

Optimizing Vocational School Revenue through Regional Public Service Agency Implementation: The Principal's Strategic Role

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ABSTRACT

This study examines the principal's leadership role in formulating strategies to increase Regional Public Service Agency (RPSA) revenue in Vocational High Schools. Employing a descriptive qualitative approach at SMKN 2 Banjarbaru, South Kalimantan, Indonesia, data were gathered through observation, interviews, and documentation. The analysis followed a framework of data collection, data condensation, data display, and drawing/verification, facilitated by NVivo software. The findings show the principal primarily acts as a manager driving strategic initiatives to optimize revenue generation. These initiatives include strategic planning, corporate partnerships, human resources empowerment, and product and service innovation. These strategies improved financial outcomes, with the 2024 RPSA budget realization exceeding the target by 16.6%. Furthermore, transparent and accountable financial management, supported by systematic monitoring and evaluation, reinforces institutional trust and sustainability. Practically, this study highlights the importance of integrating instructional, managerial, and entrepreneurial (hybrid) leadership to optimize financial autonomy and sustain revenue generation in vocational schools.

Penelitian ini mengkaji peran kepemimpinan kepala sekolah dalam merumuskan strategi peningkatan pendapatan Badan layanan Umum Daerah (BLUD) pada Sekolah Menengah Kejuruan (SMK). Menggunakan pendekatan kualitatif deskriptif di SMKN 2 Banjarbaru, Kalimantan Selatan, Indonesia, data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis dilakukan menggunakan kerangka pengumpulan data, kondensasi data, penyajian data, serta penarikan/verifikasi kesimpulan, dengan bantuan perangkat lunak NVivo. Hasil penelitian menunjukkan bahwa kepala sekolah terutama berperan sebagai manajer yang mendorong inisiatif strategis untuk mengoptimalkan peningkatan pendapatan. Inisiatif tersebut meliputi perencanaan strategis, kemitraan dengan dunia usaha/industri, pemberdayaan sumber daya manusia, serta inovasi produk dan layanan. Strategi

ini meningkatkan kinerja keuangan, yang ditunjukkan oleh realisasi anggaran BLUD tahun 2024 yang melampaui target sebesar 16.6%. Selain itu, pengelolaan keuangan yang transparan dan akuntabel, yang didukung oleh monitoring dan evaluasi secara sistematis, memperkuat kepercayaan serta keberlanjutan institusi. Secara praktis, penelitian ini menegaskan pentingnya integrasi kepemimpinan manajerial dan kewirausahaan dalam mengoptimalkan otonomi keuangan serta menjaga keberlanjutan pendapatan di sekolah menengah kejuruan.

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1. Introduction

To fulfill the goal of the industries and labor market demands, Vocational High Schools (VHS) play a vital role in preparing skilled workers with good competencies that are required in business, industries, and workforces. Additionally, Vocational High School students are tasked with fostering to develop and adapt the student's potential in sciences, technology, and arts (Bima, Saputro, & Efendy, 2021; Cholik, Samani, Buditjahjanto, & Putri, 2021; Suharno, Pambudi, & Harjanto, 2020). However, to optimize the functions of performance, Vocational High Schools require adequate resources, both improving the quality of education and financial independence (World Bank, UNESCO, & ILO, 2023). These goals have challenges in financial management which is limited and primarily funded by the government. Consequently, ensuring the sustainability of school operations becomes a priority in strategic revenue enhancement. There is an approach to achieving this goal through the implementation of the Regional Public Services Agency's framework which enables Vocational High Schools to generate independent revenue through the services that they provide (Khurniawan, 2021).

