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RESEARCH ARTICLE

THE LEVEL OF IMPLEMENTATION OF GOVERNMENT ASSISTANCE TO PRIVATE EDUCATION (GASTPE) AND ITS IMPACT ON THE PERFORMANCE OF ADMINISTRATORS AND SECONDARY SCHOOLS IN THE PHILIPPINES

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Abstract

This study was conducted to determine the level of implementation of government assistance to private schools and its impact on the performance administrators and secondary school in the Philippines. This study pursued the hypothesis that there is no significant relationship between level of implementation of GASTPE through the Education Service Contracting (ESC) and performance of administrators and secondary schools. The level of implementation was measures in terms of frequency of orientation, conferences conducted continuous certification of ESC participating schools, number of training programs conducted and number of research and evaluation studies on ESC conducted. The performance of administrators was measured in terms of general admission, leadership, personnel and academic program management. Statistical test revealed that no significant relationship exists between the two variables. In view of the findings the following recommendations are offered: The need for the conduct of recertification on time to address the need of the school; the schools need to strengthen its training program for the faculty; the administrators need to conduct research and evaluation on ESC; school need to revisit their instructional program if they are aligned to DepEd; schools need to conduct a survey among its students to find out the factors that may affect their academic performance.

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Introduction:-

Today, quality and excellence of learning in education is the utmost importance. Schools should produce quality graduates, who will develop the social and economic components of our nation building to achieve full development and progress. The state has the responsibility to ensure that education should be the right of each individual (Abiva, 2016).

The involvement of private education can supply the needed resources in education and help state to absorb growing demand while assuring standards. The main goal for involving the private education is to maximize the potential for expanding equitable access to schooling and for improving learning outcomes. There is an increasing evidence to suggest that the private sector is well equipped to meet the growing differentiated demands of specific groups such as religious ones – even when the state provides sufficient places in public schools a (Patrinos, 2015).

A 2012 presidential decree has presented the educational authorities with an urgent challenge to be solved by 2016 – bringing the system into line with its neighbours and the wider world by extending basic education by two years, at the senior secondary level. The aim behind this reform is clear and highly commendable: to better prepare Filipino students for an increasingly competitive world. Making the reform in two years will be tough for the Department of Education (DepEd).

It means finding places for almost three million secondary school students, and recruiting 68,000 additional teachers. This is a big challenge, involving mass scale teacher training and construction of around 4,500 new schools, as well as representing a considerable financial burden. DepEd is also influenced by its longstanding funding of the Education Service Contracting Scheme (ESC), which is one of the world's largest educational Public-Private Partnerships (PPPs), operating in the Philippines since 1986. (Carver, 2015)

According to data released by the Department of Education (DepEd) for the previous school year, students enrolled in private school in the Philippines increased from about 4 million to 4.1 million in 2018. DepEd-MIS recorded 41% of Private Junior high schools Nationwide. Parents have several options to choose from when considering private schooling for their child. Private education can provide students with more personal learning experience. The teacher to student ratio in a private school is only 1 is to 30 students at most. Students will also be given better supervision by educators in a private school, making it more conducive especially for children who have special needs and/or those who could study better with better guidance by their educators.

Historically, governments have made considerable use of contracting for 'non-core' educational services such. This study looks into how the Educational Service Contracting (ESC) scheme implements their programs and its influence on the performance of private secondary students particularly on students' communication skills.

An examination of the extent to which the ESC is implemented and sustained has been given attention to find out how it addresses its support program to Filipino students. Hence this study aimed to analyse the Level of Implementation of Government Assistance to Students and Teachers in Private Education (GASTPE) Program in private schools and its impacts to students, teachers and school performance. Figure 1 illustrates the variables of the study.

