within the first district of the Northern Samar Division, ensuring a comprehensive analysis of revenue generation initiatives across the entire population of these schools. Given the relatively small number of schools involved, a complete enumeration approach was utilized, meaning that every technical vocational school within the first district was included in the study rather than selecting a sample. A total of 9 school heads, 9 RGI coordinators, and 140 TVL teachers participated in the research. In summary, the study included a total of 158 respondents.

### 2.3 Research Instrument

Two types of research tools were used in this study: a survey questionnaire and an Interview Guide. Two sets of survey questionnaires were created: Set A for the school head and the RGI coordinator, and Set B for the TVL teachers. Set A consists of two main parts. The first part (Part I) focused on revenue generation initiatives, including details such as the type of project, average annual income, and operational length. The second part (Part II) evaluated the management practices of these revenue-generating initiatives. This assessment was based on ten (10) key indicators of the Project Management Body of Knowledge (PMBOK) (2021) Framework, with which the respondents provided their feedback on a five-point Likert Scale, ranging from "strongly agree" to "strongly disagree." Set B is composed of only one part, which investigates the management practices of revenue-generation initiatives. The structured Interview Guide was designed to collect data for objectives 3 and 4. It focused on the qualitative aspects to be addressed by the same group of respondents. The researcher personally interviewed selected school heads, RGI coordinators, and TVL teachers to answer the necessary questions about the benefits and challenges encountered while managing their respective generation initiatives.

### 2.4 Data Gathering Procedure

The data-gathering process for this study involved a systematic approach to ensure its efficiency, ethical compliance, and alignment with the university protocols. The researcher first sought approval from the University of Eastern Philippines (UEP) through its Dean of Graduate Studies, submitting formal letters of request addressed to the university. This letter outlined the purpose of the study, significance, and procedures, accompanied by the research proposal, instruments, and ethics clearance. Upon receiving approval from UEP, the next step was to secure authorization from the DepEd Division of Northern Samar. This required drafting another formal request, addressed to the Schools Division Superintendent and the Regional Director of DepEd Regional Office No. 8, and attaching the UEP approval letter, research proposal, and data-gathering tools for review and endorsement. With the endorsement from the DepEd, coordination with district supervisors and school heads became crucial. The researcher informed these stakeholders about the study's objectives and data collection procedures, securing their consent and agreeing on schedules. The researcher-made tools underwent rigorous processes to ensure their accuracy and consistency. To validate the instruments, they were subjected to face validation, involving two expert validators from the University of Eastern Philippines (UEP) for technical assistance. Based on the result, among the nine (9) indicators for revenue generation initiatives, all statements were retained as they were deemed valid for the study. However, item 1 under cost was modified.

For reliability testing, the research instrument was pilot-tested with a sample of 23 TVL teachers, the school head, and the RGI Coordinator from San Roque-Pambujan Vocational High School (SR-PVHS). This school also engaged in revenue-generation initiatives. After this, the instrument was analyzed using Cronbach's alpha. The analysis of the data on management practices, based on Cronbach's Alpha values, revealed a high level of internal consistency, indicating the reliability of the tool used to measure these management practices. Cronbach's Alpha measures how closely related a set of items is as a group, with values above $\alpha = 0.90$ considered excellent, $\alpha = 0.80$ to $\alpha = 0.89$ as good, and $\alpha = 0.70$ to $\alpha = 0.79$ as acceptable. The results showed that most indicators exhibit excellent reliability, particularly Scope ($\alpha = 0.977$), Cost ($\alpha = 0.983$), Quality ($\alpha = 0.991$), Resources ($\alpha = 0.989$), Communication (α = 0.991), Risk (α = 0.982), Procurement (0.983), and Stakeholder (0.982). These scores reflected strong internal consistency, suggesting that the survey items effectively captured the key dimensions of these management practices; hence, the survey questionnaire was deemed worthy of use as an instrument for the study.

Before the actual data collection, informed consent was obtained from the respondents by distributing consent forms that detail the purpose of the study, confidentiality measures, and the voluntary nature of participation. During data collection, questionnaires were distributed, and interviews were conducted according to the agreed-upon schedules, with clear instructions provided to respondents and assistance offered as needed. Proper documentation of the process, such as maintaining checklists or taking field notes, was essential to ensure accuracy and transparency. After collecting the data, it was securely stored to maintain confidentiality, and a preliminary review was conducted to verify completeness and accuracy. In cases where responses were unclear or incomplete, the researcher coordinated with the respondents to obtain clarification. Letters of gratitude were sent to all stakeholders, including UEP, DepEd, district supervisors, school heads, and respondents, acknowledging their support and cooperation. Finally, the collected data were analyzed according to the study's methodology, comprehensively addressing its research objectives. This structured approach ensured that the data-gathering process was both practical and respectful of all respondents and institutions involved. Data gathered for the quantitative aspects were tabulated and analyzed using JASP 0.18.3.0 (2023). For the quantitative data, it was coded and thematized based on the occurrence of responses.

### 2.5 Data Analysis

The data gathered were treated and analyzed using descriptive statistics. The frequency counts and percentages were used to show the number of times the responses were reflected in the profile of the revenue generation initiatives, such as the type of revenue generation initiatives, number of revenue generation initiatives, average annual income for the past 3 years, number of staff or personnel, and length of operation. The average mean was used in interpreting the data on management practices. On the other hand, to analyze the data on the qualitative aspects, thematic analysis was employed to examine the benefits and problems of revenue-generation initiatives. The thematic analysis in this study was carried out by methodically identifying, examining, and interpreting recurring patterns within the qualitative data. To enhance clarity and insight, the findings were organized into main themes and corresponding sub-themes, each with its textual preferences.

### 2.6 Ethical Considerations

This study adhered to established ethical standards throughout the research process. Ensuring the privacy and confidentiality of participants was a key priority, with all data anonymized to prevent identification of individual respondents. Participants were fully informed about the study's purpose, their right to withdraw at any point, and the procedures for handling their data. Informed consent was obtained before any participation, and all information provided was kept strictly confidential. These practices complied with institutional and ethical guidelines for research involving human subjects. Additionally, all sources were cited correctly using the 7th edition of APA format to maintain academic integrity and acknowledge the origin of ideas.

