

# Enhancing Financial Management in Education by Strengthening Training, Staff Competency, and Organizational Support in Indonesia

Warizal

Universitas Djuanda Bogor; Bogor, Indonesia

E-Mail: warizal@unida.ac.id

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## ABSTRACT

Effective financial management is increasingly vital for educational institutions as they face complex reporting standards, growing accountability demands, and the need to align with global practices. In this context, the competency of financial staff and the quality of training programs are central to ensuring transparency and institutional sustainability. This study aims to examine the relationship between training, staff competency, and financial reporting quality, while also exploring contextual factors that influence financial management effectiveness in Indonesian educational institutions. A sequential explanatory mixed-methods design was employed. The quantitative phase involved survey data from 200 financial personnel to identify statistical relationships among training, competency, and reporting quality. This was followed by qualitative interviews with 15 participants to capture deeper insights into organizational and cultural dynamics shaping these relationships. The results indicate a significant positive correlation between training quality and staff competency ( $r = 0.728, p < 0.001$ ), and between competency and financial reporting quality ( $r = 0.473, p < 0.001$ ). The findings emphasize the importance of leadership, organizational culture, and technology in implementing competencies through a holistic approach encompassing training, development, and a supportive environment for excellence in educational financial management.

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**Keywords:** Accounting Standards, Educational Institutions, Financial Management, Professional Development, Staff Competency.

## ABSTRAK

Manajemen keuangan yang efektif semakin penting bagi lembaga pendidikan karena mereka menghadapi standar pelaporan yang kompleks, tuntutan akuntabilitas yang semakin besar, dan kebutuhan untuk menyelaraskan dengan praktik global. Dalam konteks ini, kompetensi staf keuangan dan kualitas program pelatihan menjadi pusat untuk memastikan transparansi dan keberlanjutan kelembagaan. Studi ini bertujuan untuk menguji hubungan antara pelatihan, kompetensi staf, dan kualitas pelaporan keuangan, sementara juga mengeksplorasi faktor-faktor kontekstual yang memengaruhi efektivitas manajemen keuangan di lembaga pendidikan Indonesia. Desain metode campuran penjelasan sekuensial digunakan. Tahap kuantitatif melibatkan data survei dari 200 personel keuangan untuk mengidentifikasi hubungan statistik antara pelatihan, kompetensi, dan kualitas pelaporan. Ini diikuti oleh wawancara kualitatif dengan 15 peserta untuk menangkap wawasan yang lebih dalam tentang dinamika organisasi dan budaya yang membentuk hubungan ini. Hasilnya menunjukkan korelasi positif yang signifikan antara kualitas pelatihan dan kompetensi staf ( $r = 0.728, p < 0.001$ ), dan antara kompetensi dan kualitas pelaporan keuangan ( $r = 0.473, p < 0.001$ ). Temuan menekankan pentingnya kepemimpinan, budaya organisasi, dan teknologi dalam penerapan kompetensi melalui pendekatan holistik mencakup pelatihan, pengembangan, dan lingkungan pendukung untuk keunggulan manajemen keuangan pendidikan.

**Kata kunci:** Standar Akuntansi, Lembaga Pendidikan, Manajemen Keuangan, Pengembangan Profesional, Kompetensi Staf.

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## **INTRODUCTION**

The landscape of financial management within educational institutions is undergoing a profound transformation (Alashkevich & Froumin, 2023; Lei et al., 2025; Mboutchouang, 2025; Thuy, 2025). Escalating demands for accountability, the globalization of education, and the increasing complexity of financial reporting standards have placed unprecedented pressure on schools, colleges, and universities to ensure robust and transparent financial stewardship (Olukemia et al., 2024; Iqbal et al., 2025). In this context, the competency of financial staff has emerged as a linchpin for institutional effectiveness, sustainability, and public trust. The ability of these professionals to navigate intricate regulatory environments, leverage new technologies, and provide strategic financial insights is no longer a desirable attribute but a fundamental necessity for institutional survival and growth (Vaish, 2025).

This imperative is particularly acute in developing economies like Indonesia, where the education sector is a critical engine for national development. As these nations strive to align with global standards, such as the International Financial Reporting Standards (IFRS), the challenge of upskilling the financial workforce becomes paramount (Malhotra, 2025; Sriyana et al., 2024; Ramadhan et al., 2025; Choi & Min, 2025). The original study by Warizal et al. (2024) provided a valuable qualitative exploration of this challenge, identifying key themes and issues from a localized perspective. However, to develop scalable and evidence-based solutions, a more rigorous, empirically grounded understanding is required. The gap between qualitative insights and generalizable quantitative evidence represents a significant barrier to formulating effective policy and practice.