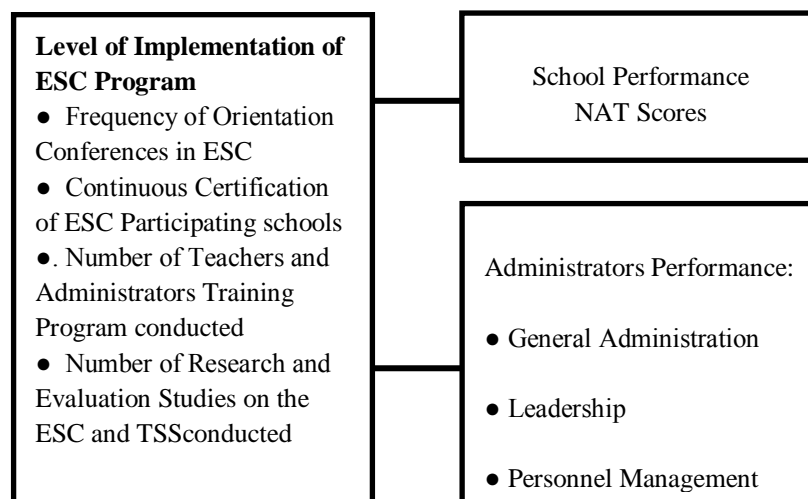


Figure 1:- Research Paradigm.

This study aimed to determine the level of implementation of Government Assistance (GASTPE) in Private Education and its impact on students, teachers and school performance of Secondary Schools in Calamba City, Laguna.

Specifically, the study sought to answer the question: Is there a significant relationship between the level of implementation of ESC and performance teachers, schools and administrators. The researchers were guided by the

hypothesis stating that there is no significant relationship between the level of implementation of ESC and performance of schools and administrators.

Materials and Methods:-

The researchers employed quantitative research method specifically the descriptive research design. Respondents of the study involved school heads representing fifty (50 %) of private schools with government assistance. Teachers and students were selected through simple random sampling technique. They all come from schools receiving ESC program of the government.

A valid set of questionnaire was utilized to gather the needed information for the study. The questionnaire was divided into four parts: A) General Administration, B) Leadership, C) Personnel Management and D) Academic Program Management. The teachers checked the scale in each statement that best described the performance of their administrator. School heads were evaluated using the scale: 5=excellent; 4=very good; 3=fairly satisfactory; 2=poor; and 1= very poor.

Descriptive Statistics such as frequency counts, percentage and mean were used to describe the profile of the ESC school and Teachers Profile. To test the significant relationship between the independent and dependent variables, Pearson r and Spearman rank order correlation were employed. Level of significance was set at 0.05

Results and Discussion:-

Most of ESC participating schools were given an allocation of 50 slots on the first year of implementation of GASTPE in their institution. Only School 6 was given a total of 100 slots in their institution. Most of the participating schools have increased the ESC slot for SY 2019-2020 compared to the started slot allocation of 50. School 12 and 11 have the most numbers ESC slots. Almost 86% of the total population of School 11 was under the ESC program while 95% of the total population of School 12 was under the program. CI-H and SJ categorized as biggest school where most of the public student enrolled.

School 1, 2, 3 and school 5 have an additional slot of 40 after one year. They should have a total of 90 slots if the starting slot and the additional slot were combined. However, that is not the case, because for School 1 the total of ESC grantees for grade seven was only 65 students. It shows that 25 slots were not filled-in by the incoming grade seven. Same case was observed in School 2 where the total slots should be 90 but the enrollees for grade seven were only 30. Sixty (60) slots were not utilized. Same case was seen in School 6. They have a total of 150 slots but only 92 students enrolled for grade 7. Fifty seven (57) slots were not utilized. If this is the case, the service provider may not grant the additional slot request for the next school year. School 5 had a total of 70 enrollees for grade seven which means 20 slots were not utilized. School 8 and 7 maintained the slot allocation. At start, they have 50 then they have an additional of 50 after one year. A total of 100 ESC slots fit the number of enrollees for grade seven, therefore all slots were utilized.

In the case of School 4 with starting slot of 50, and might not request for additional slot for the next school year. However, the enrollees for grade 7 were 65. This simply means that 15 students from other ESC school transferred in their school. The transferee may continue the ESC program to another school under ESC program also. Otherwise, the subsidy is deemed terminated. The slots number was noticeable for School 11 and 12. These two schools have greatest number of ESC. The request for additional slot was always granted because it is always utilized.