## 3.0 Results and Discussion

### 3.1 Type of Revenue Generation Initiatives

The data presented in Figure 1 illustrates the various types of revenue-generating activities implemented in the technical vocational schools in the first district of Northern Samar. Figure 1 presents the distribution of various revenue-generating activities implemented in schools. The data reveal that the School Canteen or Cafeteria is the most widely adopted initiative, with nine schools (40.91%) engaging in this activity. This can be attributed to the consistent demand for food services within the school community, making it a practical and sustainable source of income. Following this, Gardening Projects are implemented by seven schools (31.82%), indicating a strong inclination toward agricultural productivity and the promotion of food sufficiency and environmental education. On the other hand, Fishpond and Rice Crop projects are each adopted by only two schools (9.09%), suggesting that these activities are less common, possibly due to the need for specific environmental conditions, technical knowledge, or greater initial investment. Finally, Food Processing and Handicraft Production are the least engaged, each reported by just one (1) school (4.55%), respectively.

These activities likely require specialized equipment, skills, and access to external markets, which may not be readily available in all school settings. Overall, the data suggest that schools tend to favor revenue-generating activities that are simple, low-cost, and directly aligned with everyday needs, such as food services and basic agriculture. To diversify and expand income opportunities, there is a need to strengthen support for more complex initiatives through training, resources, and partnerships with local industries or government agencies.

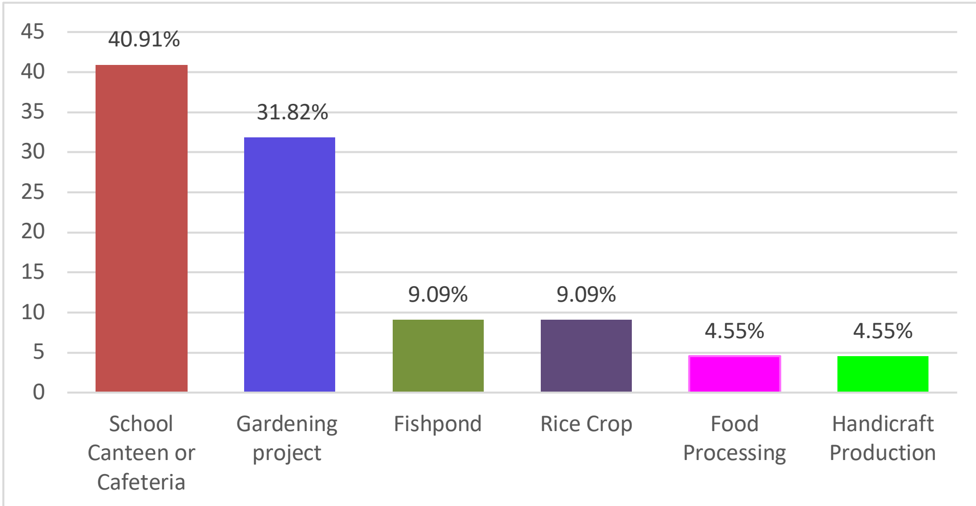


**Figure 1.** *Type of Revenue Generation Initiatives of the Technical Vocational Schools*

The findings align strongly with those of Hezron (2016) and Odundo and Rambo (2013), which further emphasize that school-based IGAs typically include initiatives such as renting facilities, operating cafeterias, and engaging in agriculture or transportation. In this study, the prevalence of school canteens and gardening projects supports his assertion that schools choose ventures that are both resource-based and highly demanded, making them sustainable and manageable sources of income. On the other hand, the limited implementation of more specialized projects, such as food processing and handicrafts, each with only one recorded instance, expresses challenges noted by Ugwu and Nnebedum (2018). Their study identified a tendency for schools to avoid complex, non-farming IGAs, possibly due to limited technical know-how, resource constraints, or insufficient support. This aligns with the current study's conclusion that technical vocational schools prefer simple and resource-efficient ventures, while more complex or capital-intensive activities remain underutilized.

## 3.2 Number of Revenue Generation Initiatives

The data in Table 2 presents the number of revenue-generating initiatives implemented by schools. It reveals that the majority, four technical-vocational schools, or 44.44%, have engaged in two different revenue-generating activities, indicating a moderate level of diversification in their income-generating efforts. This is followed by schools that implemented three initiatives, accounting for 3 or 33.33% of the total. The presence of multiple initiatives suggests that these schools are proactive in exploring various sources of income to support their programs and operations. On the other hand, only 1 or 11.11% of schools have implemented just one revenue generation activity, and another 1 or 11.11% have ventured into four different initiatives.

The data indicates that while some schools are taking a multifaceted approach, others remain limited in scope, possibly due to factors such as resource availability, administrative capacity, or local community involvement. Overall, the findings reflect a generally positive trend toward multiple revenue streams, which can contribute to greater financial sustainability and support for educational initiatives.

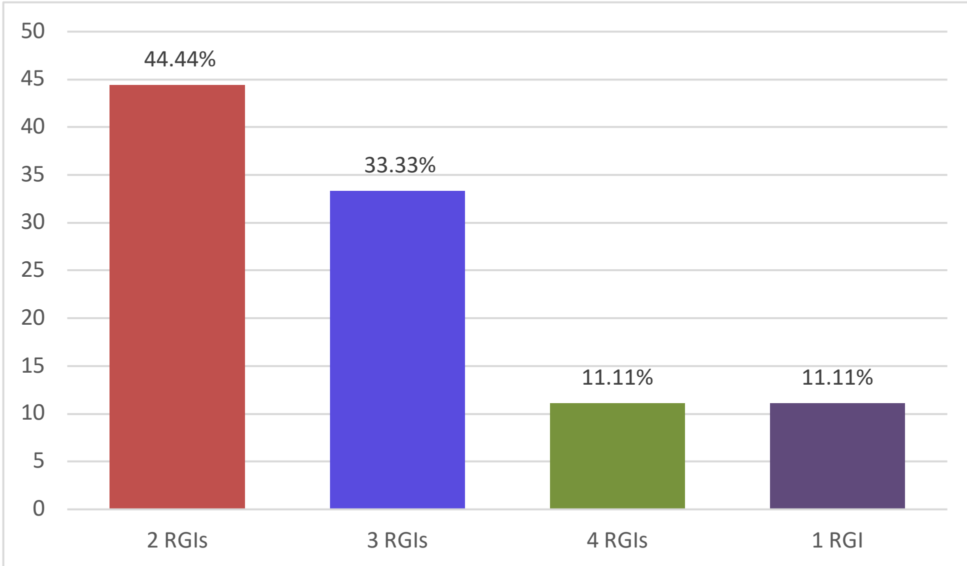


**Figure 2.** *Number of Revenue Generation Initiatives*

### 3.3 Average Annual Income

Table 3 reveals that the average annual income generated by Revenue Generation Initiatives (RGIs) in technical and vocational schools remains modest overall. A majority of the schools (55.56%) earn between ₱40,000 and ₱79,999 annually, while 33.33% fall within the ₱80,000 and ₱119,999 income bracket. Notably, there are no schools reporting income within the ₱120,000 to ₱199,999 range, which suggests a plateau in income growth and a possible challenge in scaling operations. Only one school (11.11%) stands out by earning within the ₱200,000 to ₱239,999 range, indicating a higher level of operational maturity or more effective implementation of income-generating strategies.

