Governance of basic education in the delivery of service quality and higher management levels

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Abstract

This study sought to find out the relationship between the perceived governance and the school's performance in terms of service quality and management levels in the Bay District. This research was quantitative research, which followed the correlational research design. The primary respondents of this study were permanent teachers in the District of Bay for School Year 2021–2022 who are teaching in the lowland schools. The mean, standard deviation, and Pearson Moment Product Correlation were the statistical methods used in analyzing the data gathered. The results revealed that service quality such as effectiveness and efficiency is significantly correlated to governance in authority and accountability in terms of positive leadership, planning, work management, information asset management, administration of resources, and decision making. The management levels such as leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources are significantly correlated to the governance in authority and accountability in terms of positive leadership, planning, work management, information asset management, administration of resources, and decision making. And the respondent's perception of the level of governance of basic education, such as authority and accountability, is significantly correlated to school performance in terms of service quality and school-based management, as revealed by Pearson r correlation analysis. The findings gathered in the study led to the formulation of the conclusion: since there is a significant relationship between the governance of basic education and that of service quality, management levels, and school performance, "the null hypothesis is therefore not sustained." It is suggested that school principals may maintain open and good communication, as well as encourage workplace camaraderie and cooperation, since this fosters harmonic connections, which leads to increased productivity and support in accomplishing school goals.

Keywords: Governance; service quality; management level

1. Introduction

Governance is the process by which government makes and implements policy decisions that influence the finance and delivery of education to citizens of a nation. It also implies the way and manner of how power is exercised through a country's economic, political, social and civil society to use the country's resources for socio-economic development which have an impact on each household, individual or nation. Good governance in education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information, and accountability, which induce high performance from public providers. Sound provider performance in turn, raises the level of education outputs and can contribute to improved outcomes (Lewis 2009). In this study, good governance is a set of responsibilities and procedures exercise by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decision-making. Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula, and administration of school population (Khalique, 2010).

This means school governance is responsible for school effectiveness, quality, and accountability. It is a major factor in improving the quality of education. It is common knowledge that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, shortage of education personnel, students unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the availability of resource, accountability, as well as participatory decision-making. (Okunamiri & Ajoku, 2010).

Rules and Regulations of Republic Act No. 9155 which is the governance of Basic Education Act of 2001, gives emphasis in the authority, accountability and responsibility of the school head which is consistent with the law, national educational policies, plans, and standards. Setting the mission, vision, goals and objectives of the school; creating an environment within the school which is conducive to teaching and learning; implementing, monitoring and assessing the school curriculum and being accountable for higher outcomes; developing the school education program and school improvement plan; offering educational programs, projects and services which provide equitable opportunities for all learners in the community; introducing new and innovative modes of instruction to achieve higher learning outcomes; administering and managing all personnel, physical and fiscal resources of the school; recommending the staffing complement of the school-based on nits needs; encouraging and enhancing staff development; establishing school and community networks and encouraging the active participation of teacher organizations, non-academic personnel of public schools and parents teachers' community association; accepting donations, gifts, bequests and grants in accordance with existing laws and policy of the Department for the purpose of upgrading teachers/learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. The purpose of the study is to determine the effect of the principal's governance and supervisory skills to the school performance.

2. Literature Review

2.1 On the Governance
It refers to the process of decision-making in educational systems. It refers to the structures and processes that enable educational systems to assign roles and duties, set priorities and designs, and implement policies and programs. Many countries are attempting to ensure effective planning, implementation, and delivery of education programs in today's increasingly complex social situations (Drysdale, 2011).