The implementation of the Regional Public Services Agency (RPSA) or Badan Layanan Umum Daerah (BLUD) in Vocational High Schools is expected to bring community-wide advantages by enhancing service integrity and promoting industry-based learning (Rosydiana, 2023). Vocational schools adopt the RPSA governance to gain advantages, such as regulatory flexibility, financial planning, enhanced human resources quality, learning quality, character building and development, and collaboration between schools, companies, and stakeholders (Adirmawan, 2022; Auliya & Firmanto, 2020; Baskoro et al., 2022). Moreover, through its activities, the RPSA based in VHS can collaborate with industries to improve and enhance students' skills and competencies (Rojaki, Fitria, & Martha, 2021). Preliminary interviews reveal that the RPSA's goal is not institutional profit, but customer satisfaction—namely students and the broader community—in meeting the need for practical facilities and equipment. These tools are made possible through the RPSA mechanism, which offers financial management flexibility to support school independence.

For the learning and education process effective, schools need professional management. The headmaster as a principal is the key to implementing good principles in schools, not only understanding educational objectives but also understanding how to manage the school in the long term and ability how to optimize resources to achieve the educational goals comprehensively and synergistically (Fauzi, 2021; Oktaviani & Kristiantari, 2021). The principal is the main driver for educator staff and administration staff in the institution to influence them to achieve organizational goals (Jaliah, Fitria, & Martha, 2020). Furthermore, the attainment of organizational objectives is fundamentally contingent upon the quality of

the principal's leadership, a critical factor that directly dictates the overall excellence and success of the educational institution (Juharyanto et al., 2020; Timor, Saud, & Suhardan, 2018).

Leadership is one of the processes in school management to influence, guide, organize, and facilitate an organization's activities intentionally to achieve goals (P. G. Northouse, 2016; Peter G. Northouse, 2016). Moreover, leading is understood as a method to empower the organization members' behavior of individuals and groups toward outcomes. Power in a leadership role is defined as the potential influence of the leader to manage the ability and gain compliance of the followers (Devecioglu, 2018; Yildirim, Kantek, & Yilmaz, 2021). Successful principals have encountered specialized training covering professional, personal, and organizational management aspects to help them develop from teaching to leadership roles (Bush, 2018).

In addition to the principal's leadership, the contributions of teachers and students are equally essential in ensuring the success and sustainability of the RPSA programs in VHSs. Teachers not only act as supervisors in production units but also serve as facilitators who guide students in applying vocational competencies within real-world business environments. Their pedagogical strategies and professional insights help maintain product and service quality, while also fostering a culture of innovation. Meanwhile, students function as key actors in the production process, contributing labor, creativity, and fresh ideas that enhance the competitiveness of school-generated goods and services. This collaborative engagement between teachers and students not only boosts the schools' economic performance but also nurtures an entrepreneurial mindset among learners and strengthens experiential learning that bridges classroom theory with industry practice (Burnette et al., 2019).

Several studies indicate that principal roles in implementing policy change will take two primary forms: problem-solving and transformative approaches (Nthontho, 2020). These roles are reflected in the functions of principals as leaders, managers, and innovators, which have been shown to contribute to improving school quality (Prasetijo & Samidjo, 2019). In the RPSA context, such roles are further operationalized through strategic planning, resource organization, stakeholder collaboration, and performance supervision to manage financial autonomy, increase revenue, and strengthen school capacity (Puspitaningsih, Burhanuddin, Imron, & Sobri, 2023). Moreover, recent research highlights that principals demonstrate strong entrepreneurial competencies, characterized by creativity, innovation, effective strategies, and high motivation, in enhancing production unit revenue (Mas & Sukung, 2020).

SMKN 2 Banjarbaru, South Kalimantan is the one of schools that implemented the RPSA as a pilot project based on the Governor's Decree of South Kalimantan No. 188.44/0671/KUM/2022 dated September 2, 2022, concerning the State Vocational High Schools applying this in financial management. This school has a target to enhance finances per year as in the business plan strategy for 5 years for the principal.