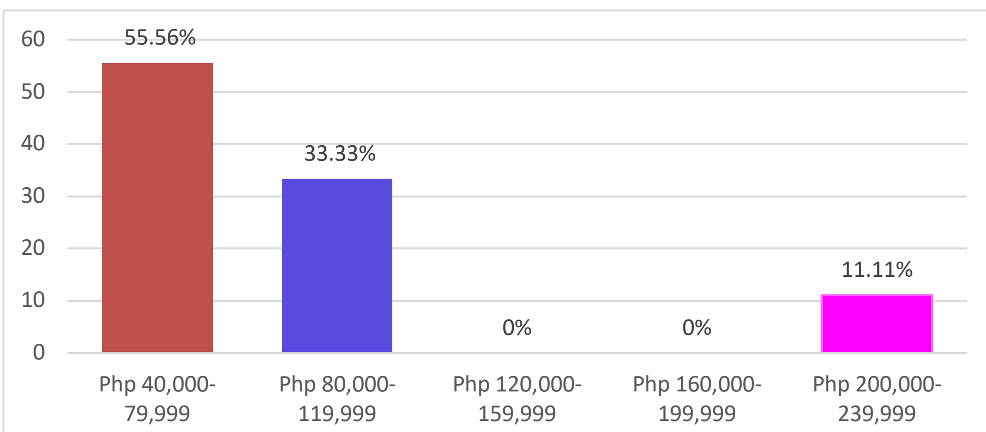


**Figure 3.** *Average Annual Income of the Revenue-Generation Initiatives*

This distribution indicates that most technical-vocational schools have yet to maximize the income potential of their RGIs fully. The absence of schools in the mid-range income brackets may be attributed to constraints such as inadequate startup capital, lack of entrepreneurial training, limited market access, or insufficient institutional support. This supports Adora's assertion that institutional income is closely tied to the breadth and nature of implemented projects. However, this contrasts with findings in Dasig's study, who noted that SUCs in Panay Island did not profit from their IGPs, highlighting issues such as poor project execution or unsustainable planning, which likely prevented financial gains. This divergence underscores that not all institutions benefit equally from IGPs, and some struggle to convert these initiatives into meaningful income. Moreover, the findings from this study reaffirm what has been observed in the studies of Adora (2019) and Dasig (n.d.), income from RGIs is not uniform across schools. While some institutions thrive due to strategic planning, project diversity, and efficient implementation, others fail to benefit significantly due to limited scope or ineffective management.

### 3.4 Number of Staff or Personnel

On the distribution of schools based on the number of staff or personnel involved in their revenue-generating activities. A majority of the schools, or 56%, reported having 1 to 5 staff members, while the remaining 44% had six or more staff. This indicates that most schools operate their income-generating projects with relatively small teams, possibly due to limited human resources or budget constraints. The mean score of 6 for staff suggests that, on average, schools maintain a moderate-sized workforce to manage and operate their initiatives. The relatively small staffing size may reflect the scale of operations, with some projects requiring minimal supervision or relying on the voluntary participation of teachers, students, or community members.

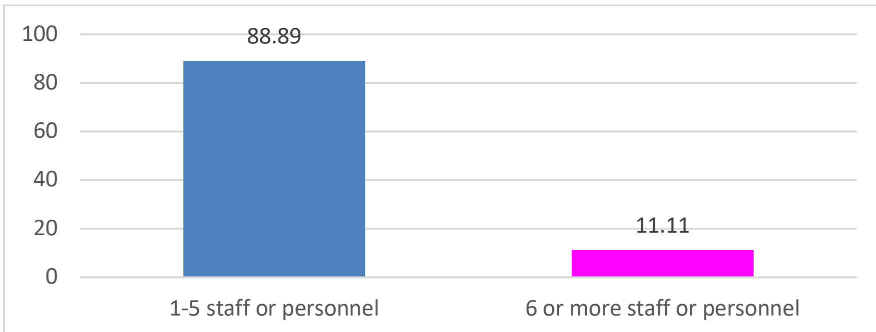


**Figure 4.** Number of Staff or Personnel

The result corroborated the study by Miranda *et al*. (2016), which proposes that the success or extent of implementation of income-generating projects (IGPs) is not necessarily dependent on the duration of their operation or the number of staff involved.

### 3.5 On the Length of Operation (in years)

Of the revenue-generating initiatives across the technical vocational schools in the first district of Northern Samar. The data reveals that the majority of schools, or 88.89%, have been operating their income-generating projects for 1 to 11 years, while only 11.11% have sustained such initiatives for 12 to 36 years. The result corroborated the study by Miranda *et al*. (2016), which proposes that the success or extent of implementation of income-generating projects (IGPs) is not necessarily dependent on the duration of their operation or the number of staff involved. In the case of the technical-vocational schools in the First District of Northern Samar, these institutions have been operating their revenue-generating initiatives for 1 to 11 years, indicating that most projects are relatively new. Despite this relatively short operational history, schools have begun to engage in entrepreneurial activities to enhance their financial autonomy actively.