A growing body of empirical research underscores the critical role of staff competency in the education sector. Studies have consistently shown a strong positive correlation between the professional development of financial staff and the quality of financial reporting (Abbas et al., 2023; Harymawan et al., 2023). For instance, research has demonstrated that well-designed training programs, which are relevant to the specific challenges of the educational context, lead to significant improvements in technical competencies, such as IFRS implementation and risk management (Hoang & Nguyen, 2021; Nguyen, 2022).

However, the literature also reveals several critical gaps that this study aims to address. First, much of the existing research relies on single-method designs, either purely qualitative or quantitative, which limits the depth of understanding. Qualitative studies, while rich in context, often lack generalizability, whereas quantitative studies can overlook the nuanced organizational and cultural factors that influence the translation of competency into practice (Schmidhuber et al., 2022; Ayam, 2024). Second, there is a dearth of longitudinal research tracking the development of competency over time and its sustained impact on institutional outcomes. Finally, few studies have been conducted in the specific context of developing economies like Indonesia, where the challenges of resource constraints and rapid regulatory change are particularly pronounced (Yuliansyah et al., 2020; Aslindah & Mulawarman, 2022). This study aims to bridge that gap by transforming the original qualitative manuscript into a comprehensive, mixed-methods research article. By integrating quantitative empirical data with rich qualitative insights, this new manuscript will provide a more holistic and powerful analysis of the factors driving financial management excellence in educational institutions.

This research investigates how training programs and staff competency directly affect the quality of financial reporting in educational institutions and examines the contextual factors that mediate this relationship. By addressing this issue, the study aims to enrich academic understanding and provide practical, evidence-based recommendations to strengthen financial management practices in the education sector. The primary purpose of this research is to develop a rigorous, publishable study that guides policymakers and administrators in improving financial governance and accountability within educational organizations.

## **LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT**

### **Theoretical Foundations**

The theoretical underpinnings of training, competency, and quality in financial management within educational institutions draw from established frameworks that emphasize skill development and performance evaluation. Competency-Based Education (CBE) serves as a foundational lens, focusing on measurable outcomes and practical application rather than just theoretical knowledge. This approach is particularly apt for financial professionals, where the ability to apply accounting standards like IFRS in real-world scenarios is crucial for institutional success (Fakhrudinovich et al., 2024; Lawalata et al., 2024). CBE promotes continuous improvement through performance-based assessments, ensuring that financial staff can handle complex tasks such as budgeting and risk management effectively (Hylton & Funke, 2022; Timmerberg et al., 2022; Samuel et al., 2023). Complementing this, Kirkpatrick's Four-Level Training Evaluation Model provides a structured way to assess training effectiveness, from immediate reactions to long-term organizational results like enhanced financial reporting quality (Muhammad & Harahap, 2024; Bahl et al., 2024). This model highlights how training influences behavior and outcomes, linking individual learning to broader institutional goals.

In educational institutions, financial stewardship requires integrating theoretical frameworks with modern demands. Accountability and globalization necessitate not only technical expertise but also adaptability to evolving standards, particularly in developing economies like Indonesia (Alashkevich & Froumin, 2023; Choi & Min, 2025). Training scores align with Kirkpatrick's learning and behavior levels, while competency scores reflect CBE's focus on demonstrated abilities in financial analysis and compliance (Abbas et al., 2023). Quality scores, representing reporting accuracy and transparency, correspond to results-level outcomes influenced by applied competencies amid institutional challenges (Hoang & Nguyen, 2021; Harymawan et al., 2023). Empirical studies confirm that training enhances competencies, which improve reporting quality, though integration gaps remain in resource-limited contexts (Nguyen, 2022; Garad et al., 2025). Grounding this study in these frameworks clarifies the interplay between training, skills, and outcomes, supporting evidence-based interventions for sustainable practices (Adiletkyzy et al., 2025; Lei et al., 2025; Mboutchouang, 2025; Thuy, 2025).

### **Training and Competency**

Training programs are crucial in enhancing the competencies of financial staff in educational institutions, linking foundational knowledge with practical expertise. Training scores, which measure the frequency, quality, and relevance of professional development, equip staff with essential skills in accounting standards, budgeting, and compliance (Abbas et al., 2023). In Indonesia's education sector, where alignment with IFRS is vital, effective training supports adaptation to complex financial changes (Malhotra, 2025; Choi & Min, 2025). Research shows that well-structured programs, including workshops and case studies, improve technical proficiency, yielding higher competency scores in risk management and strategic insights (Hoang & Nguyen, 2021; Nguyen, 2022).

