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CHALLENGES IN THE IMPLEMENTATION OF GOVERNMENT VOUCHER SUBSIDIES: PRIVATE SCHOOL ADMINISTRATORS' NARRATIVES ON BENEFITS AND LIMITATION

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ABSTRACT

This study explains the implementation of the government voucher subsidy from the perspective of a private school administrators. It examines how the program supports student enrollment, sustains school operations, and ensures compliance with regulatory standards. A total of ten participants are considered in this study who will join the in-depth interview and focused group discussion respectively. Five of them will join the in-depth interview while the remaining participants will be subjected to the focus group discussion. Phenomenological research is the main basis in gathering all information's in this study since it involves understanding the universal experience through interviews with subjects and examining their views about their experience. The result emphasized how the subsidy can be effectively managed while addressing the challenges and opportunities associated with it. The outcome disclosed that the program greatly improves private education accessibility and provides financial support to schools, but its effectiveness is impeded by a number of challenges. It discusses how administrators understand the increase in student enrollment and financial support, but worry about the delayed fund disbursement, strict compliance, and ambiguity of the long-term sustainability. These limitations result in operational challenges which hinder school budgeting and resource allocation. The study provides implications of these findings to some policymakers, educational institutions, and stakeholders.

KEYWORDS: *Government, limitations, voucher subsidy, administrators, operation, fund*

INTRODUCTION

Government voucher funding for private school administrators is beneficial on different levels, from greater quality of education and accessibility to allocation of resources. Voucher funding represents a unique access to state resources that can ease the financial strains that schools often face and particularly for large sub-populations of public school students. Schools can then utilize this subsidy for school repairs, curricular and instructional materials, and teacher professional development to foster a serious commitment to enhancing the learning conditions in place at their schools. Private education in China over has seen a rise in the popularity of privatizing education in recent years, especially when it comes to giving parents and children greater choices to the type of education they receive. However, there have also been unfavorable effects of private school proliferation, drawing the attention of legislators and governments. Without giving government funding, the government has attempted on multiple occasions to control and advance private education (Huang, 2021).

Meanwhile, the Taiwanese government provide financial support to private school's institution through the voucher program effort, which enables them to upgrade their buildings facility and pay operating expenses. The growth of Minban schools, which have traditionally lacked funding and had difficulty drawing in students and investors, has been greatly aided by this support. Because of the government's backing, there is now more fund invested in Minban education institution, which has drawn private capital and altered public opinions regarding the reliability and quality of people-run schools (Cheng, 2018).

Most schools are established by the central and special municipality/county city government, admissions to some selected district schools are test-free, while general education is provided in other schools. Free tuition for all senior

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and vocational high school student, this means that all students attending public and private senior and vocational high schools are now eligible for free tuition. The public and private schools are on equal footing, in this stage, the public schools, national, municipal, county and private ones would proceed the same system. The government subsidies to private schools will be seriously assessed and supervised under the same basis as public schools to ensure the teaching and operating performance (Yao, 2024).

In support to this study, the government of the Japanese capital has decided to abolish the income limit on free tuition for high school students living in Tokyo, making tuition fees at all high schools including private ones virtually free. The move is part of support for child-raising families and is being coordinated to be in place from the 2024 school year. According to sources including the metro government, tuition fees at metropolitan high schools are currently free with national government assistance for households with annual incomes of less than 9.1 million yen (about $62,000). For private schools, the Tokyo government will add to the central government's support and subsidize up to 475,000 yen (roughly $3,200), which is equivalent to the average tuition of private high schools in Tokyo. Students living in Tokyo who attend private schools outside of the capital will also be eligible to apply (Fukushima, 2023).

On the basis of private school administrators in the Philippines, the voucher subsidy program effort has been provided for encouraging competition and privatization in the education sector. Additionally, it has also been seen as a way to raise educational standards, especially in disadvantaged area as such, by giving financial support to private school's institution that educate underprivileged students. In Manila, benefits include increased access to private education institution sector for disadvantaged students and improvements in the overall quality of education. The voucher subsidy program allows students to attend private school's environment with financial aid, helping to reduce the tuition burden for lower income families. The program aims to improve the quality of private schools by providing resources and support to recognized private primary schools. However, the voucher subsidy program also has limitations (Termes, et al, 2019).