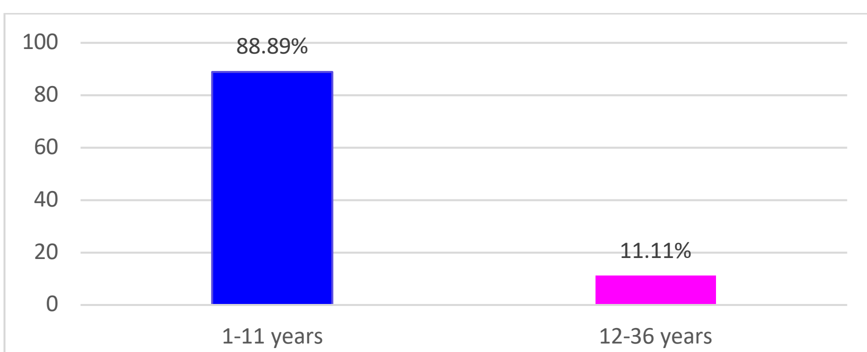


**Figure 5:** Length of Operation

The average length of operation—11.11 years places the majority of these initiatives within the early to mid-development phase. Some schools with shorter-running projects may already be performing effectively, while those with longer-standing initiatives may not necessarily have greater success without proper strategic support.

**3.6 Management Practices**

Table 1 presents the overall management practices of revenue-generation initiatives in technical-vocational schools in the First District of Northern Samar, as perceived by school heads, RGI coordinators, and TVL teachers. The findings show that all ten management indicators — namely integration, scope, time, cost, quality, resource, communications, risk, procurement, and stakeholders — are rated as "Highly Practiced" based on the composite mean of $\bar{x} = 4.37$. Among the respondent groups, school heads reported the highest average mean of $\bar{x} = 4.58$, followed by RGI coordinators with $\bar{x} = 4.45$. TVL teachers rated practices slightly lower at $\bar{x} = 4.07$, which still falls under the "Highly Practiced" category. This demonstrates that school heads perceive revenue-generation initiatives to be effectively managed. However, the slightly lower ratings from TVL teachers may reflect a need for greater involvement and clarity at the teaching level.

**Table 1.** *Consolidated Management Practices of the Revenue-Generation Initiatives in the Technical Vocational Schools In the First District of Northern Samar*

| Indicators | School Heads | | RGI Coordinators | | TVL Teachers | | Overall | | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | |
| Integration | 4.57 | 0.26 | 4.38 | 0.29 | 4.08 | 0.58 | 4.34 | 0.14 | Highly practiced |
| Scope | 4.47 | 0.01 | 4.49 | 0.62 | 4.07 | 0.69 | 4.34 | 0.31 | Highly practiced |
| Time | 4.41 | 0.03 | 4.49 | 0.52 | 4.03 | 0.70 | 4.31 | 0.28 | Highly practiced |
| Cost | 4.36 | 0.08 | 4.55 | 0.49 | 4.02 | 0.70 | 4.31 | 0.26 | Highly practiced |
| Quality | 4.49 | 0.05 | 4.39 | 0.69 | 4.11 | 0.68 | 4.33 | 0.30 | Highly practiced |
| Resource | 4.75 | 0.07 | 4.39 | 0.62 | 4.08 | 0.72 | 4.41 | 0.28 | Highly practiced |
| Communications | 4.83 | 0.07 | 4.46 | 0.51 | 4.09 | 0.70 | 4.46 | 0.27 | Highly practiced |
| Risk | 4.42 | 0.05 | 4.42 | 0.61 | 4.07 | 0.70 | 4.31 | 0.29 | Highly practiced |
| Procurement | 4.77 | 0.07 | 4.42 | 0.52 | 4.10 | 0.66 | 4.43 | 0.25 | Highly practiced |
| Stakeholders | 4.75 | 0.05 | 4.47 | 0.51 | 4.08 | 0.69 | 4.43 | 0.27 | Highly practiced |
| **Grand Mean** | **4.58** | **0.07** | **4.45** | **0.87** | **4.07** | **0.97** | **4.37** | **0.41** | **Highly practiced** |

**Legend:** 4.20-5.00 Highly practiced, 3.40- 4.19 Practiced, 2.60-3.39 Fairly practiced, 1.80-2.59 Less practiced, 1.00-1.79 Not practiced at all.

Communication emerged as the most highly rated indicator, especially among school heads, who gave it a near-perfect mean score of $\bar{x} = 4.83$. This suggests that leadership emphasizes the effective dissemination of information and collaboration in implementing revenue-generating activities. As the literature emphasizes, effective communication is central to project success. Whether it is Project Management Institute's (2021) structured approach, Muszynska's (2018) focus on team cohesion, or Ekollo's (2020) emphasis on trust-building, the consensus is clear: communication should not only inform but also involve and empower all stakeholders. Likewise, procurement also got a high mean score. This aligns with Joyekurrun's (2023) assertion that well-managed procurement frameworks foster transparency and efficiency throughout the procurement lifecycle. RGI coordinators being directly involved in project execution likely notice the operational impacts of procurement practices, such as delays, documentation accuracy, and compliance. Likewise, stakeholder involvement also scored highly, indicating transparency in resource acquisition and active engagement of stakeholders, which echoes the SEAMEO-INNOTECH (2012) recommendation that administrators of technical-vocational schools must seek external support, embrace innovation, and actively engage industry stakeholders to remain sustainable. Conversely, the lowest-rated indicators were cost, risk, and time management, with overall means of $\bar{x} = 4.31$ each. TVL teachers, in particular, received the lowest scores among the three groups, suggesting possible concerns related to budget allocation, risk awareness, and scheduling efficiency.

Despite the uniformly high ratings, the standard deviations reveal varying degrees of agreement within each group. School heads exhibited the most consistent responses, indicating strong alignment in their perceptions. In contrast, the relatively higher standard deviations from TVL teachers suggest some inconsistency or uncertainty in their experiences. These results suggest that, although revenue-generation practices are generally well-established, there is a need to enhance communication, participation, and transparency, particularly at the teacher level. Enhancing training, involvement, and feedback mechanisms could further improve the effectiveness and inclusivity of these initiatives.