SMKN 2 Banjarbaru is the only one of The Center of Excellence Vocational High School in Banjarbaru, South Kalimantan that has been transitioned into the RPSA in managing school. However, this transformation process into RPSA-VHS had several challenges, one of which was the effort to increase the school production revenue. Therefore, the leadership role of the principal is vital role within the RPSA framework to support revenue enhancement at SMKN 2 Banjarbaru.

SMKN 2 Banjarbaru offers various services, including Bio-Briquette Production, Survey and Mapping, Air Conditioner Maintenance, Computer and Laptop Repair, Sollar Cell Installation, Internet Network Installation, Car Repair, Building Design, and Rental Facilities such as auditorium, canteen, tents, along with other services that offered.

This study's objectives are to analyze the leadership role of the principal in developing revenue enhancement for the RPSA program at SMKN 2 Banjarbaru, South Kalimantan.

Through an in-depth understanding of this role in vocational high school, the research tried to identify methods to improve the managerial and financial skills of the principal to support school sustainability. Furthermore, the findings of this research are expected to give advantages to education policymakers in formulating policies that support the financial independence of vocational high schools and assist principals in developing leadership capabilities that facilitate the implementation of the RPSA-based revenue strategies.

2. Method

The methodology of this study is designed to provide a detailed account of the research process, covering the design, site selection, and the systematic procedures used for data collection and analysis. By employing a qualitative case study, this research aims to offer deep insights into the leadership strategies at SMKN 2 Banjarbaru.

2.1. Research Design

This study employed a qualitative descriptive research design utilizing a case study approach. This methodology was selected for its efficacy in providing a profound understanding of complex social phenomena within educational settings (Creswell & Creswell, 2023). Specifically, the design allowed for a comprehensive exploration of the principal's leadership strategies, operational challenges, and financial outcomes regarding revenue generation within the vocational school context.

2.2. Research Site and Timeline

The research was conducted at SMKN 2 Banjarbaru, located in South Kalimantan Province. This institution was selected as the research site due to its status as a Regional Public Service Agency (RPSA). The data collection and field observation were carried out over a three-month period, spanning from August to October 2024.

2.3. Research Procedures

The study followed a systematic qualitative procedure, beginning with a purposive selection of informants based on their direct involvement in the RPSA governance. A total of ten key participants were included, comprising the principal, financial officer, technical officers, revenue and expenditure treasurers, and members of the RPSA team. A summary of participant characteristics, including their roles and years of experience, is presented in Table 1.

Table 1. Participant Characteristics

No	Participant Code	Role	Years of Experience	Involvement in RPSA
1	I1	Principal	24 years	RPSA Director
2	I2	Vice Principal	10 years	RPSA Technical Officer
3	I3	Teacher	18 years	RPSA Revenue Treasurer
4	I4	Teacher	4 years	RPSA Expenditure Treasurer
5	I5	Teacher	4 years	RPSA Financial Officer
6	I6	Vice Principal	9 years	RPSA Technical Officer
7	I7	Vice Principal	4 years	RPSA Marketing team
8	I8	Vice Principal	9 years	RPSA Promotion team

9	I9	Head of Workshop	15 years	RPSA team member
10	I10	Head of Workshop	13 years	RPSA team member

The data were collected through ten semi-structured, in-depth interviews (60-90 minutes each), audio-recorded with participants' consent. Interviews were conducted in a quiet and private setting within the school environment to ensure participants' comfort and openness. The data collection was supplemented by document analysis that included RPSA operational guidelines, RPSA administrative documents, financial reports, and relevant policy directives issued by national and local governments. These documents were purposively selected based on their relevance to RPSA implementation, availability during the study period, and their capacity to provide verifiable evidence supporting interview data.

To ensure the credibility of the findings, the study implemented technical triangulation, cross-verifying interview transcripts with official school documents to prevent biased interpretations. Data saturation was determined when no new codes or themes emerged from successive interviews, and responses became repetitive across participants, particularly after the eighth interview, with the final two interviews confirming thematic consistency. Furthermore, member checking was conducted by returning interview summaries to participants for validation, ensuring the accuracy of the interpretations.