Moreover, former education secretary Armin Luistro viewed the K to 12 subsidy program as beneficial, allowing students to choose their senior high school while being cost-effective for the government compared to expanding public schools. However, Flora Arellano of E-Net Philippines argued that these subsidies failed to improve education quality and shifted the burden to private schools. A 2019 study by the Philippine Institute for Development Studies (PIDS) noted the expansion of senior high schools but highlighted persistent issues such as unclear assessment standards, an overloaded curriculum, and resource shortages. Additionally, many senior high teachers lacked content mastery in specialized subjects, and a teacher shortage led to mismatches between teachers' expertise and the subjects they were assigned (Chi & Cuyco, 2021).

However, private school administrators in the National Capital Region of the Philippines have highlighted the advantages and drawbacks of the government-sponsored voucher program. The private funding basic education voucher program offers vouchers to students in kindergarten through secondary school, taking into account their socioeconomic needs and tuition costs. In connection to this, the vision of this financial assistance is to improve and develop the marginalized and underprivileged students' access through free education program for the students from families with low incomes are given priority under the voucher subsidy program, which guarantees to sustain equal opportunity. The government hopes to improve the quality of education through promoting competition and providing assistance for schools to uphold high standards by providing subsidies to private schools (Cervantes, 2023).

In response to the problem being faced by students enrolled in private schools, Davao City district one in private school offers a government voucher program that provides financial assistance to eligible students, helping them afford private school tuition. Administered by the Department of Education (DepEd), the program aims to expand access to quality education for struggling families through the Senior High School Voucher Program. The initiative has significantly impacted private schools in Davao City by increasing enrollment and generating more revenue, ensuring their financial stability (Daniel, 2018).

LITERATURE REVIEW

The complexity of the application and disbursement process for government voucher subsidies is a significant challenge for private school administrators. It highlighted that the administrative procedures involved in applying for and receiving voucher subsidies often require extensive documentation, detailed eligibility checks, and strict

compliance with specific timelines. These procedural requirements create a burdensome process for private schools, especially for smaller institutions with limited administrative staff (Chubb & Moe, 2021).

In addition, the regulatory environment surrounding voucher applications is often subject to frequent changes, creating uncertainty for administrators, observed that schools must constantly update their knowledge of evolving regulations, which can be particularly overwhelming for smaller schools that lack dedicated legal or compliance departments. The requirement to stay informed about changing guidelines often creates confusion among administrators, as they may struggle to keep up with new criteria, documentation, or deadlines. This confusion can lead to unintentional mistakes, which in turn delay the approval process and further may impede schools' ability to access the necessary funding in a timely manner. Such complexity not only consumes administrative resources but also detracts from a school's ability to focus on delivering quality education (Green, 2020).

Moreover, even after successful application, voucher disbursement can face significant delays. It found that delays in the release of funds can have severe consequences for private schools, especially those relying on voucher subsidies to meet operational costs such as teacher salaries, infrastructure maintenance, and educational resources. When funds are not disbursed on time, administrators may have to resort to alternative financing options, such as loans or deferred payments, which add further financial strain (Friedman & Gratz, 2022).

Inconsistent and delayed fund distribution remains a significant challenge in the implementation of government voucher subsidies for private schools. They emphasized that delays in the disbursement of funds can create substantial operational difficulties for schools, especially those with tight financial management systems. When voucher funds are not released on time, private schools face difficulties in meeting essential financial obligations such as paying salaries, maintaining facilities, and purchasing necessary educational materials. This financial uncertainty disrupts the smooth running of schools and can have a negative impact on the overall educational experience (Klein & Larkin, 2022).

The delay in voucher fund distribution has further implications for the long-term planning and sustainability of private schools. Pointed out that when the government does not release funds consistently, private school administrators are forced to make short-term financial adjustments, often relying on loans or personal funds to bridge the gap. These short-term solutions, while necessary, increase the financial burden on schools and prevent administrators from focusing on long-term goals such as curriculum development, faculty recruitment, and infrastructure improvement. Such financial instability can also result in schools having to cut back on essential services, which ultimately affects the quality of education that students receive (Bowers & Jennings, 2021).