### 3.7 Benefits of the Technical Vocational School's Revenue Generation Initiatives

**Table 2.** *Thematic Analysis on the Benefits of Revenue Generation Initiatives*

| Theme | Subtheme | Textual References |
|---|---|---|
| Employment Generation | Local Community Employment | *"We usually hired local laborers and workers to do repairs and construction of small projects in our school."* |
| | Parental Involvement | *"We prefer to hire parents of our learners so they could support their children in school."* |
| | Internal Workforce | *"We assigned an internal workforce to our project to make operations more efficient and sustainable."* |
| School Improvement | Infrastructure and Facilities Upgrade | *"We've been able to purchase materials that our students need... makes a big difference..."* |
| | Physical Structures (Toilets, Sports Areas) | *"Part of the earnings went into building physical facilities like comfort rooms and even sports areas."* |
| | Classroom and Learning Environment Upgrade | *"We used the funds to upgrade our classrooms with more modern amenities."* |
| | Student Skill Development | *"These improvements... help students develop essential skills."* |
| | Student Entrepreneurship | *"Revenue generation projects allow students to 'earn while they learn'... "* |
| Allocation for Teaching-Learning Process | Provision of Educational Materials | *"I always strive to provide the necessary learning resources and materials... "* |
| | Practical Learning & Skills Application | *"Allocating enough teaching-learning resources helps in developing practical skills of learners. "* |
| | Learning Through Production | *"I guide students through productive activities where they can create products and earn money. "* |
| | Dedicated Laboratory for TLE | *"Having a dedicated laboratory area... allows them to apply their lessons in a hands-on environment. "* |
| Innovation & Technological Development | Integration of New Technologies | *"I advocate for investing in new technologies such as interactive whiteboards and durable equipment... "* |
| | Teacher Training and Professional Development | *"We must provide our teachers with ample training and professional development... "* |
| | Innovation in Curriculum | *"Projects are integrated into academic curriculum... fostering inquiry and creativity. "* |
| Market Expansion | Alumni Engagement and Reconnection | *"We try to bring back our alumni, not just to inspire our students, but to actively involve them in school development. Some of them now help us promote our school services in their own professional networks. "* |
| | Promotion through GPTEA and other organizations | *"Linking with GPTEA and other professional organizations allows us to tap into wider platforms where our school's programs and services can be promoted. "* |
| | Economic Participation and Visibility | *"When our school becomes economically active, we contribute to the local economy. We are not isolated, we are part of the LGU's development efforts. "* |
| | Student Entrepreneurship and Sales | *"We aim to develop entrepreneurial mindsets by allowing students to market their outputs—whether it's food, crafts, or repair services. It teaches them real-life skills and contributes to our school's income. "* |
| Skills Training and Development | Hands-on learning and real-world experience | *"Revenue-generation initiatives have notably enhanced skills training and development for both students and staff by creating opportunities for practical, hands-on learning and real-world experience. "* |
| | Industry-aligned training programs | *"One of the primary benefits is the establishment of training programs in collaboration with industry partners, which equips students with relevant and practical skills aligned with current industry standards. "* |
| | Staff capacity-building and professional development | *"These initiatives… provide income generation techniques and management flexibility that benefit both teachers and staff… enhances professional development and supports capacity building within the school. "* |
| | Experiential learning as foundation for life readiness | *"We are not just teaching theories, we are training future workers, professionals, and entrepreneurs… Skills training is not an add-on—it's a foundation… empowers learners to become job-ready, business-minded, and resilient in the face of change. "* |
| | Integration of theory and practice | *"This experiential learning approach reinforces theoretical concepts and helps students develop a deeper understanding of technical and vocational practices."* |
| | Bridging classroom instruction and skill-based training | *"Revenue generation initiatives have been a catalyst for bridging classroom instruction with skill-based training, enriching the learning environment and professional growth of both learners and teachers."* |

***Employment generation***

Interviews with teachers and coordinators highlighted that RGIs have played a pivotal role in creating jobs. RGIs have served as a vehicle for providing employment, particularly to the local community. As one teacher shared: *"Usually, we hired local laborers and workers to do repairs and construction of small projects in our school."* At the same time, another teacher emphasized the employment of parents of students. She said that: *"It strengthened both community involvement and economic upliftment because we prefer to hire parents of our learners so they could support their children in school."* A school head also highlighted the assignment of an internal workforce to sustain operations, indicating institutional support, who said: *"We assigned an internal workforce to our project to make operations more* *efficient and sustainable."* Juul, as cited by Charles (2019), emphasized the effectiveness of small-scale enterprises in addressing unemployment, underscoring the broader economic potential of RGIs. This also aligns with Tolbe's (2020) study, which found that the effective management and operation of IGPs in Region I SUCs contributed to job creation, employee benefits, and economic improvements, validating the connection between well-run RGIs and economic uplift.

***School improvement***

Based on interviews with teachers and school heads, revenue generation initiatives have made substantial contributions to school improvements across multiple areas, including physical infrastructure, student services, and educational programming. These initiatives have enabled schools to secure resources beyond regular funding, thereby addressing both academic and operational needs. One of the most notable areas of improvement is in student support services. A teacher emphasized that: *"I can see how the income from our revenue-generating initiatives has helped improve our school's infrastructure. We have been able to purchase materials that our students need for their activities. It makes a big difference when they have the tools to learn hands-on."* According to one Teacher, *"In our school, part of the earnings went into building physical facilities like comfort rooms and even sports areas. It's amazing how these things make the school environment more conducive for learning."*

Moreover, these teachers said, *"We used the funds to upgrade our classrooms with more modern amenities. Now, our learning environment is more engaging for students. I've seen that these improvements don't just make the school look better; they actually help students develop essential skills. They become better problem-solvers and improve their interpersonal skills because of the real-world experiences we give them through these projects."*

Thus, revenue-generation initiatives have also led to programmatic and infrastructure upgrades. The head of another school pointed out that: *"funds raised are often used to improve classrooms, sports facilities, TVE/TLE laboratories, and technology workspaces, which are all essential components for modern, hands-on learning."* Similarly, the RGI Coordinator cited that *These initiatives supported the improvement of basic school facilities such as pathways and "comfort rooms, as well as other school activities that require funding.* Importantly, a teacher mentioned that: *Revenue generation projects allow students to 'earn while they learn"*, implying that these initiatives not only support school improvements but also provided income-generating opportunities for learners, further deepening student engagement and responsibility. Assigned personnel also benefited, which reflected a broader distribution of project-based responsibilities within the school. Therefore, revenue generation initiatives have significantly boosted the capacity of the technical vocational schools to deliver quality education, improve infrastructure, support student development, and enhance overall school functionality. These efforts showed that beyond financial benefits, RGIs served as strategic tools for educational advancement and school community empowerment (Amos, 2018).