2.2 On the Service Quality
The management of service quality is the process of managing the quality of services supplied to a customer in accordance with his expectations. It basically evaluates the quality of a service in order to enhance it in the future, discover flaws, and rectify them in order to increase customer happiness. The monitoring and maintenance of an organization's various services given to clients is referred to as service quality management. In the subject of education, Ahmed et al. (2010) investigated the the link between service quality, satisfaction, and loyalty The SERVQUAL model was used to assess motivation at institutions. Their findings suggest that the university's service quality has improved a substantial impact on employee happiness and motivation. Students' satisfaction will grow as a result of this. During the educational process, motivation is important. In addition, Sobral (2004) also found that medical students' motivation is high. Their judgments of service quality have a big impact due to its importance and value of education provider (medical faculties) During the educational process, what does experience mean? There was also indication that students' attitudes regarding service were changing. Their pleasure will be determined by the quality of education providers. It has an impact on their educational drive

process. Service quality is a vital tool that can help a firm to combat to stand out from competition (Ladhari, 2008). Chumpitaz and Paparoidamis (2004) discovered that marketing performance is positively affected by service quality. No matter how good the marketing strategies are, if the service is not good, sales will not increase. That is why service quality has to be carefully managed all the time. Furthermore, Literature sustains that service quality has a straight influence on cultivating business performance and is related to growth of market share (Teck-Hong and Yong-Kean, 2012).

2.3 Management Levels

It is a method of improving education by devolving major decision-making authority from state and district offices to individual schools. SBM gives principals, teachers, students, and parents more authority over the educational process by putting them in charge of financial, staff, and curricular decisions. SBM may build more effective learning environments for children by involving teachers, parents, and other community stakeholders in these crucial decisions (Gurr, 2014).

Most school-level decisions are made by the management council in some districts. In some districts, the council provides recommendations to the principal, who ultimately makes the final choices. The principle plays an important role in the decision-making process in both circumstances, whether as part of a team or as the final decisionmaker. Students at an SBM school have more control over their learning, and the curriculum may be tailored to meet their individual requirements. Principal professionalism in their role as educational leaders is bolstered by increased autonomy in school management and community engagement, both of which build trust in educational decision-making and community commitment to the schools. Teachers will be more inclined to experiment with new approaches to instruction if their curriculum is more open to change. The responsiveness to local demands will also guarantee that educational services are in line with the requirements of students and the community at large. In the end, all of these factors will aid students in reaching their academic objectives (Moos, Johansson & Day, 2011).

By promoting a good value system and recognizing the cooperation, participation, and support of significant and relevant stakeholders in the setting of standards and ensuring quality in the management of school resources, the School-Based Management's involvement in school governance ensures a sustainable interdependent relationship between the school and the community. This dynamic partnership approach strengthens community involvement and mandate in education by instilling a sense of common ownership, accountability, and dedication to the school's programs, activities, physical structure, learning facilities, and learning result improvement. This is a proactive approach to establishing community inputs, instructional processes, and outputs that ensure quality human capital development in knowledge, technical and vocational skills, and character for long-term sustainability. (Ling et al. 2010)