One of the most significant challenges associated with government voucher subsidies is the issue of insufficient voucher amounts. This voucher amounts are often inadequate to cover the full cost of tuition and other essential services, leading to financial strain on private schools. This problem is particularly pronounced in areas where the cost of private education is higher than the voucher value, forcing schools to seek alternative funding sources or pass additional costs on to students and their families. The limited amount of funding provided by the vouchers means that schools are unable to fully benefit from the program, and in some cases (Goldstein, 2022).

However, the insufficient voucher amounts also exacerbate the existing disparities between different private schools. As noted that the disparity in voucher values often leads to an unequal distribution of resources, with some schools benefiting more than others. For instance, schools in wealthier areas may find it easier to supplement the voucher subsidy with additional revenue from tuition or donations, while schools in lower-income or rural areas, which are more dependent on the voucher funding, struggle to make ends meet. This inequality perpetuates disparities in educational quality and access, undermining the intended goals of the voucher program, which is to provide equitable educational opportunities for all students (Rothstein & White, 2021).

In addition to funding gaps, highlighted that schools receiving insufficient voucher amounts are also limited in their ability to improve their infrastructure, teaching materials, and professional development programs. As a result, even with the additional financial support from the voucher program, schools may remain unable to make significant investments in enhancing the overall educational environment. Without adequate resources, schools may struggle to maintain competitive teaching standards, which ultimately affects student outcomes and teacher satisfaction. The

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inability to improve facilities, curriculum, and staff development due to insufficient funds undermines the overall impact of the voucher program on educational quality (Hernandez & Walker, 2023).

In addition, pointed out that when voucher amounts fall short of tuition fees, parents are often forced to pay the difference out-of-pocket. This creates an added financial burden on families, limiting the program's ability to achieve its primary goal of increasing access to quality education for disadvantaged students. For the voucher system to be truly effective, it must be structured in a way that ensures the amount provided is sufficient to meet the costs of private education and support schools in delivering high-quality education (Bailey & Jones, 2022).

Additionally, providing technical assistance and training programs would ensure that administrators can effectively use the digital platform and stay informed about any updates or changes in the application process. It is found that many school administrators, particularly those in rural areas or smaller institutions, may not be well-versed in the use of digital platforms. By offering webinars, online tutorials, and dedicated support teams, the government can assist school leaders in learning how to navigate the system with confidence. Providing on-demand technical support ensures that administrators have the help they need to resolve any issues that arise during the application process. Furthermore, training programs can help bridge any technological gaps, making sure that all schools, regardless of their resources, can benefit from the system (Barker et al., 2022).

Finally, the integration of an online tracking system for both the application process and the disbursement of funds could further enhance transparency and accountability. They highlighted that one of the primary frustrations of school administrators is the lack of visibility into the status of their application or the disbursement process. By providing real-time updates and notifications through an online portal, administrators would have immediate access to information about the status of their application, approval, and fund release. This transparency would allow school leaders to make informed financial decisions and plan accordingly (Chavez & Lee, 2021).

Furthermore, Watson et al. (2022) found that when schools can monitor the status of their voucher applications, it not only reduces administrative stress but also builds trust between schools and the government. A transparent tracking system would provide administrators with reassurance, knowing exactly when they can expect funds to arrive and how to plan accordingly.

The implementation of these strategies not only helps in reducing delays but also contributes to better financial management for private schools. As they observed, delayed fund distribution often forces schools to engage in short-term borrowing, which can result in increased financial stress and, in some cases, higher operational costs due to interest on loans. A reliable and timely disbursement system would reduce the need for schools to seek external financing, thus lowering their overall operational costs (Miller & Jacobs, 2021).

However, administrators may express concerns about relying on government funding through vouchers, as it can lead to fluctuating income based on policy changes or the number of voucher recipients. Financial sustainability remains a key concern for private schools, especially those participating in government voucher subsidy programs. While vouchers can provide much-needed funding for schools serving lower-income families, they also introduce significant financial uncertainty. The amount of funding provided by government vouchers can vary widely, often dependent on state budgets, political decisions, and changes in educational policy (Cowen & Fleming, 2021).

Moreover, one of the primary financial risks associated with voucher programs is the fluctuation in enrollment and funding levels. Voucher programs are often subject to changes in both political priorities and economic conditions. For instance, a reduction in voucher amounts or changes in eligibility criteria can lead to unexpected decreases in revenue for private schools, creating financial instability (Belfield & Buehler, 2020).