***Allocation of the teaching-learning process***

The responses from various teachers and school personnel confirm that revenue generation initiatives have indeed contributed to the improvement of teaching and learning resources across schools. These initiatives have opened avenues for schools to fund and sustain educational tools, facilities, and experiences that elevate both teaching quality and student learning outcomes. As such, teachers from BSPC consistently expressed that: *"As a teacher, I always strive to provide the necessary learning resources and materials to ensure that my students can participate actively and meaningfully in every lesson."* This is especially important in under-resourced schools, where traditional funding might not be sufficient to meet the diverse needs of learners. One teacher noted that, *as RGI coordinator, "allocating enough teaching-learning resources helps in developing the practical skills of our learners, which is the core of our program."* This supports Amos and Koda's (2018) findings that crop and poultry farming help provide school resources, as well as the case in Moshi, Tanzania, where IGAs, such as school shops, supported education by addressing financial needs. The enhancement of the academic experience was also emphasized, as another teacher mentioned, *"In our school, I guide students through a series of productive activities where they can create products and earn money, which enhances both their skills and their sense of entrepreneurship."* Similarly, another teacher at another school explained that these projects also serve as practical laboratory areas, particularly benefiting students in agricultural and horticultural tracks, offering them hands-on learning that is both engaging and relevant to their field of study. This aligns with the findings of Ahmad et al. (2020) and Njau et al. (2022), who also found that IGAs build problem-solving, entrepreneurial, and employment skills in students. From an administrative standpoint, the BSPC school head affirmed that: *"As a school head, I see the importance of having a dedicated laboratory area for our Agri crop production and horticulture students. It allows them to apply their lessons in a hands-on environment and gain* *valuable experience."* Hence, revenue generation efforts significantly enhance teaching and learning resources, further reinforcing their impact at a systemic level. Complementing this, the RGI Coordinator from the same school pointed out improvements not only in educational materials but also in the physical environment, such as pathways and comfort rooms, which contributed to student comfort and well-being, key factors in creating a conducive learning environment.

***Innovation and technological development***

Revenue generation initiatives have encouraged innovation and technological advancements within schools by equipping them with the financial capacity to invest in modern tools, resources, and training that support forward-thinking educational practices. Teachers and school personnel across institutions have acknowledged the positive impact of these initiatives in driving technological integration and fostering innovation in various aspects of school operations and instruction. According to an RGI Coordinator: *"As a coordinator, I advocate for investing in new technologies such as interactive whiteboards and durable equipment that are essential for effective teaching in TLE subjects. These tools significantly enhance both teaching delivery and student engagement"*. These initiatives have also been used to provide teachers with professional development and training, empowering them to adopt new technologies and innovative teaching strategies. A TVL teacher opined that: *In my classroom, I make it a point to 'apply innovative teaching strategies to keep lessons dynamic and relevant to today's learners. I strongly believe that to keep up with evolving educational trends, we must provide our teachers with ample training and professional development opportunities to hone their craft and stay updated."* This suggests a trickle-down effect, where investments in teacher capacity directly translate to enhanced classroom practices and improved student learning experiences. Similarly, a TVL teacher emphasized that *education, "being a powerful agent of change, must be paired with developmental plans that not only improve employment but also promote multitasking and skills development. These goals are often achievable through access to innovative practices supported by revenue-generated funds."* One teacher noted that revenue generation efforts have been integrated into the academic curriculum, particularly in senior high school subjects, where students utilize projects for research and innovation. This highlights how schools are cultivating a culture of inquiry and creativity, utilizing resources to develop practical applications for student learning. A teacher said that: "*We have made it a goal to integrate new technologies and innovative teaching methods into our classroom practices. As both a teacher and coordinator, I see the positive impact this integration has on student learning and motivation.*" Furthermore, a TVL teacher shared that: *"The initiatives have helped schools invest in up-to-date technologies, such as interactive whiteboards and durable equipment for TLE subjects, which are essential in today's tech-driven learning environments. These upgrades not only modernize instructional delivery but also enhance students' technical skills and preparedness for industry or higher education."* In general, revenue generation initiatives have not only strengthened traditional aspects of school improvement but have also created avenues for technological advancement, teacher innovation, and student-driven research, making education more relevant, engaging, and future-ready.

***Market expansion***

The school's market and outreach have shown signs of expansion as a result of revenue generation initiatives, although the extent varies across institutions. One notable area of growth is in the strengthening of alum engagement. A teacher from BSPC highlighted that: "*As a school head, I have always believed that schools should go beyond traditional instruction. One of the key strategies I pursue is the selling and marketing of goods, products, and services offered in the school. We aim to develop entrepreneurial mindsets by allowing students to market their outputs—whether it is food, crafts, or repair services. It teaches them real-life skills and contributes to our school's income."*

These school-based enterprises serve both educational and economic purposes, playing a crucial role in our market expansion efforts. These initiatives have played a crucial role in enhancing connections with alums, encouraging them to take on the role of ambassadors and collaborate with the GPTEA (General Parents-Teachers and Employees Association) to help broaden the school's network and visibility. This reflects a more strategic and community-inclusive approach to school development, where former students and stakeholders actively contribute to the institution's growth and outreach. From the perspective of a TVL teacher, she opined that: *"We try to bring back our alumni, not just to inspire our students, but to involve them in school development actively. Some of them now help us promote our school services in their professional networks. This reconnection with our alumni base has helped increase our visibility and broaden our market reach."* In line with this, another TVL teacher stated, "*Linking with GPTEA and other professional organizations allows us to tap into wider platforms where our school's programs and services can be promoted. It is about expanding our reach and finding more opportunities for our learners."*

Moreover, a school head also recognized the broader impact of these initiatives when she said, *"When our school* *becomes economically active, we contribute to the local economy. We are not isolated, we are part of the LGU's development efforts."* All of these perspectives reveal a shared commitment to market expansion—not just for the school's benefit, but for the greater good of our learners and our local community. Overall, revenue generation initiatives have laid the groundwork for expanded outreach, particularly through alum relations, partnerships, and real-world connections. However, the full-scale market impact may still be emerging in certain schools.