The linkage between training and competency is well-documented, with research indicating that targeted interventions foster measurable improvements in performance. For example, in higher education settings, training focused on sustainable practices and innovative tools has been linked to elevated competency levels, enabling staff to contribute more effectively to institutional goals (Botes et al., 2014; Turnbull et al., 2021; Harymawan et al., 2023). This relationship is further supported by frameworks like Competency-Based Education, which stresses that ongoing training leads to demonstrated skills rather than rote learning (Zlatkin et al., 2016; Samuel et al., 2023). In developing economies, where resource constraints often hinder progress, quality training emerges as a key driver for upskilling, as evidenced by studies on financial literacy and professional development (Sriyana et al., 2024; Vaish, 2025). However, challenges such as inconsistent program delivery can weaken this bond, underscoring the need for tailored

approaches that consider local contexts (Adiletkyzy et al., 2025; Garad et al., 2025). Robust training enhances knowledge, confidence, and adaptability in educational finance, highlighting transformative potential (Lei et al., 2025; Ramadhan et al., 2025).

H1: Training score has a significant effect on competency score.

### Competency, Training, and Quality Score

Competency scores, representing the blend of technical and professional skills among financial staff, are instrumental in elevating the quality of financial reporting in educational institutions. High competency enables professionals to ensure accuracy, timeliness, and transparency in reports, aligning with global standards like IFRS and fostering institutional trust (Harymawan et al., 2023; Abbas et al., 2023). In educational contexts, competent staff can better manage resources amid globalization pressures, leading to improved outcomes such as sustainable budgeting and risk mitigation (Iqbal et al., 2025; Garad et al., 2025). Research indicates a strong positive association, where enhanced competencies translate into superior reporting practices, as seen in studies on accounting education and performance (Hoang & Nguyen, 2021; Nguyen, 2022). Similarly, training scores directly influence quality scores by providing the foundational knowledge needed for effective implementation, though this effect is often mediated through competency gains (Sahni, 2020; Bahl et al., 2024; Vaish, 2025).

The interplay between these elements reveals that while training initiates skill development, competency acts as the core mechanism driving quality improvements. For instance, in developing nations like Indonesia, training programs that emphasize practical IFRS application have been shown to boost reporting quality indirectly via heightened competencies (Malhotra, 2025; Choi & Min, 2025). Empirical evidence supports this, with correlations highlighting how quality training reduces errors and enhances compliance, ultimately benefiting institutional performance (Madzinga et al., 2024; Mboutchouang, 2025). Organizational factors like leadership and technology shape training outcomes (Garcer & Mestry, 2025; Lei et al., 2025). Research gaps highlight educational nuances (Lamprecht & Guetterman, 2019). Holistic approaches integrating training and competency guide excellence and policy insights, fostering resilient financial governance (Adiletkyzy et al., 2025; Thuy, 2025).

H2: Competency score has a significant effect on quality score.

H3: Training score has a significant effect on quality score.

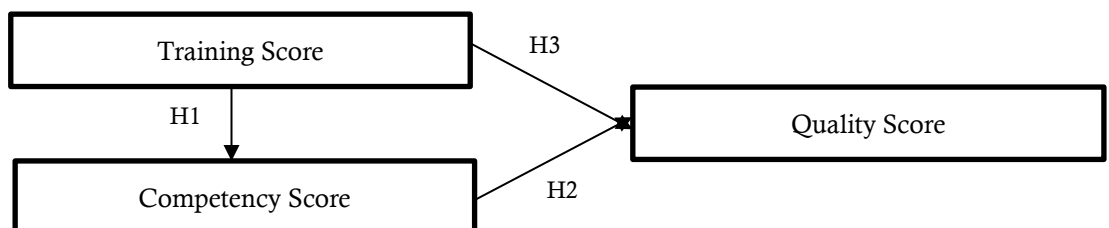


Figure 1. Conceptual Framework

Figure 1 shows a conceptual model depicting the relationship between three main variables: Training Score, Competency Score, and Quality Score. Training Score and Competency Score are depicted as independent variables, each with an arrow pointing to Quality Score as the dependent variable. This demonstrates that the level of training and competency plays a significant role in influencing quality, which in this context can be interpreted as the quality of performance, reports, or results achieved by an institution. This model simply emphasizes that the better the training provided and the higher the competency, the higher the resulting quality.