Another challenge in achieving financial sustainability through government voucher subsidies is the tension between maintaining competitive tuition rates and covering operational costs. Although vouchers can help subsidize tuition for students, they often fall short of covering the full costs associated with running a private school, especially when considering infrastructure, teaching quality, and extracurricular programs Schools that are unable to generate additional revenue through fundraising or other means may find themselves relying too heavily on vouchers, leading to a lack of flexibility in terms of improving educational outcomes or expanding school facilities. As a result, private

schools may face challenges in maintaining the balance between providing a quality education and remaining financially viable (Lubienski & Weitzel, 2020).

The voucher system can provide an opportunity for private schools to attract more students, especially those from low- or middle-income families who might not otherwise afford private education. This can lead to a more diverse student body. One of the key benefits of government voucher subsidy programs for private schools is the potential for increased enrollment. By providing financial support to families who might not otherwise be able to afford private education, vouchers make private schooling accessible to a broader demographic. This influx of students can be particularly beneficial for schools that are under-enrolled or seeking to expand their reach to diverse communities (Chingos & West, 2020).

However, some argue that collaboration is still possible if both sectors prioritize the shared goal of improving educational outcomes. For instance, public schools could collaborate with private institutions to offer specialized programs, such as advanced placement courses or vocational training that may not be feasible within the public system due to resource constraints (Belfield & Buehler, 2020).

In addition to competition, public-private collaborations often face logistical challenges. Differences in governance, accountability measures, and educational philosophies can complicate collaboration efforts. Public schools are subject to strict regulations and standardized testing, while private schools, especially those participating in voucher programs, may have greater flexibility in curriculum and instructional methods. This mismatch in operational structures can lead to difficulties when attempting to align curricula or teaching practices between the two sectors. Furthermore, because voucher programs are designed to provide alternatives to traditional public education, some private schools may have little incentive to work with public schools, viewing them as competitors rather than collaborators (Lubienski & Weitzel, 2021).

Research Questions

This study sought to explore the narratives of private school administrators and shed light on their perceptions of the benefits and limitations associated with government voucher subsidies. By capturing their direct experiences and perspectives, this research aimed to contribute to a detailed understanding of the impact of voucher policies on private education and its stakeholders.

1. What are the challenges encountered by the administrators in selected private schools on the implementation of the government voucher subsidy?
2. How do private school administrators resolved the challenges they encountered in implementing the government voucher subsidy?
3. What insights do private school administrators gained in implementing the government voucher subsidy?

METHODOLOGY

Research Design

In the next section, I described the specific details of the research procedures so that future researchers could generalize the results from this study to other situations. I provided extensive and careful descriptions of the time, place, context, and culture of the study to develop transferability, which is the qualitative parallel to external validity in post-positivist research (Mertens, 2010).

Research Participants

A total of ten (10) participants are considered in this study who will join the in-depth interview and focused group discussion respectively. Five of them will join the in-depth interview (IDI) while the remaining participants will be subjected to the focus group discussion (FGD). All data gathered during IDI and FGD will be recorded and transmuted to summarize the responses of the participants in an orderly manner. Here are the inclusion criteria of the participants in the in-depth interview and focus group discussion are very important to ensure that the selected individuals provided relevant insights and meaningful contributions to the study.

These participants are well experienced in the school operation in relation to the government voucher subsidy since they started implementing this program. They are all employed at private institutions three to five years in service the several key should be considered, school administrators, such as principals, directors, or department heads, coordinators or any representatives, they provide insights into policy implementation in an overall challenge.

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Participant 1 is a branch Principal in Rizal Special Education Learning Center, with a Bachelor's degree in Education, a licensed professional teacher, and a Master's degree in Educational Management. With five years of experience in service, they have extensive knowledge of the government voucher subsidy program and its implementation.

Participant 2 is a school director with a Bachelor's degree in Secondary Education, a licensed professional teacher, and a Master's degree in Educational Management. With three years of experience in service, they have been actively involved in school leadership, curriculum implementation, and the administration of government voucher subsidies.
Participant 3 is an Admission Officer with a Bachelor's degree in Education, and three years of experience in service. With a strong understanding of the government voucher subsidy program, they play a vital role in student enrollment, eligibility verification, and compliance with subsidy requirements, ensuring smooth implementation within the institution.