2.4. Research Instruments

The primary instrument in this qualitative study was the researcher, who functioned as the human instrument for data collection and interpretation. This was supported by an interview guide and a document checklist designed to examine leadership roles in financial management and review RPSA-related records. The interview protocol was developed based on the key constructs of leadership, financial autonomy, and revenue generation identified in the literature and aligned with the study objectives, and is provided in Appendix A to enhance transparency and replicability. Data organization and coding were facilitated using NVivo software to manage complex datasets and strengthen the rigor of the thematic analysis.

2.5. Data Analysis Techniques

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (Miles, Huberman, & Saldaña, 2014), comprising four stages: data collection through observations, interviews, and documents; data condensation by summarizing, selecting, and focusing on relevant information using NVivo for coding; data display through charts, matrices, and thematic summaries; and conclusion drawing/verification through continuous cross-checking to ensure consistency and reliability.

2.6. Ethical Considerations

This study adhered to ethical research standards. Participants were informed about the purpose of the study and provided informed consent prior to participation. Participation was voluntary, and participants had the right to withdraw at any time. To ensure confidentiality, participants' identities were anonymized using codes (e.g., I1, I2). All data were securely stored and used solely for research purposes.

2.7. Researcher Positionality and Bias Management

The researcher acknowledges their positionality as an academic, addressed through reflexive awareness and reflective field notes. Triangulation and member checking were used to minimize bias and enhance the trustworthiness.

3. Result and Discussion

The following analysis explores the intersection of leadership efficacy and financial autonomy within the RPSA model at SMKN 2 Banjarbaru. This section details the outcomes of the study, highlighting the principal's pivotal role as a strategic driver in enhancing school revenue, as evidenced by the qualitative data synthesized in the subsequent subsections.

3.1. Result

The findings of this study indicate that the implementation of the RPSA framework at SMKN 2 Banjarbaru is strongly influenced by the principal's leadership roles in managing and optimizing school revenue. Within this framework, the school is granted greater financial flexibility, positioning the principal as a strategic actor who integrates educational goals with financial sustainability. The analysis further reveals that leadership effectiveness is reflected not only in organizational processes but also in measurable financial outcomes. This is evidenced by the 2024 RPSA budget realization, which exceeded the target by 16.6%, indicating successful revenue enhancement through strategic leadership and effective management of production units.

To further explore this leadership role, NVivo 12 analysis was conducted, resulting in a conceptual mapping of the principal's strategies in increasing production revenue. Based on the analysis, this study identifies seven key leadership strategies implemented by the principal in enhancing school revenue within the RPSA framework as presented in Figure 1.

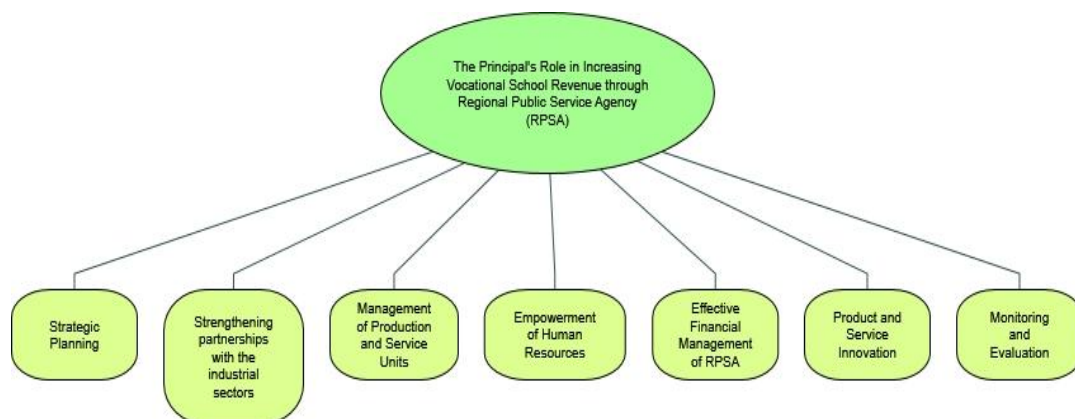


Fig. 1. Mind map of leadership roles of the school principal in increasing production revenue (NVivo 12)