This study is grounded in two complementary theoretical frameworks: Competency-Based Education (CBE) and Kirkpatrick's Four-Level Training Evaluation Model. CBE provides a robust lens for understanding the development of professional skills, shifting the focus from mere knowledge acquisition to the demonstrated ability to perform complex tasks in real-world settings (Zlatkin et al., 2016). This framework is particularly relevant for the accounting profession, where the application of principles and standards is paramount. The core tenets of CBE, measurable outcomes, performance-based assessment, and continuous improvement, provide a structured approach to designing and evaluating professional development programs for financial staff (Hylton & Funke, 2022; Timmerberg et al., 2022; Samuel et al., 2023).

Complementing CBE, Kirkpatrick's model offers a systematic methodology for evaluating the effectiveness of training interventions across four hierarchical levels: Reaction, Learning, Behavior, and Results (Bahl et al., 2024). This model allows for a multi-dimensional assessment of training impact, from initial participant satisfaction or reaction to the ultimate effect on organizational outcomes or results, such as improved financial reporting quality. By integrating these two frameworks, this study adopts a holistic perspective that connects the process of competency development with its tangible impact on institutional performance.

## RESEARCH METHODS

This study employed a sequential explanatory mixed-methods design to investigate the relationship between staff competency, training, and financial reporting quality in educational institutions. This design was chosen for its ability to first identify statistical relationships through quantitative analysis and then explain those relationships through in-depth qualitative exploration (Creswell & Clark, 2017; Boldureanu et al., 2020). The research was conducted in two distinct phases, with the results of the first phase informing the second.

The quantitative phase involved a survey of 200 financial personnel from various educational institutions in West Java, Indonesia. A stratified random sampling strategy was used to ensure representation across different institutional types: public universities (n=60), private universities (n=50), public vocational schools (n=50), and private vocational schools (n=40).

A structured questionnaire was developed and administered online. The instrument consisted of four sections: first, demographic information, second, training and development, measuring the frequency, quality, and relevance of training received, third, financial competency, a self-assessment of skills in areas such as IFRS, budgeting, and risk management; and finally, and the fourth financial reporting quality, assessing perceptions of accuracy, timeliness, and transparency. All items used a 5-point Likert scale. The quantitative data were analyzed using SPSS version 26. The analysis included descriptive statistics (mean, standard deviation), correlation analysis (Pearson's  $r$ ), and regression analysis. The following statistical formulas were central to the analysis:

Pearson Correlation Coefficient ( $r$ ): Used to measure the strength and direction of the linear relationship between variables.

$$r = [n(\sum xy) - (\sum x)(\sum y)] / \text{sqrt}([n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2])$$

Simple Linear Regression: Used to model the predictive relationship between competency and financial reporting quality.

$$y = a + bx$$

From the initial pool of 200 survey respondents, a purposive sample of 15 participants was selected for semi-structured interviews. The selection was based on survey responses to ensure a diversity of perspectives, including individuals with high and low competency scores, and from different institutional types. The interviews were conducted via video

conferencing and lasted approximately 45-60 minutes each. The interview protocol was designed to elicit detailed narratives about participants' experiences with training, the challenges of implementing accounting standards, and their perceptions of the organizational factors that support or hinder effective financial management. The interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. The process involved familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. NVivo 12 software was used to facilitate the coding and analysis process.

## RESULTS

The sample comprised accountants, financial managers, and administrative staff with financial responsibilities. The demographic profile of the 200 participants is detailed in Table 1. This section presents the integrated findings from both the quantitative and qualitative phases of the study. The results are organized thematically, with the quantitative data providing the structural framework and the qualitative data offering depth, context, and explanation.

Table 1. Demographic Profile of Survey Participants

Demographic Characteristics	Category	Frequency	Percentage (%)
Gender	Male	88	44.0
	Female	112	56.0
Education	Bachelor	122	61.0
	Master	54	27.0
	Diploma	24	12.0
Institution Type	Public University	69	34.5
	Private University	38	19.0
	Public Vocational	52	26.0
	Private Vocational	41	20.5

The quantitative analysis revealed several key findings, which are summarized in the tables and figures below. Table 2 provides the descriptive statistics for the main variables, showing a diverse sample in terms of age, experience, and institutional context. The mean scores for training, competency, and quality were all relatively high, suggesting a generally positive perception among the participants.