Allocation depends on the approved GASTPE budget for the school year. PEAC, the service provider of DepEd divides the available slot per region and was distributed to the school that requested the additional slot and need the most assistance.

Based on the studies ESC Grant was terminated in some of ESC schools. School 6, 7, 12 and School 13 have terminated grant. The reason for termination was because the students dropped out in the middle of school year. However, the ESC school must have the committee headed by the Principal to screen the grantees based on their capacity to finish their studies on time and profiling of grantees must be done on the basis of need. School 9 has terminated grant because the student who was enrolled in their institution was transferred to public school. Most of

the reason why ESC grantees transferred to public school is because they can't afford to pay top-up fees bridging the difference between the subsidy and the total cost of tuition.

The total slot allocation for each school was determined in the study. School 1 has 320 ESC slot allocation and the total enrolled students was 872. A total of 37% of the student population was subsidized by the government. School 2 has a total of 146 ESC slot allocation and 157 students were enrolled. Ninety-three (93) percent of students enrolled in School 2 received the financial assistance from the government. School 3 has a total of 263 student enrolled and 243 student have subsidy, therefore ninety-two (92) percent of student population was under the ESC program. While for school 4, ninety-seven (97) percent of student population received the financial assistance. Among 384 students enrolled in school 5, only 295 students were under the program. A total of seventy – six (76) percent has ESC subsidy. Among 401 students enrolled in school 6, 279 students have ESC subsidy, therefore 69% of the total student population was subsidized by the government. It can be seen also from the table that school 7 is almost the same from school 5 in terms of slot allocation and total of student that were not under the program.

Among the 13 participating schools, school 8 and school 10 have 98% and 100% that were fully subsidized by the government respectively. However, they have the lowest number of enrolment compared to others. A noticeable number of enrolled students were seen on school 11, 12 and school 13. These are the biggest school in Calamba in terms of number of enrollees. A total of 1,416 enrolled in school 11, and 86.30% of these has ESC slot. School 12 has 94.59% of total enrolled students receive the government subsidy under the program. The ESC slot allocated for school 12 was 1,050 and almost all students here were subsidized by the government. School 13 has a total of 69.91% of the total enrolled students of 1027 were under the ESC program.

School 13 has the most number of retained teachers. Nine (9) among 40 teachers from Junior high school have more than 5 years in service. On the other hand, School 6 has 8 teachers; School 5 has 7 teachers, School 12 and School 1 have 5 teachers that served the school for more than 5 years, School 3 have 3 teachers, CI-C have 2 teachers, while School 2, 4, 10, and School 11 have 1 teacher that served the institution for more than 5 years.

The number of teacher serving the school for 3 to 4 years was noticeable in School 11. It has a total of 18 teachers serving the institution for almost 4 years. School 13 has 10 teachers and School 5 has 9 teachers staying in school for almost 4 years; School 12 has 6 teachers, School 6 has 5 teachers, School 9 has 4 teachers, 3 teachers for School 3 and School 1 has 2 teachers serving the institution for 3-4 years.

For teacher serving the school for 2 years, School 13 has 21 teachers with 2 years in service, School 12 has 14 teachers, and School 11 has 9 teachers while School 1 and 6 have 7 teachers which serve the school for almost 2 years. School 2 and 10 have 3 teachers and 2 teachers was recorded in ACC.

For the newly hired teacher or novice teacher, it was noted that there are no newly hired teacher at School 13 among the 40 ESC teachers. One(1) out of 26 teachers were newly hired in School 12, 4 out of 34 teachers in School 11, 2 out of 22 teachers in School 5, 5 out of 20 teachers for School 1, 6 out of 12 teachers in School 2 while 7 out of 12 teachers for School 3. There are 12 novice teachers in School 7 among the 14 teachers, 4 teachers was newly hired among 15 Teachers in School 8 and there is 13 new teachers in School 9 among 20 teachers with TSS and 11 teachers out of 14 teachers are newly hired at School 10. For School 6 it can be noticed that there are no new teachers in their institution as of SY 2019-2020.