Participant 4 is a faculty member with a Bachelor's degree in Education, a licensed professional teacher, and three years of teaching experience. They have a strong understanding of the government voucher subsidy program and its impact on private school education.

Participant 5 is a Basic Education Registrar with a Bachelor's degree in Education, a licensed professional teacher, and three years of experience in service.

Participants 6 holds a Bachelor's degree in Business Administration and has four years of experience managing the financial and operational aspects of private school administration.

Participant 7 has a Bachelor's degree in Business Administration and marketing operation and has worked in school operations for four years.

Participants 8 holds a Bachelor's degree in Information Technology and has four years of experience managing school database systems, including voucher subsidy records.

Participant 9 earned a Bachelor's degree in Human Resource Management and has worked in private school operations for four years.

Participant 10 holds a Bachelor's degree in Business Administration and has four years of experience in private school administration.

Research Instrument

I followed Patton's (2020) recommendation to conduct interviews to uncover aspects that could not be directly observed. In qualitative research, I used interviews not merely to obtain answers but to understand the experiences of the participants and the meanings they derived from those experiences. While qualitative studies often use unstructured, open-ended interviews for their flexibility and responsiveness to emerging issues, I employed semi-structured interviews to obtain more focused information when needed.

Semi-structured interviews allowed me to combine the flexibility of unstructured, open-ended interviews with the directionality and agenda necessary to produce focused, qualitative, textual data. In this study, I used semi-structured interviews to explore how teaching quality could be improved through various pedagogical practices and instructional supervision, as well as to investigate the role of government voucher subsidies in enhancing educational practices. I aimed to describe participants' experiences, strategies, and outcomes in promoting effective instructional supervision, pedagogical practices, and the impact of voucher subsidies in the private schools where they administered.

To ensure consistency in the information collected, I used an interview guide. This guide included open-ended questions and topics to structure the interview while allowing me to explore, probe, and ask additional questions as needed to clarify and expand on specific topics. The guide helped me make interviewing multiple participants more systematic and comprehensive by defining in advance the issues to be explored (Patton, 2020). I framed the open-ended questions so that participants could express their views and perspectives in their own words, particularly regarding how government voucher subsidies might influence teaching and learning conditions in private schools.

Since my study focused on understanding the perspectives of private school administrators in their natural setting, I conducted all interviews in both virtual using Google Meet at times convenient for the participants and face-to-face. I tape-recorded all interview sessions for transcription purposes. When necessary, I conducted follow-up interviews after transcription to clarify meanings or delve deeper into specific areas, especially in relation to the potential benefits or challenges of government voucher subsidies in their educational environments. These follow-up interviews allowed me to gain a richer understanding of how administrators perceive the impact of voucher subsidies on their schools, particularly regarding funding, resource allocation, and the quality of education provided to students.

Additionally, found that private school administrators encountered inconsistencies in government policies and unclear guidelines, which led to operational inefficiencies (Tuazon, 2022).

Data Analysis

Qualitative data analysis, such as the examination of text from interview transcripts, differed significantly from quantitative analysis. While quantitative methods relied on statistical models and were generally objective, qualitative analysis was deeply influenced by my interpretive skills and my understanding of the social context in which the data was gathered.

Additionally, rather than focusing on prediction or explanation, the primary goal of qualitative analysis was to make sense of or interpret a particular phenomenon. This process required a creative and inquisitive approach, guided by ethical awareness and a contextual understanding of participants. This chapter offered a brief introduction to some of these qualitative strategies, with more detailed discussions available in authoritative works like the classic text by Miles and Huberman (1984). This approach was essential for extracting insights and enhancing my understanding of complex social phenomena.

Qualitative analysis allowed me to explore and interpret the emotions, perceptions, and experiences of individuals, providing deeper insight into what people felt and how they understood the world around them. Unlike quantitative data, which focused on numerical measurement, qualitative data captured the rich, contextual details of human experience. Through careful analysis, I was able to uncover subtle patterns, themes, and underlying meanings within the data, offering a comprehensive understanding that went beyond mere numbers.

Organizing the data analysis specifically focused on the government voucher subsidy involved structuring the analysis around key components of the subsidy program and private school administrators' perspectives on each aspect. This organizational structure allowed for a focused and comprehensive analysis of administrators' perspectives on different aspects of the government voucher subsidy program, facilitating a deeper understanding of its implementation and impact.