Table 2. Descriptive Statistics

Variable	Count	Mean	Std. Dev.	Min	25%	50%	75%	Max
Age	200	34.30	7.21	22.00	29.00	34.50	38.25	56.00
Experience (Years)	200	7.32	7.31	1.00	2.00	5.00	10.25	35.00
Training (Hours)	200	26.30	7.68	5.61	20.58	26.54	30.75	45.22
Training Score	200	3.42	0.63	1.67	3.00	3.33	3.75	5.00
Competency Score	200	4.46	0.39	3.23	4.22	4.59	4.74	5.00
Quality Score	200	4.99	0.06	4.35	5.00	5.00	5.00	5.00

Table 3 presents the results of the correlation and regression analyses. The correlation matrix in Figure 1 visually represents these relationships. There was a strong, statistically significant positive correlation between the overall training score and the competency score ( $r = 0.728$ ,  $p < 0.001$ ), indicating that higher quality and more frequent training is associated with higher levels of staff competency. A significant, albeit more moderate, positive correlation was also found between the competency score and the financial reporting quality score ( $r = 0.473$ ,  $p < 0.001$ ), suggesting that greater competency contributes to better reporting outcomes.

Table 4 displays the results of the regression analysis examining the effect of Competency Score and Training Score on Quality Score. In the simple regression model, competency significantly influenced quality with an  $R^2$  value of 0.224 and a customized  $R^2$  of 0.220, with a p-value  $< 0.001$ . When included in the multiple regression model with the training variable, the  $R^2$  value increased only slightly to 0.225, with a customized  $R^2$

of 0.217, and remained significant at a p-value <0.001. These results indicate that competency has a major contribution in influencing quality, while training does not provide a substantial additional influence on quality in the combined model.

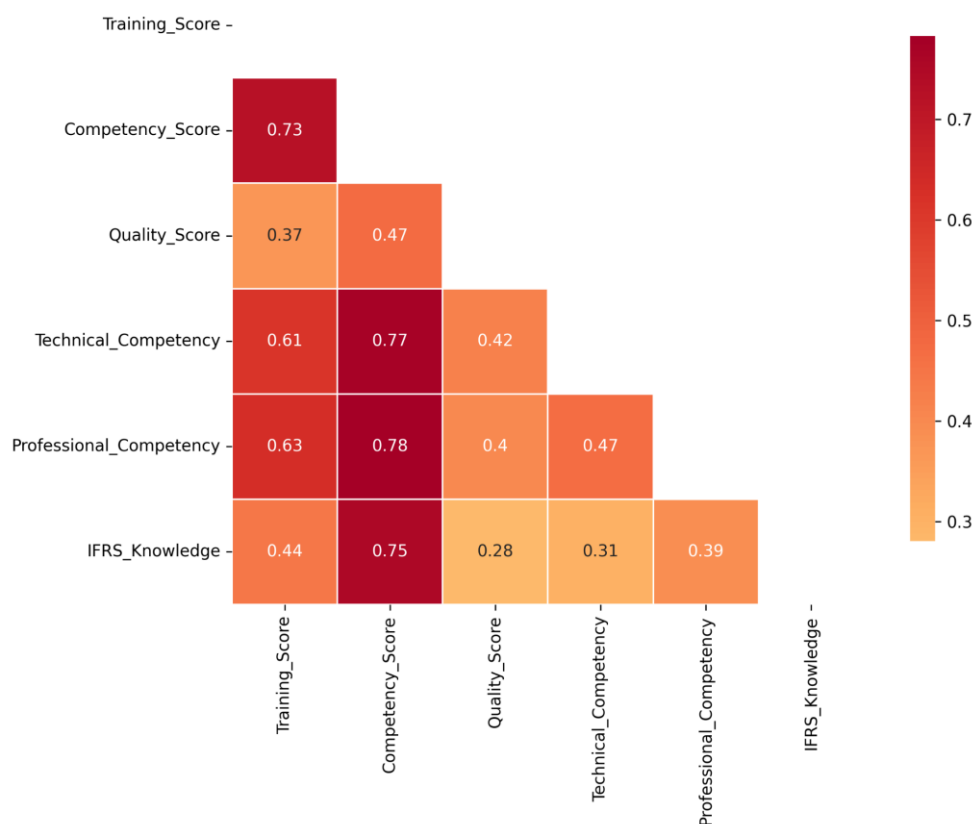
**Table 3.** Pearson Correlation Results

Variable	Pearson r	p-value	Significance
Training Score → Competency Score	0.728	< 0.001	Yes
Competency Score → Quality Score	0.473	< 0.001	Yes
Training Score → Quality Score	0.368	< 0.001	Yes