2.4 Conceptual Framework

The figure below explains how the research flows. The independent variable box shows the Governance as to Authority and Accountability. Authority in terms of positive leadership, planning and work management. Also, this includes the Accountability in terms of information asset management, administration of resources and decision making. In addition, dependent variables encompass the school performance that covers the service quality and management levels. Service quality in terms of effectiveness and efficiency. Management level in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.
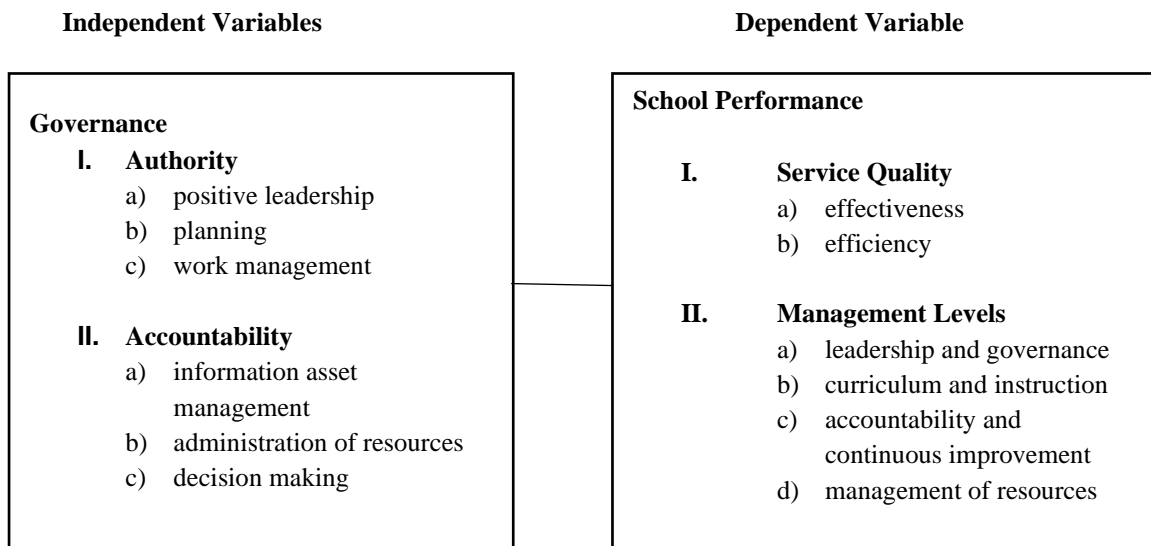
Independent Variables

Dependent Variable

Governance
  I. **Authority**
    a) positive leadership
    b) planning
    c) work management

  II. **Accountability**
    a) information asset management
    b) administration of resources
    c) decision making

School Performance

  I. **Service Quality**
    a) effectiveness
    b) efficiency

  II. **Management Levels**
    a) leadership and governance
    b) curriculum and instruction
    c) accountability and continuous improvement
    d) management of resources

Figure 1: Research Paradigm

3. Hypotheses

The following hypotheses were posited in the study:

H1. There is no significant relationship between the perceived Level of Governance and school performance in terms of Service Quality

H2. There is no significant relationship between the perceived Level of Governance and school performance in terms of Management levels.

H3. There is no significant relationship between the perceived Level of Governance and school performance of schools in Bay District.

4. Methodology

This research will be quantitative research following the correlational research design. It is a research design described as a process of identifying whether a certain variable under study is related to another variable or set of variables. Previous research made by Sarlina (2018), used the same design and tried to identify the relationship between the learning styles of Grade 6 pupils and its relationship to their level of academic achievement with respect to reading comprehension, science process skills and mathematical thinking skills. In this study, the researcher will try to measure the perception of the respondents as to governance with authority and accountability as the primary variables, and positive leadership, planning, work management, information asset management, administration of funds and decision making as the sub variables. Its relationship to the service quality in terms of effectiveness and efficiency as well as to the SBM Level of Practice in terms of Management Levels shall be studied with more focus and thus, the research design is found to be most appropriate. The relationship of the profile of the respondents as to age, gender and length of service shall also be tested for relationship to service quality and management levels.

5. Result

5.1 Testing of Hypotheses

Table 1 Correlation of Governance in terms of Authority and Accountability to the School Performance in terms of Service Quality in Bay District

Governance	SERVICE QUALITY		
	Effectiveness	Efficiency	Overall Service Quality
Authority			
Positive Leadership	.689**	.671**	.704**
Planning	.768**	.742**	.782**
Work Management	.756**	.756**	.783**
Overall Authority	.784**	.769**	.804**
Accountability			
Information Asset Mgt.	.782**	.805**	.822**
Administration of Resources	.809**	.799**	.832**
Decision Making	.784**	.738**	.788**
Overall Accountability	.827**	.816**	.851**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

Using Pearson r correlation analysis reveals the respondent's perception as regard to service quality such as effectiveness and efficiency are significantly correlated to the governance in authority and accountability in terms of positive leadership, planning, work management, information asset management, administration of resources and decision making.

