



ANTECEDENTS OF QUALITY EDUCATIONAL SERVICES AND SCHOOL PERFORMANCE OF INTEGRATED NATIONAL HIGH SCHOOLS IN THE DIVISION OF LAGUNA

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ABSTRACT

The objective of the study was to find out the quality educational services and school performance of integrated schools in the Division of Laguna, where in the administrators, teachers work collaboratively to have quality in educational services for the benefit of students involved in maintaining organizational routines and stability cited by (Dela Cruz, 2008).

Methodology

The study used descriptive design through questionnaire and collecting the secondary data from forty four (44) Integrated School in the Division of Laguna, thirty eight (38) school heads and three twenty five (325) teachers.

Result

The study found out that there is no significant relationship established and among antecedents of educational quality services with respect to school context, teachers competency and classroom atmosphere and school improvement plan in terms of access, efficiency and quality as to students NAT performance, students achievements, administrative performance rating and teacher performance rating of integrated public schools in the Division of Laguna, therefore the null hypothesis is partially accepted.

Research limitations/ implications

The generality of findings may be limited. The study is limited by lack of resources and only for the Integrated School in the Division of Laguna, so the researcher were not able to conclude that the same result will be given with other school

Originality/ Value

The research proved that the quality educational services and school performance showed to thier School Improvement Plan (SIP) the value of research heuristic.

KEYWORDS: *Quality, Educational Services, School Improvement Plan, access, efficiency, quality and Integrated Schools*

I. INTRODUCTION

Schools aim to provide children with knowledge, skills, and interpersonal competencies required for their development. Schools can offer learning experiences that a child may not obtain at home. However, despite the efforts of the government to give apt budget in education, a large number of students still fail to obtain minimum level of education even if it is already given for free.

It is on record that many leaders, institutions, organizations and individuals have various ways in spending large amount of their resources to ensure that the objective of providing quality education is achieved. Each school, together with the teachers do their part to give the quality of education to all learners.

Under Education for All National Review (2015) school based management is also a mechanism of decentralized governance where the

management of schools accountable to both internal and external stakeholders is lodged in the school level; and a framework for integrating various inputs such as teacher- training, classrooms, learning materials, nutrition programs, resource mobilization among others.

With regard to School Based Management (SBM) one of the objectives is to empower school heads to lead their teachers and students in continuous school improvement process, leading to higher learning outcomes, to achieve the objective, 90.76 percent of schools have school improvement plans.

The efficacy of education in human development can never be understated, education is fundamental to every constituent of the society irrespective of gender, physical, racial, economic, geographical, cultural or linguistic differences. Education is a nation's strength, a developed nation



is inevitably an educated nation as stated by Shaguri (2013).

While the focus of the government has largely been on school education, however, in the context of post-secondary and higher education, consistent and quality growth has become debatable, an overwhelming demographic division still persists in the access to quality higher education with several communities still remaining underrepresented, contracting the very objective of equity within the social growth of the country.

Educational leaders, like school heads facing the challenge for improving teaching and learning are to ensure academic success for the students where their role is to encourage teachers produce concrete results.

DepEd order no. 31 s 2012 policy guidelines on the implementation of grade 1 - 10 of the K to 12 basic education curriculum effective school year 2012 – 2013 includes the following design of curriculum, desired outcomes of grade 1 to grade 10 program, nomenclature/ learning area description, medium of instruction, time allotment, sample class program. Despite that, the educational setting will deliver the services with quality educational system.

Philippine basic education was improved through Republic Act 10533 also known as the enhanced Basic Education Act which was passed last May 2013 making the pre university and basic education from 10 to 13 years (Congress of the Philippines, 2011) the enhanced basic education program encompasses at least one (1) year of kindergarten, six (6) years of elementary, and six (6) years in secondary education four (4) years of junior high school and two (2) years of senior high school education. The Senior High School levels which offer a wide range of subjects from which students can choose a program leading to college or university entrance or a career in business or industry. The Philippines together with Myanmar, Malaysia, and Singapore have two years of senior high while the rest of Southeast Asia has three years from (SEAMEO & INNOTECH, 2012)

Peters (2008) defines education as the transmission of what is worthwhile to those who are committed to it be they children or adults. Learners are the center of learning in school who needed quality education for their future career.

Quality basic education which is accessible, relevant, and liberating is a dream for all Filipinos – a dream that can be easily achieved through joint efforts of the school and community. One of the many programs that enables DepEd to attain this goal is the implementation of the enhanced school improvement plan (DepEd Order No. 44 s. 2015).