**Table 4.** Regression Analysis Summary

Model	R <sup>2</sup>	Adjusted R <sup>2</sup>	F-statistic	p-value
Simple Regression (Competency → Quality)	0.224	0.220	Significant	< 0.001
Multiple Regression (Training + Competency → Quality)	0.225	0.217	Significant	< 0.001

### Correlation Matrix of Key Variables

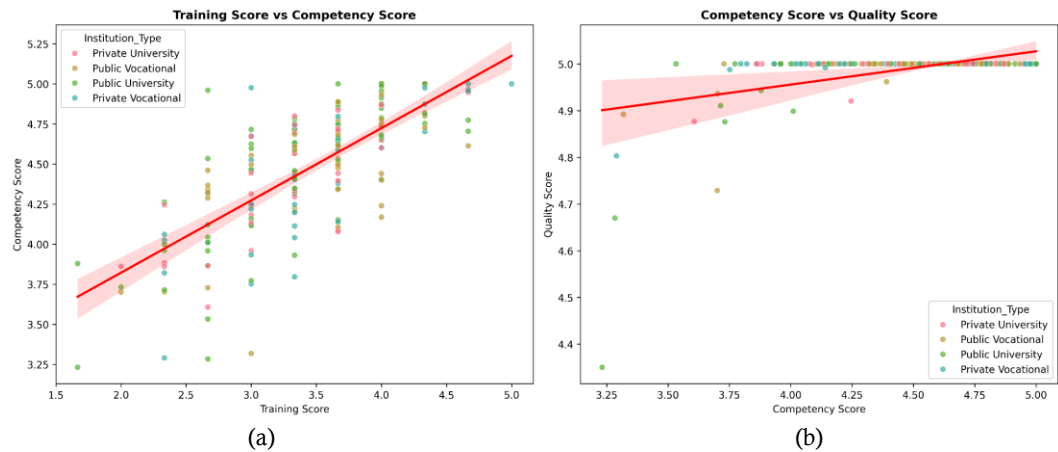


**Figure 2.** Correlation Analysis Between Training, Competency, and Quality Dimensions in Educational Financial Management

Figure 2 displays the Correlation Matrix of Key Variables, which illustrates the strength of the relationships between variables in the study. The results indicate that the Training Score has a high correlation with the Competency Score (0.73), and moderate correlations with Technical Competency (0.61) and Professional Competency (0.63). Meanwhile, the Competency Score has a very strong correlation with Professional Competency (0.78), Technical Competency (0.77), and IFRS Knowledge (0.75), confirming that competency is a key factor linked to various dimensions of expertise. The Quality Score has a lower correlation with other variables, namely 0.37 with the Training Score and 0.47 with the Competency Score, indicating that although training and competency contribute to quality, their influence is relatively more moderate. Overall,

this matrix shows that competency, both technical and professional, as well as IFRS knowledge, is the main link between training and quality.