3.2. Discussion

The extent to which a principal develops ideas to enhance education quality is a key indicator of school success (Dami et al., 2022). Principals manage multiple responsibilities, including curriculum, staff, environment, and budgeting (Ng, Nguyen, Wong, & Choy, 2015). This complexity highlights their role in integrating educational and organizational demands through adaptive leadership (Grinshtain & Gibton, 2018; Kılınc, Polatcan, Savaş, & Er, 2022). Consistent with international studies in Europe and Asia, principals function as hybrid leaders integrating instructional and managerial roles; however, unlike in contexts where such integration is institutionally supported, in Indonesia it remains highly dependent on individual leadership initiative and contextual adaptation (Brauckmann-Sajkiewicz & Pashiardis, 2022; Hou, Cui, & Zhang, 2019; Petlenko, Stavitsky, & Kharlamova, 2021).

In comparison with more centralized and system-driven models in developed countries, the principal plays a central role in managerial functions within the RPSA approach, with the principal of SMKN 2 Banjarbaru acting both leader and manager (Wiyono,

Burhanuddin, & Maisyaroh, 2020). This aligns with classical management theory (Stephen P. Robbins & Coulter, 2012), which emphasizes planning, organizing, leading, and controlling. In developed contexts, managerial systems are typically more structured and institutionally supported (Earley & Weindling, 2004). However, this study reveals that managerial effectiveness in Indonesian vocational schools is more practice-driven and context-sensitive, particularly in balancing educational objectives with revenue generation demands, which is less emphasized in prior studies (Gaol, 2021).

Extending beyond managerial roles, and in contrast to many western education systems, the principal also drives innovation and revenue generation, requiring strong entrepreneurial competencies (Mas & Sukung, 2020). This aligns with findings in developing regions where principals increasingly act as entrepreneurs (Mas, Masaong, & Sukung, 2021). In contrast to Western contexts where this role is often optional (Jardim, 2021), within the RPSA system it becomes structurally required. This indicates a distinctive governance model in which entrepreneurial leadership is not supplementary but embedded as a core institutional expectation, reinforcing financial sustainability as part of school leadership practice (Handayani, Sholihin, Pratolo, & Rahmawati, 2022).

From a comparative governance perspective, this integration is reflected in strategic planning through the Business Strategic Plan as part of RPSA requirements. This plan includes vision, programs, indicators, and financial projections (Minister of Home Affairs regulation No. 61 of 2007). Compared to standardized planning practices in Europe (Carvalho, Cabral, Verdasca, & Alves, 2021; Pont, 2020), this model combines bureaucratic procedures with market-oriented strategies. Unlike purely policy-driven planning systems, the findings suggest a hybrid planning model that integrates administrative compliance with revenue-oriented strategic thinking, indicating a shift toward quasi-market governance (Wahjusaputri & Bunyamin, 2022).

Consistent with international vocational education models such as the German dual system, industry partnerships play a crucial role in supporting both learning and revenue generation (López & Rodríguez-López, 2020; Rusten & Hermelin, 2017). The principal actively develops collaborations such as internships and joint ventures (de Jong, Lockhorst, de Kleijn, Noordegraaf, & van Tartwijk, 2022). This aligns with global models like the German dual system (Ertl, 2020), where partnerships enhance employability. However, unlike in developed countries where partnerships primarily focus on skills alignment, this study shows that partnerships also function as direct revenue-generating mechanism, indicating a stronger economic orientation of school-industry collaboration (Doner & Schneider, 2020).