The data collected from in-depth interviews and focus group discussions were analyzed individually using Colaizzi's method, a qualitative analysis approach developed by Robert Colaizzi in 1978. This method was designed to uncover the underlying meanings and essences of participants' experiences. Colaizzi's method involved a structured, step-by-step process that systematically examined the data to identify themes, patterns, and key structures within participants' responses. By following this approach, I aimed to gain a deeper understanding of the lived experiences of the participants, ensuring that the analysis remained rooted in their perspectives.

Descriptive phenomenology, also referred to as eidetic or transcendental phenomenology, was developed by Edmund Husserl, the founder of phenomenology. This approach focused on describing the essential features and structures of a phenomenon as they presented themselves, without attempting to interpret or explain them. For my research, Colaizzi's method provided a clear and systematic approach to this analysis. Its thematic nature was more accessible and familiar to me than the more abstract "distilling" process offered by Giorgi's method. Colaizzi's method allowed me to systematically identify and categorize key themes while staying true to the participants' experiences.

RESULTS AND DISCUSSION

This chapter presented the findings derived from in-depth interviews and focus group discussions with private school administrators, highlighting their perspectives on the government voucher subsidy program. The discussion focused on the key areas of the benefits and limitations as experienced and articulated by the administrators. The results aimed

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to provide a comprehensive understanding of how the voucher system had impacted the operations of private schools, especially in terms of financial sustainability, student access, and overall educational quality.
Implications

The government voucher subsidy program stands as a cornerstone in expanding access to quality education by offering financial support to students pursuing private schooling. This initiative is designed to close educational gaps and provide learners with alternative avenues for academic advancement despite its benefits, the program introduces a blend of opportunities and challenges, in relation to the three themes that come out: benefits and limitations of the government voucher subsidy on private school administration, delayed disbursement on private school administration and operational challenges, strengthening educational resources to boost student confidence in private schools. These themes were closely tied to the key findings of the study, provided deeper insights into the impacts of the government voucher subsidy on private schools, and highlighted areas for further improvement and policy development to resource dependence theory by Pfeffer and Salancik, Parsons structural functionalism, Philip Selznick, influential figure in institutional and leadership administration theory.

However, the role of private school administrators in enhancing school operations and standardization was crucial in maintaining and improving the quality of education. This study explored investigation from private school administrators, shedding light on the best practices, challenges, and strategies employed to foster continuous development. The implications of these study provided a roadmap for improvements in school management, faculty development, and student performance.

The theme of “benefits and limitations of the government voucher subsidy on private school administration” private schools operate within unique frameworks that require tailored approaches to standardization and operational efficiency unlike public institutions, private schools have more autonomy, which presents opportunities for innovation but also demands accountability. Administrators must balance academic excellence with financial sustainability and stakeholder satisfaction this section delves into the context of private education and the need for enhanced operational standards. In relation to the theory of resource dependence by Pfeffer and Salancik, a key aspect of RDT was the idea that organizations sought to reduce uncertainty by forming strategic alliances, mergers, partnerships, or by diversifying their resource suppliers. By doing so, they secured more predictable access to critical resources and lessened their vulnerability to external pressures. For example, businesses entered long-term contracts with suppliers to ensure stable pricing, while schools collaborated with government agencies or private sponsors to receive consistent funding. These adaptive strategies helped organizations maintain operational efficiency and sustain their competitive advantage.

However, the theory also highlights the potential for power imbalances. When an organization relies heavily on a single resource provider, that provider gains leverage and can dictate terms that may not always align with the organization's best interests. For instance, a private school that depends primarily on government subsidies may be subject to changing education policies that affect its financial stability. As a result, organizations must carefully manage their relationships with resource providers to avoid excessive dependence and maintain autonomy in decision-making. In application, RDT has broad implications across various sectors, including business, education, and healthcare. It underscores the importance of strategic resource management, adaptability, and negotiation in sustaining organizational success. By understanding and applying the principles of resource dependence, leaders can develop proactive strategies to secure essential resources while maintaining a level of independence that enables long-term growth and stability.