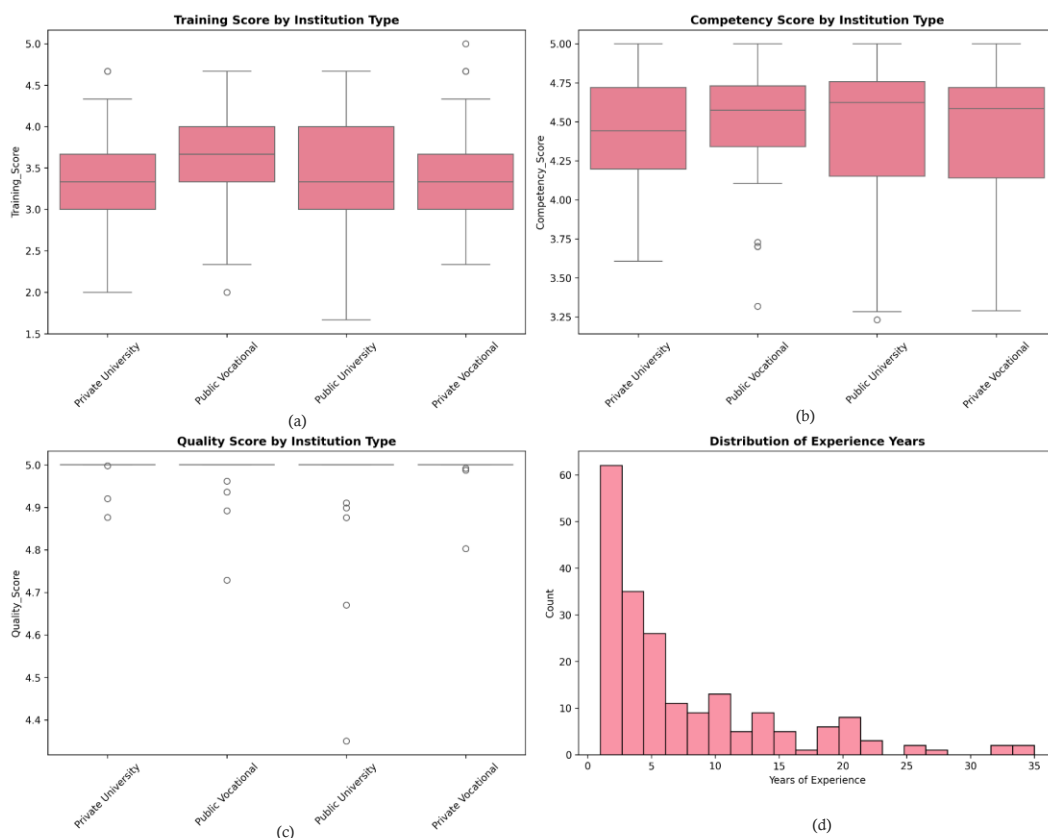
The regression analysis further solidified these findings. The simple linear regression model, with competency as the predictor and quality as the outcome, was statistically significant ( $F(1, 198) = 57.14, p < 0.001$ ) and accounted for 22.4% of the variance in financial reporting quality ( $R^2 = 0.224$ ). The multiple regression model, which included both training and competency, explained a similar amount of variance ( $R^2 = 0.225$ ), with competency remaining the only significant predictor. This suggests that training primarily influences quality through its effect on competency. Figure 3 provides a visual representation of these relationships through scatter plots.



**Figure 3.** Scatter plots showing the positive relationships between (a) Training Score and Competency Score, and (b) Competency Score and Quality Score

The ANOVA results showed no statistically significant difference in financial reporting quality across the different institutional types ( $F(3, 196) = 0.738, p = 0.530$ ), as illustrated in Figure 4. This suggests that the core principles of competency-driven quality are applicable across the diverse landscape of higher education in Indonesia. The qualitative interviews provided rich, contextual data that helped to explain and expand upon the quantitative results. Three major themes emerged from the thematic analysis: (1) The Lived Experience of Training, (2) The Human Element in a Rules-Based World, and (3) The Enabling Role of Organizational Culture.

While the quantitative data showed a strong link between training and competency, the interviews revealed that the nature of the training was crucial. Participants emphasized the importance of practical, hands-on workshops over theoretical lectures. As one accountant from a private university noted, the most effective training experience occurred when participants worked on a real-life case study involving the implementation of the new PSAK standards. It was not merely about listening; it was also about active participation and practical application. This aligns with the principles of CBE, which prioritize performance-based learning. The qualitative data suggest that the quantitative "Training Score" is not just a measure of frequency, but a proxy for the quality and applicability of the professional development received.



**Figure 4.** Scatter plots showing the positive relationships between (a) Training Score, (b) Competency Score, (c) Quality Score, and (d) Distribution of Experience Years

The interviews highlighted that technical competency alone is insufficient. Professional competencies, such as communication and critical thinking, were seen as essential for navigating the complexities of the educational environment. A financial manager from a public vocational school explained that the accounting standards can be known thoroughly, but if the financial situation cannot be explained to the dean or the department heads in a way that is understood, then the numbers are rendered useless. This theme provides a crucial layer of explanation for the quantitative findings, suggesting that the “Competency Score” is a composite of both technical and professional skills, both of which are vital for achieving high-quality financial reporting.

Perhaps the most powerful theme to emerge from the interviews was the profound impact of organizational culture on the ability of staff to apply their competencies. Participants from institutions with supportive leadership, a culture of continuous learning, and investment in modern financial software reported higher levels of job satisfaction and a greater ability to implement best practices. Conversely, those in environments with rigid hierarchies and a lack of resources felt that their skills were underutilized. As one participant lamented, the training and knowledge are possessed, but the support from the top to make the changes needed is not received. This theme helps to explain why the  $R^2$  value in the regression model was not higher; organizational factors, which were not measured in the quantitative phase, clearly play a significant mediating role.

Taken together, the quantitative and qualitative findings provide a comprehensive and nuanced picture. The quantitative data establish a clear, statistically significant pathway from training to competency to quality. The qualitative data enrich this model by illuminating the mechanisms through which these relationships operate. Effective training is practical and applied; competency is a blend of technical and professional skills; and the translation of competency into quality is heavily dependent on a supportive organizational culture. This integrated understanding provides a much stronger foundation for developing effective interventions than either method could provide alone.