Most of the burden of private school was the sudden transfer of teachers to the public school most especially after passing the Licensure Examination for Teachers. Most of the teacher was attracted to the salary of the public schools, security of tenure and promotion especially after pursuing the graduate studies for possible promotion.

The main goal of Teacher Salary Subsidies (TSS) is to help private school for the financial assistance that was given to the Licensed Teacher teaching in the private school. TSS wants the teacher to stay in private school to improve the quality of education. However, the subsidies may not be enough for some and still decide to transfer to public after 2 to 3 years of teaching in the private school.

All participating schools conducted their ESC orientation, conference, guidelines and procedures for parents once in a school year. The principal are the one responsible for the conduct of orientation. He/she must provide a proof of

evidence of the conduct of orientation by providing the attendance form with signature of parents or guardian of the grantees

Only School 13 has not been visited by the re-certification committee from DepEd service provided after its certification in 2009. The remaining school was visited once for re-certification of the institution. ESC school must make itself available for re-certification after 3 years from its last certification if the last rating was within standard (WS) and five years (5 yrs.) if the last rating was above standard (AS). School 1 was certified in 2013, so the school should have been re-certified twice if its last rating was within standard (WS), otherwise it is above standard since it has re-certified once. School 2 was certified in 2016 and it was re-certified last year 2019, therefore the last rating was within standard (WS). School 3 was certified in 2016 and it was also re-certified last 2019. The school was given a rating of Within Standard (WS) since it was certified after 3 years. School 4 was certified in 2009; however this school was certified only once. If its last rating was within standard, the school should be re-certified thrice, and if its last rating was Above Standard (AS), the school should have been re-certified twice. School 5 was certified in 2017, School 6, 7, 8 and School 10 were certified in 2016. Since these schools were re-certified once, the last rating was within standard (WS). School 12 was certified in 2007 and School 11 was certified in 2010. These two schools were recertified twice already. We can therefore conclude that its last rating was above the standard.

Since School 13 was not re-certified since its last certification in 2009, we can conclude that the school has level III accreditation from any member of the Federation of Accrediting Agency of the Philippines.

The Administrator-Teacher training program helps improve the general skills and build strong relationship between Administrator and teacher. It also improves the overall organization of the school. It develops the time management, educational technology knowledge of the teachers, and learns variety of ways to motivate their students. Table 6 shows that school 1, 2, 4, 5 and school 10 conducted the training program for Administrator and teachers once in a school year, while school 8 and 12 have done it twice a year and school 3, 6, 7, 9, 10, 11 and school 13 manage to conduct the training program thrice a year in accordance with DepEd priorities to ensure the delivery of quality education and services. No further research and evaluation studies for ESC, TSS or any education related issues were conducted among the 13 participating school.

The main purpose of ESC program is to decongest the public school here in the Philippines by providing financial assistance for some student who wished to enroll to private school and afford to pay the top-up fees. The average class size from SY 2017 – 2020 was ranging from 40-43 students. There is slight difference each year, however the class size was still higher compared with the private school with average class size of 23 students. DepEd maintain the class size of 40 – 43 students each school year and way better than before.

The academic performance of grade 10 students that received the government subsidy since they are in grade 7 was determined. These students were able to complete the Junior High school under the ESC program. NAT standards for the mastery level are: 0% - 4% (Absolutely No Mastery), 5% - 15% (Very Low), 16% - 34% (Low), 35 – 65% (Average), 66% - 85% (Moving towards Mastery), 86% - 95% (Closely Approximating Mastery), 96% - 100% (Mastered)

The Proposed Standards of Achievement of DepEd are: 90%-100% (Superior), 75% - 89% (Meeting the Standard), 35% - 74% (Below standard), 0% - 34% (Poor). The 75 passing score/cut-off score was set by the Department of Education. No ESC school was able to achieved the approved standard of DepEd. because the MPS from all learning area such as English, Mathematics, Filipino, Critical Thinking Skill and overall rating were below 74% and has the descriptive equivalent of “Below standard”.