In contrast to studies in Europe and Latin America where school-based enterprises are primarily pedagogical, production units in this study are managed professionally using business strategies such as marketing and operational efficiency (Mas & Sukung, 2020). These units serve as both learning facilities and revenue sources. Unlike in other contexts where they are mainly pedagogical (Boldureanu, Ionescu, Bercu, Bedrule-grigorut, & Boldureanu, 2020), this study highlights their dual function. While this duality strengthens financial sustainability, it also introduces potential tensions between educational and commercial objectives, a challenge that is less explicitly addressed in prior research (Pozo-Llorente & Poza-Vilches, 2020; Wołodźko, Grochalska, & Wasilewska, 2023).

From a human capital perspective and compared to conventional vocational learning models, the effectiveness of this model is supported by human resource empowerment through training and active participation. Students engage directly in production processes, while teachers act as facilitators and supervisors. This aligns with literature on collaborative learning ecosystems (Geurts, Reijts, Leenders, Jansen, & Hoebe, 2025). However, this study extends previous findings by demonstrating that students are not only learners but also active economic contributors, indicating a deeper integration of experiential and entrepreneurial

learning than commonly reported (Handayati, Wulandari, Soetjipto, Wibowo, & Narmaditya, 2020).

Aligned with global perspectives on distributed leadership, this dynamic reflects a model in which teachers and students play essential roles. Teachers ensure quality and innovation, while students contribute creativity and labor (Printy & Liu, 2021). Nevertheless, unlike most distributed leadership studies that focus on decision-making and collaboration, this study highlights the economic contribution of students, which remains underexplored in previous research (Down, Smyth, & Robinson, 2019).

From a comparative public governance perspective, financial management within the RPSA framework ensures transparency and flexibility. The system is supported by structured roles and digital platforms such as e-BLUD. Compared to global practices, this reflects a shift toward digital governance (Rauseo et al., 2023). However, the achievement of revenue targets exceeding 16.6% suggests a stronger performance-oriented financial culture compared to many public education systems that typically emphasize budget absorption rather than revenue generation.

Despite these strengths, and consistent with findings in other developing contexts, from a scalability perspective the RPSA model presents both opportunities and limitations. Its success depends on contextual factors such as industrial access and leadership capacity (Darwish, Zeng, Zadeh, & Haak-Saheem, 2020; Wahyudin, Hanafi, & Ahmad, 2025). Similar constraints are reported in other developing contexts, where disparities in resources and institutional capacity affect implementation outcomes (Donner, 2023; World Bank et al., 2023). Therefore, unlike standardized policy transfer models, the findings emphasize that successful implementation requires contextual adaptation rather than direct replication (Khurniawan, Sailah, Muljono, Indriyanto, & Maarif, 2021).

In contrast to conventional perspectives that position innovation primarily within curriculum development, innovation in this study is encouraged through the development of products and services based on market demands. This ensures competitiveness and institutional relevance (Lund & Karlsen, 2020). Globally, innovation is often linked to curriculum development and skills alignment (Iliescu, Greiff, & Ion, 2025). However, this study extends the concept by positioning innovation as a revenue-oriented strategy, highlighting its role in financial sustainability beyond pedagogical functions (McGrath & Powell, 2016). Encouraged by the principal role at SMKN 2 Banjarbaru, other production units that have innovated, their offering includes: (1) Computer-Aided Design (CAD) Building Training Services; (2) Tent Rental Services; (3) Car and Motorcycle Wash Services; (4) Survey and Mapping Services; (5) Automobile and Motorcycle Repair Services; (6) Building Design Services; (7) Laptop and Computer Repair Services; (8) Air Conditioner Repair Services; (9) Internet Network Installation Services; and (10) Facilities and Equipment Rental Services.

Compared to typical evaluation cycles reported in international studies, monitoring and evaluation are conducted regularly to ensure continuous improvement (Mas & Suling, 2020). Monthly evaluations enable timely adjustments and strategic refinement (Mailool, Kartowagiran, Retnowati, Wening, & Putranta, 2020). Compared to typical international practices, this approach is more frequent and operational (Lillejord & Børte, 2020). This indicates a more dynamic and responsive management system with shorter feedback loops than commonly reported in the literature (Cheng & Wu, 2020).