Relatedly, the theme of “delayed disbursement on private school administration and operational challenges” particularly those that rely heavily on these funds for their operations. In many countries, voucher programs are designed to support students in private schools by covering a portion of their tuition fees. However, delays in the release of these subsidies create financial strain for private school administrators, making it difficult to cover operational expenses such as salaries, utilities, and facility maintenance. These financial uncertainties can disrupt the smooth operation of schools and negatively impact the quality of education provided to students. One of the major operational challenges resulting from delayed subsidies is the inability to pay teachers and staff on time. Private schools depend on government funding to meet payroll obligations, and when funds are not disbursed as scheduled, schools may struggle to retain qualified educators. This can lead to low morale among teachers, decreased motivation, and even high turnover rates, ultimately affecting the quality of education delivered to students.

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Furthermore, delayed payments may force schools to take on loans or rely on other sources of funding, increasing their financial burden, as studied of structural functionalism by Parsons, supported this study by explaining how behaviors repeated in multiple interactions become entrenched and institutionalized, creating specific roles. One of the key principles of structural functionalism was the concept of social functions, which were divided into manifest and latent functions. Manifest functions were the intended and recognized consequences of social institutions, such as schools providing education and skills to students. On the other hand, latent functions were the unintended and sometimes hidden effects, such as the socialization and discipline instilled in students through schooling. Both types of functions played a crucial role in maintaining social cohesion by ensuring that individuals were prepared to fulfill their roles within the broader social structure.

Moreover, despite its contributions to understanding social order, structural functionalism was criticized for overlooking social conflict and inequalities. Critics argued that the theory assumed all social structures worked toward the common good and failed to acknowledge how power imbalances, discrimination, and economic disparities negatively affected certain groups. For instance, while education was viewed as a means of social mobility, structural barriers such as unequal access to resources often limited opportunities for marginalized communities. These criticisms led to the emergence of alternative sociological perspectives, such as conflict theory, which focused on power struggles and social inequality.

In addition, the theme of "strengthening educational resources to boost student confidence in private schools" access to updated learning materials, modern technology, and well-equipped environments played a crucial role in nurturing students' intellectual growth. This aligns with the theory of Philip Selznick a leading influential figure in institutional and leadership administration, when students had access to quality resources, they were more likely to engage actively in their studies, develop a deeper understanding of concepts, and build the confidence needed to excel academically. The availability of updated textbooks, digital tools, and interactive learning materials empowered students to enhance their skills and perform better in their assessments.

In the past, the quality of teaching and student support services significantly influenced learners' confidence. Private schools that invested in teacher training and professional development ensured that educators could create more interactive and engaging classroom environments. Properly trained teachers helped students grasp complex subjects more effectively, fostering a deeper understanding and appreciation of learning. Additionally, counseling and mentorship programs played a vital role in offering emotional and academic support, helping students navigate challenges and develop self-assurance in their abilities.

Moreover, strengthening educational resources to boost student confidence in private schools required a collaborative effort among school administrators, teachers, parents, and stakeholders. Schools invested in modern learning tools, professional development for educators, and student support services to create a well-rounded educational experience. On the other hand, resource dependence theory Pfeffer and Salancik explains how organizations, including private schools, rely on external resources to operate effectively. Private schools depend on various resources, such as government subsidies, tuition fees, private donations, and partnerships with businesses or non-government organizations.

In relation, this reliance makes them vulnerable to external influences, such as policy changes, economic fluctuations, and shifting enrollment rates. The ability of private schools to secure and manage these resources determines their financial stability and overall institutional effectiveness. When funding is delayed or reduced, schools may face challenges in maintaining infrastructure, paying faculty, and providing quality education to students.

One of the primary operational challenges faced by private schools is the uncertainty of financial support, particularly in countries where government voucher programs are implemented. Delayed disbursement of subsidies or unpredictable changes in financial aid policies can create financial instability, affecting school operations and strategic planning. To mitigate these risks, private school administrators have sought ways to diversify their funding sources, such as establishing partnerships with private donors, corporations, and non-governmental organizations. By reducing dependence on a single funding source, schools were able to maintain operational efficiency and continue delivering quality education despite external uncertainties.

In relation to the theory of leading influential figure in institutional and leadership administration by Philip Selznick, his work emphasized the role of values, culture, and informal structures in shaping organizations beyond their formal structures and technical functions. In his seminal book leadership in administration, he introduced the concept of institutional leadership, which highlights how leaders play a crucial role in shaping an organization's character, mission, and long-term success.