For the progress of ESC beneficiaries’ academic performance, the National Achievement Test was the basis of performance. The NAT consists of Filipino, AralingPanlipunan, Mathematics, Science, English and Critical Thinking Skill Test. For Filipino subject ten (10) schools garnered the MPS ranging from 55.29 – 66.69 with descriptive equivalent of “Below standard” based on proposed standard of DepEd and categorized as “Average” level based on the Mastery level set by DepEd. School 11 and 8 garnered the MPS of 68.23 and 72.31 respectively for Filipino subject. They were both categorized as “Moving towards Mastery” based on mastery level, but with descriptive equivalent of “Below standard” based on the proposed standard of DepEd

However, for AralingPanlipunan, Science, English and CTST, all schools categorized as “Average” with descriptive equivalent of “Below standard” based on the proposed standard of DepEd. The MPS of the learning areas range from 39.89- 64.69. Mathematics subject have the lowest MPS compared to other learning areas. Marybelle-C garnered 37.18 MPS and 34.00 MPS for UPHSD. They were both categorized “Low” based on Mastery Level and have descriptive equivalent of “Poor” based on proposed standard of DepEd.

The DepEd standard proposed of Achievement should be 75%. policies and regulation, Implements appropriate strategies to achieve objectives and the responsibility to facilitate programs.

The General Admission provision for Administrators’ performance has seven (7) statements. Statement 1 state that administrative actions are guided by professional values and goals. Statement 2 indicate the administrator knowledgeable of policies, procedures and regulations implements and accomplishes improvements was stated in statement 3. For statement 4, it says that administrator makes logical and sound decisions and addresses issues promptly and effectively at statement 5. Implements appropriate strategies to achieve objectives as indicated in statement 6 and accept responsibility to facilitate programs for statement 7.

School 1, 2 and school 11 have descriptive interpretation of “strongly agree” to the performance of school head evaluated by teachers in terms of general admission. Nine (9) schools including School 3 to 6, School 7, 9, 12 and school 13 “agree” to the performance of administrator in their respective school. They have a mean value ranging from 3.81 – 4.45.

This is an indication of trust of teacher to the school head for having certain goals and objectives in the organization. The action and decision they make in certain issue or problem with the involvement of teachers are always guided with professional value. However, it can be noticed that most of the teacher do not agree that much with this provision. School 8 and 10 have a descriptive interpretation of “Fairly Agree”. It shows that they do not fully trust the school head on addressing some issue and making logical decisions. The actions were not fully guided with professional values and goals.

The performance of ESC administrators in leadership provision consists of four (4) statements such as; School head provides direction, support and enhance all parts of the system in meeting organizational and student performance goals for statement 8. Statement 9 indicates how the administrators provide leadership for innovation and implementation of technology in school and guide the teachers in managing student behavior, stated in statement 10. Guides the teachers in managing students’ behavior inside the classrooms aimed at promoting a positive learning climate as indicated in statement 11.

Nine (9) schools garnered a mean value ranging from 3.69 – 4.43, with descriptive interpretation of “Agree” or the program is partly implemented. It means that the provision or condition is functioning very satisfactorily. These schools are school 3, 4, 5, school 6, 7, 9, school 10, 12 and school 13. On the other hand, three (3) schools garnered a mean value ranging from 4.64 – 4.74 with descriptive interpretation of “strongly agree”. It indicates that the indicative statement for leadership were thoroughly Implemented, therefore the provision is functioning excellently. School 1, 2, and school 3 believe that the administrators were effective in meeting the organizational and student performance goals. However, among the 13 ESC participating schools, only school 8 has a descriptive interpretation of “fairly agree” for leadership. This means that some effort was made to implement on the responsibility of the administrator, therefore provision or condition is functioning satisfactorily.

The performance of administrator personnel management provision. The provision for personnel management consists of ten (10) statements. All provision explained how administrators handle and manage his/her personnel. It is the fair evaluation of performance and accomplishments of teachers. The administrator should promote and facilitates professional development of his/her people.