Overall, these integrated strategies demonstrate a strong leadership commitment to educational quality and institutional independence. The RPSA framework provides flexibility in managing resources and responding to opportunities (Ministry of Home Affairs Regulation No. 61 of 2007). However, challenges remain in regulation, competition, and stakeholder engagement, as also identified in previous studies on vocational education governance (Wu

& Sarker, 2022). Looking forward opportunities such as digitalization, collaboration, and sustainability are consistent with global trends; however, their successful implementation depends on the capacity of school leadership to balance educational objectives with increasing commercial pressure, a tension increasingly highlighted in international literature (García-Feijoo, Eizaguirre, & Rica-Aspiunza, 2020).

4. Conclusion

The principal of SMKN 2 Banjarbaru has effectively implemented the RPSA framework to enhance educational quality and school independence. Strategic planning, industry partnerships, human resource empowerment, and innovation have strengthened revenue generation and student readiness. Transparent financial management and continuous evaluation reinforce its role as a model of vocational governance. The study confirms the shift toward hybrid leadership integrating instructional, managerial, and entrepreneurial roles, driven by adaptability and market responsiveness. This study is limited by its single-case design, qualitative approach, and contextual variability affecting generalizability. Future research should use comparative and mixed methods to assess broader implementation and sustainability. Policymakers should strengthen regulatory and leadership capacity, while practitioners should focus on partnerships, innovation, and transparency. The RPSA model provides a pathway for more adaptive, innovative, and economically resilient vocational education systems.

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Appendix A. Interview Protocol

A.1. Purpose of the Interview

The purpose of this interview is to explore the principal's leadership roles and strategies in enhancing school revenue through the implementation of the RPSA framework at SMKN 2 Banjarbaru, including managerial practices, financial management, innovation, and stakeholder collaboration.

A.2. Interview Procedure

1. Type : Semi-structured, in-depth interview.
2. Duration : 60-90 minutes.
3. Recording : Audio-recorded with participant consent.
4. Setting : Conducted in a quiet and private room within the school environment.
5. Participants : Principal, vice principals, teachers, treasurers, and RPSA team members.

A.3. Main Interview Questions

No	Theme	Guiding Questions	Probing Questions
1	Leadership Role	How does the principal play a role in managing and developing RPSA in this school?	Can you give specific examples of leadership actions?
2	Strategic Planning	How is the Business Strategic Plan developed and implemented to increase revenue?	What factors are considered in setting revenue targets?
3	Resource Management	How are human and financial resources organized to support production units?	How are responsibilities distributed among staff?
4	Financial Management	How is financial management conducted under the RPSA system?	How are transparency and accountability ensured?
5	Revenue Enhancement	What strategies are used to increase school revenue?	What are the most effective strategies so far?
6	Industry Collaboration	How does the school collaborate with industry or business partners?	What benefits are gained from these partnerships?
7	Innovation	How are new products or services developed within production units?	Can you provide examples of innovations introduced?
8	Human Resource Empowerment	How are teachers, staff, and students involved in production units?	What training or capacity-building programs are provided?
9	Monitoring and Evaluation	How does the principal monitor and evaluate revenue-generating activities?	How often are evaluations conducted and what indicators are used?
10	Financial Outcomes	How the RPSA implementation affected school revenue and financial performance?	Can you describe changes compared to previous years?
11	Challenges	What challenges are faced in implementing RPSA?	How are these challenges addressed?
12	Sustainability	How does the school ensure long-term financial sustainability?	What future strategies are planned?

A.4. Closing Interview

1. Is there anything else you would like to add regarding the implementation of RPSA in this school?
2. Do you have suggestions for improving revenue generation in vocational schools?