The school projects that are implemented are sensitive to the needs of the students. Regular evaluations are carried out in order to improve the services provided. By generating feedback, the school is kept updated of the community's concerns and needs. Positive leadership positively affects the level of satisfactory services rendered by the school. This is true for this study as reflected by the values. Since positive leadership encourages personnel to do better in their craft, it has pushed for the betterment of school services too.

Efficient planning takes a lot of time but as it burns in the process, the results can be remarkable. Since the school appropriately plans different activities and projects, it has been found to be responsive to the needs of the community, and thus, resulted to the stakeholders taking a greater hold of the school's agenda and support them. In terms of work management, it also related significantly to the service qualities delivered by the school. This is because there is time allotment for every school work and that teachers and personnel adhere to these schedules in order to deliver better quality of service. For the efficiency of the service quality, the school staff is knowledgeable about the projects and activities that have been undertaken. When school personnel are asked about specific concerns, they immediately respond. Teachers and other school personnel are reachable to students and the community.

According to Mulyasa, 2009, Management Based on School (MBS) is one of the government's efforts to achieve the superiority of human resources in the mastery of science and technology. The provision of broad autonomy of education in schools is the government's concern for the symptoms that appear in the community as well as efforts to improve the quality of education. The main purpose of MBS is to improve the efficiency, quality, and equity of education. School as an accountable educational institution able to maintain the quality of its output so it can be accepted by the community. Thus, in this case the accountability of an educational institution depends on the quality of its output. In addition, the accountability of an institution also depends on the ability of an educational institution to account for its authority to the public.

Table 2 Correlation between Governance in terms of Authority and Accountability and the School Performance in terms of Management levels in Bay District

Governance	MANAGEMENT LEVEL				
	Leadership and governance	Curriculum and Instruction	Accountability and Continuous improvement	Management of Resources	Overall Management Level
Authority					
Positive Leadership	.722**	.655**	.698**	.751**	.748**
Planning	.770**	.685**	.742**	.762**	.783**
Work Management	.796**	.709**	.709**	.727**	.778**
Overall Authority	.810**	.726**	.763**	.795**	.819**
Accountability					
Information Asset Mgt	.846**	.750**	.792**	.808**	.845**
Administration of Resources	.821**	.677**	.772**	.771**	.805**
Decision Making	.767**	.627**	.717**	.747**	.756**
Overall Accountability	.848**	.715**	.794**	.810**	.838**

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).
Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

The table shows the result of the test of correlation among the variables of Basic Education Delivery Governance (IV) and Management Level as a measure of school performance (DV). The r-values are verbally interpreted ranging from the very strong association of ±0.6 to ±0.8 r-values.. They are being tested at $p<.05$ significant level.

Using Pearson r correlation analysis reveals the respondent's perception as regard to management level such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources are significantly correlated to the governance in authority and accountability in terms of positive leadership, planning, work management, information asset management, administration of resources and decision making.

Overall, the qualities of governance in terms of authority and accountability relates significantly to their overall service quality. This leads to the conclusion that the levels of governance must be looked into so that the school's service quality may be further improved or sustained. Having a sustained and positive form of governance in the school will encourage teachers and other personnel to be at their best, and the school will be more capable of delivering quality services.

Republic Act 9155 also known as Governance of Basic Education Act provides that a school must be managed by a school head who has "the authority, responsibility and accountability for achieving higher learning outcomes." His roles include, but not limited to, leadership, management, teacher evaluation, and enforcing student discipline. Leading and managing the school requires more than hard work and time. An effective school head or principal therefore also needs to have the leadership qualities and mindset.

Table 3 Correlation between perceived Level of Governance and School Performance of Schools in Bay District

	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed)[a]	
					Lower	Upper
Governance	3.59	.425	.867	<.001	.819	.902
School Performance	3.62	.404				
N=144	a. Estimation is based on Fisher's r-to-z transformation. **. Correlation is significant at the 0.01 level (2-tailed).					