***On skills training and development***

Revenue-generation initiatives have notably enhanced skills training and development for both students and staff by creating opportunities for practical, hands-on learning and real-world experience. According to a teacher, "*One of the primary benefits is the establishment of training programs in collaboration with industry partners, which equips students with relevant and practical skills aligned with current industry standards. This approach not only strengthens students' competencies but also improves their employability upon graduation."* This is reflected in Marasigan-Bartolome (2023), which reveals that such projects significantly enhance students' knowledge, technical skills, and entrepreneurial abilities. Thus, integrating income-generating activities into the curriculum serves as a sustainability program that enhances learners' competence. From the perspective of one school, "*these initiatives have extended beyond students, providing income generation techniques and management flexibility that benefit both teachers and staff*." This exposure to entrepreneurial strategies and financial management enhances professional development and supports capacity building within the school. Additionally, a teacher noted that: "*As a teacher, I firmly believe that one of the most valuable things we can offer our students is practical skills and real-life experience. In my classes, I always aim to go beyond the textbook—to bring learning to life through hands-on activities and actual work scenarios. I have said it before, and I will say it again. We are not just teaching theories; we are training future workers, professionals, and entrepreneurs. For us, skills training is not an add-on—it is a foundation. It empowers learners to become job-ready, business-minded, and resilient in the face of change. That is what makes our school not only a place of learning, but a launching pad for life."* This experiential learning approach reinforces theoretical concepts and helps students develop a deeper understanding of technical and vocational practices (Khalid *et al.*, 2020). Ultimately, revenue generation initiatives have facilitated the integration of classroom instruction with skill-based training, thereby enhancing the learning environment and promoting the professional growth of both learners and teachers.

**3.8 Problems and Challenges Encountered in the Implementation of the Revenue Generation Initiatives**

One of the main challenges identified is the difficulty in adapting to changes in institutional processes, particularly in alignment with DepEd policies and the prevailing educational culture, which tends to resist rapid transitions. This sentiment is corroborated by Blas's (2018) evaluation of income-generating projects (IGPs) at Bulacan Agricultural State College, which revealed recurring operational issues and minimal financial returns due to poor strategic alignment and implementation. Similarly, Dasig (n.d.) emphasized that IGPs in Panay Island's state universities and colleges (SUCs) contributed little to instruction and research functions, primarily due to ineffective management strategies. These findings echo the challenges of navigating existing systems and underscore the need for improved policy and procedural frameworks. Administrative and management inconsistencies also play a role in limiting the success of school initiatives. The literature, particularly the works of Dasig (n.d.) and Blas (2018), noted weak management practices and a lack of efficient operational systems as recurring themes. These findings align with the study's observations on inconsistent management support and inefficiencies in project oversight. In response to these challenges, the study found that schools employ various strategies, such as conducting needs assessments, implementing time-bound project planning, and exploring broader policy reforms, including tax incentives.

Furthermore, the issue of insufficient funding and limited institutional support remains a persistent barrier to progress. Adora's (2019) study supports this claim, revealing that income-generating projects are often hindered by inadequate financial resources, both from internal and external sources. Adan and Orodho (2015) also noted that delays in the disbursement of funds and limited management capacity among school heads negatively impact program implementation. Compounding these challenges is the absence of clear and structured policy guidelines, which hamper the consistent execution of revenue projects. This aligns with Adan and Orodho's (2015) observation that school leaders often receive inadequate training in quality assurance and standard-setting, leaving them ill-equipped to implement and supervise IGPs effectively. Stakeholder engagement also emerged as a significant area of difficulty. The study found that managing the varying opinions and priorities of students, parents, staff, and the community can hinder progress. This finding is consistent with the observations of Ahmad, Rehman, Ali, and Badshah (2020), who noted weak relationships between schools and communities in Pakistan, resulting in poor parental involvement and limited community support for school development. Their study also highlighted the importance of community participation in sustaining school-based income-generating initiatives. Likewise, time management was highlighted as a recurring challenge, with teachers struggling to balance regular academic duties with project demands. While not explicitly addressed in the literature, Adan and Orodho's (2015) findings on the overburdened responsibilities of principals suggest a similar strain on time and administrative capacity.

**Table 3.** *Thematic Analysis on Problems and Challenges Encountered in the Implementation of Revenue Generation Initiatives*

| Theme | Subtheme | Textual References |
|---|---|---|
| Institutional Challenges | Resistance to policy shifts- Internal workforce inefficiency<br>Misalignment with DepEd policies | *"One of the main issues I often face is the internal workforce... lacking specific skills or commitment... affects the project's performance."* |
| Financial Constraints | Unpredictable expenses- Limited institutional budget<br>Lack of external financial support | *"Costs often arise unexpectedly... strain our already limited budgets."*<br>*"We are often left to operate with limited resources."* |
| Time and Role Management | Balancing academic and business tasks- Time constraints<br>Overloaded responsibilities | *"Balancing teaching responsibilities while overseeing business operations is overwhelming."* |
| Management Capacity Gaps | Lack of training in business dev.- Ineffective admin systems<br>Weak project oversight | *"Many of us were never formally trained in business development... skills gap holds us back."* |
| Stakeholder Engagement | Weak community involvement<br>Minimal alumni/parent participation<br>Coordination challenges | *"We often find it difficult to mobilize external stakeholders... despite their potential role."* |

### 3.9 Proposed Revenue-Generation Initiative Framework

Based on the study's findings, the proposed Revenue Generation Framework is designed as a strategic response to the pressing challenges faced by technical-vocational schools in Northern Samar. By outlining specific objectives, activities, assigned roles, and expected outcomes within this framework, it provides a practical roadmap for schools to institutionalize and scale up their RGIs. Ultimately, it aims to enhance the sustainability of school-based enterprises, increase scalability across other public TVL schools in the region, and improve the overall educational impact through improved student skills, faculty development, and infrastructure enhancement.

To directly address these issues, the framework integrates four key components:

1. Maximizing income potential and operational efficiency. The framework includes mechanisms for diversifying income sources through value-added services, product expansion, and partnerships with local industries. It also aims to strengthen existing canteen operations through better planning, pricing, and marketing; add or diversify RGI projects (e.g., skills-based services, farm products, tech repairs); and provide RGI operation training to staff.
2. Improving time and cost management while sustaining learner performance. Recognizing the time constraints faced by teachers involved in RGIs, the framework incorporates time-allocation guidelines and workload distribution strategies. It aims to develop standard operating procedures (SOPs) for budgeting and scheduling, implement monitoring tools (e.g., Gantt charts, budget trackers), and conduct project management training.
3. Expanding RGIs as platforms for employment, learning, and innovation. The framework emphasizes the integration of RGIs into the technical and vocational curriculum, transforming them into experiential learning laboratories. This includes creating job opportunities through infrastructure projects, allocating RGI funds for instructional tools and teacher training, and launching innovation-driven projects (e.g., robotics kits, modern sewing machines); as well as establishing alumni and industry partnerships.
4. Addressing systemic and operational barriers. To address institutional bottlenecks, such as a lack of coordination and weak accountability, the framework assigns clear roles and responsibilities to school heads, RGI coordinators, and teachers. It advocates for clearer DepEd policy guidelines, such as

developing school-specific RGI strategic plans, strengthening stakeholder partnerships (LGUs, NGOs, local businesses), and allocating time in teacher loads for RGI duties that align with DepEd regulations.