The enhanced School Improvement Plan (SIP) is a

road map that lays down specific interventions that a school will undertake within a period of three consecutive school years. SIP strengthens shared governance by providing opportunities where the school and community stakeholders collaboratively plan and identify interventions to address priority improvement areas.

The Department of Education shall formulate the design and details of the enhanced basic education curriculum. It shall work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, the Department of Education (DepEd) shall coordinate with the Commission of Higher Education CHED and the Technical Education and Skills Development Authority (TESDA).

DepEd Order No. 26, s 2017 Addendum to DepEd Order No.51 s.2015 stated the implementation of the Senior High School (SHS) program in existing public junior high school (JHS) and integrated schools (IS's). Establishment of stand-alone public SHSs and conversion of existing public elementary and JHSs into stand- alone SHSs is also included.

According to UNICEF (2012), Philippines is a party and signatory to the Convention on the Rights of Children (CRC), the World Summit for Children (WSC), and the World Conference on Education for All (EFA). As such, it subscribes to the principles of the Child-Friendly Movement (CFM), one of the core strategic approaches of UNICEF's 5th Country Programme for Children (CPC 5) implemented from 1998 to 2004.

An education system in any country is established as a result of the determination of the broader aims of education which are in line with the aspirations of the country. A school in economic terms is an industry which transforms a given quality of inputs into required outputs.

Education for a National Review (2015) states that every Filipino should have an access to a complete quality basic education in order to provide the necessary basic education input, provide affirmative action to learners with special needs, engage the private sector in broadening opportunities for basic education and utilize technology in expanding the extent of basic education.

From the paper of Kwek (2010), students' retention and their academic performance are influenced by the service quality provided by the higher education institutions. The significant role of the students perceived service quality determining the students' retention and their academic performance in the respective higher education



institutions there is a need to identify what the determinants are for the overall students perceived service quality.

Also, Matshidiso (2008) stated that school head has direct responsibility of implementation of the curriculum policy at the school level with the guidelines of the different functions of a school head, according to RA 9155, to note that a principal has twelve functions in school that can give keys to manage the school accordingly wherein the most significant factors in affecting the student achievement is through understanding of their roles as instructional leaders according to Herrera (2010) in addition, Instructional leadership typically “creates positive environments where all students learn” by focusing on teachers” a series of activities in learning.

The curriculum reform has ensued series of conceptual and practical innovations on classroom teaching at the school level Li, Xiao Jun (2014).

The researcher highly favors that the antecedents of quality educational services are the school context where teachers and classroom wherein in the present study aim to determine the relationship of the antecedents of quality educational services on their school performance.

II. THEORETICAL FRAMEWORK

The Managerial roles school by Forbes (2011) of McGill University focuses on the activities or roles that managers do in an organization, analyzed the roles and activities of five chief executives and came to the conclusion that managers do not really act on the basis of the classical functions of management but instead engage in various roles but which may be summarized into interpersonal roles, informational and resource allocator.

The instructional function of a principal is to build the vision and monitor the curriculum as asserted by Armstrong (2007), the principal had more skill and knowledge than anyone in the building and would guide others how to teach. Much has changed in the schooling enterprise, but their expectations for the principal remain the same: He or she needs to be the educational visionary, offering direction and expertise to ensure that students learn and the principal should monitor the curriculum on how it is being implemented.

These theories are somehow related to the present study wherein the Department of Education is decentralized because of its bureaucracy but the main concern of this is the learner and the bottom part is that the teacher plays one of the significant roles in education with the supervision of the principal.

Participative Theory by Lewin (1976)

stated that a participative leader, seeks to involve other people in the process, including subordinates, peers, superiors and other stakeholders. However, as it is within the managers' urge to give or deny control to his or her subordinates, most participative activity is within the immediate team. Involvement in decision-making improves the understanding of the issues under those who must carry out the decisions. In this theory the school head and the teacher should be participative in the implementation of K12 curriculum to have a successful output that will be beneficial to the learners. Specifically during the strategic planning and decision making it should have a collaborative communication within the stakeholders.

Situational leadership when a decision is needed is a function of an effective leader who does not just fall into a single preferred style, Tannenbaum and Schmidt (1958) identified three forces that led to the leader's action: the forces in the situation include the forces in their followers and also forces in the leader. This recognizes that the leader's style is highly variable, and even such distant event as a family argument can lead to the displacement activity of a more aggressive stance in an argument than usual. Maier (1963) noted that leaders not only consider the likelihood of a follower accepting a suggestion, but also the overall importance of getting things done. Thus in critical situations, a leader is more likely to be directive in style simply because of the implications of failure.