Verbal Interpretation of r-values: ±1.0 Perfect positive +/- association ±0.8 to ±1.0 Very strong +/- association ±0.6 to ±0.8 Strong +/- association ±0.4 to ±0.6 Moderate +/- association ±0.2 to ±0.4 Weak +/- association 0.0 to ±0.2 Very weak +/- or no association

There is a significant relationship between the perceived level of governance and the school performance as can be inferred from the values in table 19. This points to the assumption that since the relationship is positive and high, improving the level of governance in schools will also entail a high school performance in terms of the services it offers to its stakeholders and the way the school is managed by its personnel. With this, it is concluded and recommended that the levels, forms and practices related to governance be reviewed and if necessary, modified.

The respondent's perception of the level of governance of basic education such as authority and accountability are significantly correlated to school performance in terms of service quality and school-based managements as revealed by Pearson r correlation analysis.

Educational institution governance has a significant impact on student and teacher success because it defines and regulates connections both within schools and between schools and outside agencies.

The relationship between government and school is the focus of the reform of the school's governance structure, but it is also a difficult point. The "Outline of the Plan" pointed out that it is necessary to continuously promote the separation of management and operation, and implement and expand school autonomy. It is proposed that "building a modern school system that runs schools according to law, independent management, democratic supervision, and social participation, to build up a new relationship between the government, schools, and society" (Ministry of Education, 2015). This policy reflects the international trend of school governance structure reform. In the past few decades, many Western countries have been promoting decentralization, giving schools more autonomy to meet their needs for education (OECD, 2016).

6. Discussion

The ways schools have been managed has drastically changed and evolved over time. These changes have been greatly adopted by most schools to be abreast with current educational issues and developments. Specifically, these changes involved a paradigm shift from the view that the accountability and authority in a school rest solely on the hands of a single leader or head of office to a shared governance in the local school setting. It views leadership and management as more desirable if it is responsive to the needs of the community (Yip, Goldman & Martin, 2021).

In the Philippine setting, the school leadership and management has been delegated to school heads and is being shared to other stakeholders. In view of this, the Department of Education issued DepEd Order 55, s. 2008 instituting the practice of School Based Management (SBM). The primary highlight of SBM shall be to create a mechanism that is designed collaboratively by the school and the community to better its services and operations (Herrero, Egbu & Fong).

SBM is composed of four (4) principles that focuses on different aspects of school operations and management. These are: 1) Leadership and Governance, 2) Curriculum and Instruction, 3) Accountability and Continuous Improvement and 4) Management of Resources.

In the school levels, SBM serves as one of the primary indicators of school performance along with other Performance Improvements as reflected by Quality Services, however, most schools are still striving to reach the desired validated levels. This research determined the quality of governance and relate it to the Quality Services and Management Levels of the school (Division Monitoring and Evaluation).

7. Conclusion

The findings gathered in the study led to the formulation of the conclusion:

1. Since there is a significant relationship between governance in terms of authority and accountability to the school performance in terms of service quality in Bay District then the null hypothesis is not sustained.
2. There is a significant relationship between governance in terms of authority and accountability and the school performance in terms of management levels in Bay District thus the null hypothesis potential in this is not sustained.
3. There is a significant relationship between perceived level of governance and school performance of schools in Bay District thus the null hypothesis potential in this is not sustained.

8. Recommendation

Based on the findings of the study, the following recommendations are offered:

1. It is suggested that school principals may maintain open and good communication, as well as encourage workplace camaraderie and, cooperation, since this fosters harmonic connections, which leads to increased productivity and support in accomplishing school goals.
2. Continue to foster excellent relationships between schools and stakeholders, since this may allow everyone to work together amicably, which will greatly influence the school's performance.
3. Teachers may continuously improve themselves professionally in order to keep abreast of the latest trends, teaching approaches, and techniques in the education field to maintain the quality of service they give.
4. Future researchers, may replicate this study by using governance of basic education and service quality in augmenting the school performance.

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