**Table 4.** *Framework for Strengthening Revenue-Generating Initiatives (RGIs) in Technical-Vocational Schools in Northern Samar*

| Key Findings | Objectives | Activities | Persons Responsible | Expected Outcomes |
|---|---|---|---|---|
| 1. Most TVL schools operate 1–2 RGIs (mainly school canteens); generate Php40k–69,999 annually; rely on small teams (1–5 staff); initiatives run for 1–11 years. | Maximize income potential and operational efficiency of existing RGIs. | - Strengthen existing canteen operations through better planning, pricing, and marketing.<br>- Add or diversify RGI projects (e.g., skills-based services, farm products, tech repairs).<br>- Provide RGI operation training to staff. | School heads, RGI coordinators, support staff, TVL teachers | - Increased school income- Efficient and diversified RGI operations<br>- Enhanced capacity of school personnel |
| 2. Communication, procurement, and stakeholder involvement are highly practiced while cost and time management rated lowest. | Improve time and cost management practices while sustaining high performance in other areas. | - Develop standard operating procedures (SOPs) for budgeting and scheduling.<br>- Implement monitoring tools (e.g., Gantt charts, budget trackers).<br>- Conduct training on project management. | RGI coordinator, School head, Property custodian, Planning team | - Improved financial planning and time management<br>- Sustained excellence in stakeholder and procurement practices |
| 3. RGIs contribute to employment, school improvement, innovation, and community engagement. | Expand RGIs as platforms for employment, learning, and innovation. | - Create job opportunities via infrastructure projects.<br>- Allocate RGI funds for instructional tools and teacher training.<br>- Launch innovation-driven projects (e.g., robotics kits, modern sewing machines).<br>- Establish alumni and industry partnerships. | School head, RGI coordinator, Industry liaison officer, GPTA, Alumni coordinator | - More jobs created within school and community<br>- Improved teaching and learning facilities<br>- Increased industry-aligned innovation<br>- Strengthened alumni and industry ties |
| 4. Implementation challenges include lack of funding, unclear policies, and limited engagement. | Address systemic and operational barriers to RGI implementation. | - Advocate for clearer DepEd policy guidelines.<br>- Develop school-specific RGI strategic plans.<br>- Strengthen stakeholder partnerships (LGUs, NGOs, local businesses).<br>- Allocate time in teacher loads for RGI duties. | School principal, Planning officer, School governance council, Division office, Stakeholder committee | - Clear and responsive policies on RGI- Greater stakeholder support<br>- Reduced administrative inefficiencies<br>-Increased teacher participation in RGIs |

## 4.0 Conclusion

The revenue-generating initiatives (RGIs) in technical-vocational schools in the First District of Northern Samar have shown promising financial growth; however, the types of initiatives being implemented are primarily limited to the operation of canteens or cafeterias. However, this focus on canteen operations raises concerns when compared to the broader, more diversified revenue-generation strategies outlined in the Manual of Operations for Technical Vocational Schools in the Philippines. The manual encourages schools to engage in a variety of income-generating activities that align with their technical and vocational curriculum, such as offering training programs, workshops, and other industry-related services that provide students with hands-on experience and improve their employability. Thus, although canteens help meet immediate financial needs, they do not directly contribute to the school's educational and skill development objectives. This might prevent these schools from achieving their long-term financial stability and educational enhancement goals, which are central to the purpose of technical and vocational education in the Philippines. Moreover, the finding that most schools operate with small teams of 1 to 5 personnel also indicates that RGIs, even if beneficial, are often managed by lean teams, which could suggest the need for further administrative support for long-term success. Moreover, the longevity of these initiatives, with many schools having run RGIs for over a decade, demonstrates the potential for continued success.

The management practices within these technical-vocational schools are highly practiced across all ten indicators. Communication, procurement, and stakeholder involvement were identified as the strongest aspects, meaning that schools have established effective systems for sharing information, acquiring resources, and engaging with the community. However, the relatively lower ratings for cost and time management necessitate areas for enhancement, particularly in financial and project planning. These findings suggest that while the RGIs are managed effectively, it is essential to refine certain aspects of financial management and scheduling to maximize their implementation. Furthermore, the revenue-generation initiatives have also contributed significantly to employment creation and school improvement. They have generated local jobs, particularly through infrastructure projects, and provided both students and staff with opportunities for skills development. The enhancements to school facilities, instructional materials, and student services are clear indicators of the positive impact these initiatives have had on the quality of education. Furthermore, the integration of RGIs into the teaching-learning process has enriched student experiences, particularly in technical-vocational courses, providing practical, hands-on learning opportunities that align with industry needs. This is particularly true since the primary aim of technical vocational education in the Philippines is for these schools to develop skills among their learners. The investments in technology and teacher training have fostered innovation, so that the educational environment remains current and relevant.

However, the study also identified several challenges that hinder the successful implementation of RGIs. These included difficulties in adapting to institutional changes, insufficient funding, lack of clear policy guidelines, and administrative inefficiencies. Stakeholder engagement, though generally strong, remains a challenge in some areas, and the time constraints faced by teachers further complicate the effective management of RGIs. These challenges highlight the need for enhanced structural support and more effective policy frameworks to ensure the sustainability and growth of RGIs. In response to these challenges, the study proposes a comprehensive revenue generation framework that aims to address these issues. This framework emphasizes the following objectives: maximize income potential and operational efficiency, (2) strengthen time and cost management while maintaining performance, (3) expand RGIs as integrated platforms for employment, learning, and innovation, and (4) remove systemic and operational barriers through clear goals, structured activities, defined responsibilities, and measurable outcomes. Finally, while this study provides valuable insights into the implementation and impact of revenue-generating initiatives (RGIs) in technical-vocational schools in Northern Samar, it is not without limitations, as it only focuses on short- to medium-term outcomes, making it difficult to assess the long-term sustainability and systemic effects of RGIs.

## 5.0 Contribution of Authors

The author confirms complete involvement in every stage of the work and has thoroughly reviewed and approved the final version of the manuscript.


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