A key aspect of Selznick's theory is the idea of "institutionalization," which refers to the process by which organizations evolve beyond their formal structures to develop distinct identities and values. He emphasized that strong leaders should not only focus on efficiency and technical management but also work to embed core values and long-term missions into the organization's culture. This concept is particularly relevant in private school administration, where leaders must balance academic excellence, financial stability, and institutional vision. School administrators who adopt an institutional leadership approach can shape the school's identity, create a strong organizational culture, and ensure long-term sustainability despite external challenges.

However, his work continues to guide private school administrators in understanding how organizational culture, leadership commitment, and strategic decision-making contribute to institutional effectiveness. By fostering a strong institutional identity, private school leaders can enhance faculty morale, improve student learning environments, and build strong relationships with stakeholders. Selznick's emphasis on the role of leadership in shaping institutions highlights the importance of vision, values, and adaptability in ensuring the success and sustainability of educational organizations.

Structural Functionalism of Parsons, he explained in the context of private school administration, provides insights into how schools contribute to social stability. According to his theory, schools serve as vital institutions that perform essential functions, such as socializing students, transmitting cultural values, and maintaining social order.

In addition, the Adaptation function was evident in how schools adjusted their curricula and resources to meet societal needs. Goal Attainment referred to how schools set educational objectives and standards to prepare students for their future roles in society. Integration was achieved by fostering a cohesive learning environment that helped students develop a sense of belonging and social responsibility. Meanwhile, Latency ensured the maintenance of cultural norms, traditions, and values through education, reinforcing social stability and continuity over time. These functions collectively contributed to the overall structure and stability of educational institutions, enabling them to fulfill their role in shaping individuals and society.

Further, for private school administrators, understanding Parsons' theory helped in developing policies and practices that enhanced school stability and effectiveness. By recognizing the interdependence of different school functions, such as curriculum development, faculty management, and student support services, administrators were able to maintain a well-structured educational environment. These interconnections ensured that schools functioned efficiently and fulfilled their role in society by preparing students for future responsibilities.

Additionally, private school leaders acknowledged the importance of institutional stability and social integration. They developed policies that reinforced academic excellence, ethical values, and a strong school culture. By fostering collaboration among teachers, students, and parents, they strengthened the school's role in shaping responsible individuals who contributed positively to society.

Moreover, although structural functionalism faced critiques for overlooking power dynamics and social inequalities the schools that aligned their policies with societal needs and adapted to changing educational demands were more likely to sustain their operations and fulfill their institutional mission. By emphasizing stability, role differentiation, and the cohesion of various school functions, private school administrators ensured the continuous improvement of academic programs, faculty development, and student success.

Future Direction

Future researcher could have focused on evaluating the long-term impact of these subsidies on private schools' sustainability and student outcomes, as well as explored ways to streamline the disbursement process and enhance financial management systems to ensure more efficient fund allocation the study examined the consequences of delayed disbursement of government funds, which created financial instability for private school administration. Many

schools relied on these subsidies to maintain daily operations, such as faculty salaries, infrastructure maintenance, and student services.

The future directions of the study were based on the need for further exploration and development of the key themes identified: benefits and limitations of the government voucher subsidy on private school administration, delayed disbursement on private school administration and operational challenges, strengthening educational resources to boost student confidence in private schools. The study highlighted the ways in which the subsidy program benefited private schools by providing financial assistance that enabled them to improve facilities, update resources, retain qualified teachers, and enhance educational services. The research identified several challenges, including funding delays, bureaucratic inefficiencies, and inequitable allocation of resources, which hindered the program's effectiveness.

However, delays in disbursement resulted in financial strain, causing disruptions in school activities and academic programs. Future research could have explored strategies to mitigate these delays, including improving administrative efficiency, implementing digital financial systems, and establishing policies to ensure the timely allocation of funds to private schools. Another key area that warranted further investigation was the operational challenges faced by private school administrators. The study revealed that fluctuations in enrollment, financial instability, and resource limitations posed significant difficulties in ensuring quality education. Future research could have explored effective financial management strategies, such as diversifying funding sources through partnerships, optimizing budget allocation, and enhancing revenue generation through innovative programs. By examining these strategies, researchers could have provided insights into how private schools managed financial uncertainties and sustained their operations despite external challenges.

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