Among 13 ESC school, 9 schools have descriptive equivalent of “agree” evaluated by teachers in each school to the performance of administrator. The provision for leadership is partly implemented and functioning satisfactory. The mean value is ranging from 3.73 – 4.58 and standard deviation of 0.50 – 0.69. Teachers have seen the support of school head by assisting them to improve their instructional practices. Three (3) schools have thoroughly implemented the provision for leadership with a mean value ranging from 4.06 – 4.58. These schools are 1, 2 and school 11, with descriptive interpretation of “Strongly Agree”

School 8 is always consistent with their answer to evaluate the effectiveness of school administrator in terms of leadership. For them, their school leader has very little effort made to implement the condition of being a good leader.

The performance of administrators in the Academic Program Management provision. The administrator must achieve the curriculum educational standards of the program. He/She facilitate fair and effective teaching loads as prescribed by DepEd. The administrator must update teachers professionally through attendance to various seminars on curriculum, instruction and assessment. Effective school leader organized In-house trainings to supplement the professional preparations of the teachers. More importantly he/she promote Faculty Development Program formulated based on needs assessment of teachers and the school in general. To check the progress of the teachers, he/she manage to have classroom observations and have post conferences regularly.

Result shows that ten (10) schools partly implemented the Academic Program Management provision. They have a mean value ranging from 3.57 – 4.47, with standard deviation of 0.43 – 0.6. School 2 to 4, school 5 to 7, school 9, 10, 12 and school 13 have descriptive interpretation of “Agree” indicating that the condition is functioning very satisfactorily for Academic Program Management Provision. School 1 and school 11 believe that the administrator implemented the provision with a mean value ranging from 4.65 – 4.71 and standard deviation of 0.32 – 0.49. They strongly agree that the school principal have better academic program management to achieve the educational standard of ESC program. However, school 8 partly agrees to the provision for Academic Program Management of administrator. The principal made some effort to implement the provision. A descriptive interpretation of “Fairly Agree”, signifies that the school head needs to send teachers through different training programs, INSET and in-house training conducted by PEAC, service provider of DepEd that will enhance their skills to produce successful student outcomes.

The succeeding table illustrates the relationship between the variables.

Table 1:- Test of significant relationship between the level of ESC implementation and pupil NAT performance.

ESC Implementation	School Performance	
	NAT Result	
	χ^2	df
Frequency of Orientation Conferences in ESC ^a	-	-
Continuous Certification of ESC Participating schools	13.000	12
Number of Teachers and Administrators Training Program conducted	26.000	24
Number of Research and Evaluation Studies on the ESC and TSS conducted ^b	-	-

Constant in all schools (Once every year)

Constant in all schools (None)

The chi-square test reveals that no significant relationship exists between ESC implementation and schools NAT result. With a value of 13.000 and 26.000 for continuous certification and number of teachers and administrators training program conducted and df of 12 and 24 respectively, establishing the rationale that the level of ESC implementation does not have something to do with the students' performance in achievement test. This finding negates the empirical results in a study of Toma(1996) show that public funding and its subsequent effect of expanded enrollment in the private sector do not erase the superior performance of private schools relative to public ones

Table 2:- Test of significant relationship between the level of ESC implementation and administrator's performance

ESC Implementation	Administrator's Performance			
	General Admission	Leadership	Personnel Management	Academic Program Management

	χ^2	df	χ^2	df	χ^2	df	χ^2	.
Frequency of Orientation Conferences in ESC ^a	-	-	-	-	-	-	-	-
Continuous Certification of ESC Participating schools	13.000	11	13.000	11	13.000	10	13.000	11
Number of Teachers and Administrators Training Program conducted	26.000	22	26.000	22	22.822	20	21.450	22
Number of Research and Evaluation Studies on the ESC and TSS conducted ^b	-	-	-	-	-	-	-	-

The same is true with the level of ESC implementation and administrators' performance. A weak correlation was found out between the two.

Recommendations:-

In view of the findings the following recommendations are offered: The need for the conduct of recertification on time to address the need of the school; the schools need to strengthen its training program for the faculty; the administrators need to conduct research and evaluation studies on ESC; school need to revisit their instructional program if they are aligned to DepEd.; schools need to conduct a survey among its students to find out the factors that may affect their academic performance.

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