According to Mitchell (2016), the role of the instructional leader should also be expanded to incorporate a shift away from just “management,” or working in terms of administrative tasks, and move toward an emphasis on leadership. In order to achieve this objective, a strong principal with solid ideas is not enough; success will require a redefinition of the role of the principal. Barriers to leadership must be removed by reducing emphasis on bureaucratic structures and procedures. Relationships must be reinvented.

The dramatically different role of the school principal as instructional leader has been described as one that must focus on building a vital community of learners. It also requires shared decision-making and, in a sense, getting back to basics. It will require the leveraging of time, the support of ongoing professional development for staff members, creating a climate of integrity, using resources to support a diverse educational game plan and, lastly, plenty of room for inquiry and improvement.

III. METHODOLOGY

The study used descriptive design through questionnaire and collecting the secondary data from forty four (44) Integrated School in the Division of



Laguna, thirty eight (38) school heads and three twenty five (325) teachers.

Specifically, it sought answers to the following questions:

1. What is the extent of school context for quality educational services of integrated schools in terms of: school leadership; institutional Goal; professional community; discipline, and; academic environment?
2. What is the mean level of teachers' competency for quality educational services of integrated schools in terms of:
Academic skills of teachers; teachers assignment; teachers experiences, and; professional development?
3. What is the extent of classroom atmosphere for quality educational services of integrated schools in terms of:
Pedagogy; technology, and; class size?
4. What is the degree of school improvement plan of integrated schools relative to: access, efficiency, quality?

Is there a significant relationship established and antecedents of educational quality services with respect to school context, teachers' competencies and classroom atmosphere and school improvement plan in terms of access, efficiency and quality as to students' NAT performance, students' achievements, administrative performance rating and teacher performance rating of integrated public schools in the Division of Laguna

IV. RESULT

1. Extent of school context for quality educational services of integrated schools

In terms of school leadership, designing and maintaining the organizational environment to ensure the effective and efficient function of people toward the attainment of organizational goals way found out to be highly *extensive*. Quality of educational services got (owm's 4.68, 4.36); whereas, the goal as a *highly extensive* interpretation the maintenance of a positive attitude for achievement (owm's= 4.53, 4.35); professional community as vocally declared by both school heads and teachers regarding the latter's *very high* level of performance for quality educational services as the aftermath of the further enrichment of their professional development in building of their valuable work skills and improve individual performance by increasing knowledge and enhancing productivity as compounded by management and leadership training, seminars, conferences and e-learning platforms in their rank and file (owm's=4.45, 4.29); discipline by always putting influence for a more *highly extensive* guidance made on the students' behaviour in setting limits to help them learn and take care of

themselves, and other people around (owm's=4.48,4.40);

Lastly, the academic environment which is their utmost concern for levelling up their teachers' instructional performance in motivating very high their students to complete their level of work in order to succeed academically in the said integrated schools in the aforementioned division (owm's=4.42, 4.39).

2. Mean level of teachers' competency for educational services of integrated schools

In terms of academic skills motivating very high their students to complete their level of work in order to succeed academically (owm=4.42, 4.39); assignment very highly knowledgeable relative to teachers' assignment in conformity with R.A. 4670, verily known as the Magna Carta for Public School

Teachers (owm's=4.53 and 4.35); experiences by putting across the latter's performance as certainly very high due to the knowledge of the subject for them to have a strong grasp of the material resources they are teaching (owm's=4.50, 4.38);

On the other hand, professional development got an interpretation of *very high* building their valuable work skills and improve individual performance by increasing their knowledge and enhancing productivity as compounded by management and leadership training, seminars, conferences and e-learning platforms geared toward improvement of their interpersonal skills and enabling them to collaborate and accelerate change with school staff, personnel and employees in the said schools (owm's=4.45, 4.29).