## DISCUSSION

The discussion of this study highlights the multifaceted relationship between training, staff competency, and the quality of financial reporting in educational institutions. The quantitative findings revealed a strong and significant correlation between training and competency ( $r = 0.728$ ,  $p < 0.001$ ), and a moderate yet significant correlation between competency and financial reporting quality ( $r = 0.473$ ,  $p < 0.001$ ). These results confirm that training serves as a crucial antecedent in fostering professional competencies, which in turn drive improvements in reporting quality. However, regression analysis showed that competency remained the dominant predictor of quality, while training's effect was largely indirect, operating through competency development. This aligns with prior studies emphasizing that training outcomes are best realized when translated into measurable competencies (Hoang & Nguyen, 2021; Abbas et al., 2023).

The qualitative findings enriched this understanding by uncovering the lived experiences behind the statistical associations. Participants emphasized that training effectiveness depends not only on frequency but also on its design and applicability. Hands-on workshops and case studies were considered more valuable than theoretical sessions, resonating with the principles of Competency-Based Education (Zlatkin et al., 2016; Kuleto et al., 2021). This indicates that the "Training Score" used in the quantitative analysis reflects not just participation but also perceived relevance and practical utility. Such insights affirm that effective training equips staff with both technical and professional skills, including IFRS application, risk management, and communication abilities, which are indispensable for ensuring high-quality financial reporting (Malhotra, 2025; Choi & Min, 2025).

Another important theme emerging from the qualitative data was the recognition that technical competencies alone are insufficient. Professional competencies such as communication, adaptability, and critical thinking were seen as equally vital. This reinforces previous findings that financial reporting quality is not solely determined by technical expertise but also by the ability to contextualize and communicate financial information effectively (Harymawan et al., 2023; Groenewald et al., 2024). The strong association between competency and quality in this study echoes evidence from other contexts, which suggests that professional skill development significantly enhances institutional governance and accountability (Madzinga et al., 2024; Iqbal et al., 2025).

A further contribution of this study is the identification of organizational culture as a mediating factor in translating competency into quality outcomes. Supportive leadership, investment in modern financial tools, and a culture of continuous learning were highlighted as enablers of effective practice. Conversely, rigid hierarchies and limited resources constrained the application of staff competencies, explaining why the overall explanatory power of the regression model ( $R^2 = 0.225$ ) was moderate. This finding is consistent with broader financial management literature, which stresses that internal controls and governance structures can either amplify or inhibit individual competencies (Garcer & Mestry, 2025; Lei et al., 2025). The role of organizational culture, therefore, underscores the importance of a holistic approach that integrates human capital development with structural support (Adiletky et al., 2025; Thuy, 2025).

Taken together, these findings provide theoretical and practical implications. Theoretically, the results extend Competency-Based Education and Kirkpatrick's Training Evaluation Model by showing how training translates into institutional outcomes through competency, with organizational culture acting as a contextual moderator. Practically, the study suggests that policymakers and institutional leaders should prioritize designing hands-on, context-relevant training programs, while simultaneously cultivating supportive organizational environments that empower staff to apply their competencies effectively. By doing so, educational institutions can enhance financial transparency, accountability, and sustainability, thereby strengthening public trust and aligning with global standards (Mboutchouang, 2025; Vaish, 2025).

## CONCLUSION

This study demonstrates that staff competency plays a significant role in achieving high-quality financial reporting in educational institutions. Training programs enhance professional competency, a key factor in reporting quality. By combining quantitative and qualitative data, this study reveals the importance of practical training and an organizational culture that supports skill implementation. Theoretically, these findings extend the application of Competency-Based Education and Kirkpatrick's Training Evaluation Model, demonstrating how training impacts institutional outcomes through competency. Practically, institutions need to invest in training that focuses on technical needs, such as IFRS implementation, as well as communication and critical thinking skills. Furthermore, leaders must build an organizational culture that encourages continuous learning and provides resources for best practices.

However, this study has limitations, such as the sample size only covering mining-related educational institutions in Indonesia and the three-year observation period, which may limit generalizability. Measurement of competency and reporting quality also relies on self-reports. For future research, a longitudinal or cross-country approach is recommended to test the robustness of these findings. Furthermore, the use of objective performance measures and the exploration of variables such as leadership style or digital transformation could enrich the understanding of factors influencing financial reporting quality.

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