3. Extent of classroom atmosphere for quality educational services in integrated schools

In pedagogy wherein both school heads and teachers claimed that learning can be *highly enhanced* by listening to the lectures as one of the main activities in the classroom. Body language, greeting, socializing and face-to-face contact with technology based as associated with the stretching-the-mold approach get (owm's=4.31, 4.25); technology by reporting the extensive use of computers in the classroom to assign work to students and study groups in order to enhance learning the complicated applications and also make the teacher's job easier (owm's=3.73, 3.92);

With regards to the class size as there has been a continuing increase in the number of enrollees' yearly entry in their respective schools for them to fully enhance more budget allocation for additional classrooms, otherwise the booming of class sizes would certainly serve as blunder to quality educational services in the said division (owm's=3.56, 3.84).



4. Degree of school improvement plan of integrated schools

Relative to access to enrolment the highest of which was registered during the school year 2017-2018 with the *highly* improved enrolment of 251.47 thousand (M=114.60, efficiency by means of drop-out rate in school year 2015-2016 where it was *moderately high* as recorded by 6.88% of the total enrolment; cohort rate in school year 2017-2018 the delivery of education services has been highly improved throughout, and completion rate which was recorded during school year 2017-2018 registered the completed rate of 100% proportional to the number of graduates in a certain level to the total annual enrolment (M=96.09);

With regards to the quality as to students' NAT performance by helping them answer the test comprehensively for a high passing rate given annually; and students' achievements during school year 2015-2016 incurred an average performance in Sports (M=3.14, SD=1.002) as well as in Journalism (M=2.75); and administrators' performance ratings were *excellent* during school year 2017-2018 as evidenced by 94.24% or 41 integrated national high schools which spearheaded in the delivery of quality educational services in the entire division of Laguna; and teachers' performance ratings declared *satisfactory* during school year 2017- 2018 as evidenced by 4.65% as the highest (M=3.85).

5. Relationships between and among the variables,

The following r values registered the positive and significant correlations: schools and completion (r=0.589); educational goals and access in terms of enrolment (r=0.251), drop- out rate (r=0.47) as well as cohort rate (r=0.344); professional community and completion (r=0.393); discipline and drop-out rate (r=0.393); students' discipline and their completion rate (r=0.423); academic environment and access to enrolment (r=0.488) as well as cohort rate (r=0.485);

Teachers' academic skill and students' completion rate (r=0.378); teachers' experiences and drop-out rate (r=0.414); teachers' professional development and access to enrolment among students (r=0.363) and alternatingly with cohort rate (r=0.456);

With regards to pedagogy and access to enrolment (r=0.348) as well as students' reduction of drop-out rate (r=0.348); technology and cohort and completion rates as evidenced by (r=0.293), and (r=0.389); in class size and access (r=0.227).

Significant correlation between school leadership, educational goal, professional community, discipline, and academic performance as well as students' NAT performance (r=0.559), (r=0.603), (r=0.627) , (r=0.711) and (r=0.659)

educational goal and students' achievement (r=0.530) and students' NAT performance and their achievement in terms of journalism, science trade and fair, festival of talents, sports as well as NC II holder (r=0.603), and (r=0.530); teachers' performance established positive and significant correlation with students' NAT performance

Student achievement (r=0.454), (r=0.337); teachers' assignment, experience and professional development are positively and significantly correlated with students' NAT performance (r=0.709), (r=0.512), and (r=0.666); Positive and significant correlation have been established between classroom atmosphere in terms of pedagogy and students' NAT performance (r=0.553); between technology and students' NAT performance (r=0.653) as well as their achievement (r=0.349); class size and NAT performance (r=0.680)

Positive and significant correlation between school context in terms of school leadership and administrators' performance ratings (r=0.640) as well as teachers' performance ratings (r=0.384); educational goals established significant correlation with the administrators' and teachers' performance ratings (r=0.282), (r=0.274); positive and significant correlation between school discipline and teachers' performance ratings (r=0.404);

The teachers' assignment, experiences and their professional development established significant and positive correlations with their performance ratings (r=0.325) and (r=0.274) as well as administrators' performance ratings (r=0.320) as well as the teachers' performance rating (r=0.404);

Classroom atmosphere in terms of pedagogy and class size established the significant and positive correlations with teachers' performance ratings (r=0.399) and (r=0.499) as well as administrators' performance ratings (r=0.342;p=0.035) respectively.

V. CONCLUSIONS

Based on the summary of findings presented above, the following conclusions were drawn: There is no significant relationship established and among antecedents of educational quality services with respect to school context, teachers competency and classroom atmosphere and school improvement plan in terms of access, efficiency and quality as to students NAT performance, students achievements, administrative performance rating and teacher performance rating of integrated public schools in the Division of Laguna, therefore the null hypothesis is partially accepted.



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