

# Factors of School Effectiveness and Performance of Selected Public and Private Elementary Schools: Implications on Educational Planning in the Philippines

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**Abstract** – *What defines effective school is the necessity of the school community to tailor interventions to improve quality of education. This study determined the factors of school effectiveness and level of school performance of private and public elementary schools in the Second Congressional District of Cagayan Province, Philippines. The study made use of mixed-method research. For quantitative, the descriptive correlational method was used to identify the relationship between school effectiveness and school performance. Factorial analysis was also used to identify the principal components of school effectiveness of private and public elementary schools. The participants of the study were the 182 public and private elementary school principals and teachers from the 20 sampled schools. School effectiveness was measured using the seven correlates of effective schools. On the other hand, the level of school performance was gauged through the National Achievement Test (NAT) results for the past three years. The qualitative part of the study focused on the school effectiveness practices and NAT practices of selected private and public elementary schools. The findings of the study revealed that the level of school effectiveness of both private and public elementary schools was excellent. However, test of difference showed that public schools exhibited stronger home-school relations than the private schools. In terms of the level of school performance, public schools perform better than the private schools for the past three years. Significantly, there exists a strong positive relationship between school effectiveness and school performance. The factorial analysis revealed that among all the correlates of school effectiveness, school leadership competency and professional collaboration influenced the performance of both schools. Recommendations of the study can help the government and school officials to plan appropriate strategies in improving the quality of schools effectiveness.*

**Keywords** – *school effectiveness, NAT performance, public and private elementary schools, educational planning*

## INTRODUCTION

Quality education is the need of modern societies. The capacity of an educational enterprise to provide the relevant learning experiences for learners in the dynamic and ever changing world has driven schools to become responsive since the 21<sup>st</sup> Century education demands for better preparation of learners in the basic education to be equipped with the necessary knowledge, skills, values and attitudes. If learners in the basic education have strong foundation for learning, then when they get to higher education they will become innovative and competitive, and ultimately, they will become successful contributors for national development.

The efforts and synergy to make schools a potential place for every learner is a challenge for all school administrators today. Having the conviction that schools can make the difference in the lives of learners, schools must determine the different factors that will support students to attain human flourishing. The school must have an internal environment consisting of its physical set-up, management, quality of teachers, effective teaching methods, positive social and learning conditions, and strong home-school link which constitute everything about the school as an ideal learning environment.

School effectiveness refers to the decisive effect of enhancing conditions at school level [1]. It encompasses all important variables which are related

to teaching, instruction, management, students' learning and community involvement. Effective schools focus on the achievement of students and the interplay of other factors such as learning motivation, classroom management, student learning attitude and participation.

School leaders and managers are prompted to initiate plan that will spawn the development of schools by having the idea that good schools are associated with the characteristics of having strong instructional management, clear learning expectations, and have the characteristics of a conducive learning environment. Many of the causes of failure and deterioration of schools today are attributed to factors such as the lack of curriculum framework, mismanagement, poor staff relationship, ineffective teaching practices, and poor academic performance of students.

The issue of how to make schools effective becomes a pressing concern for educators to search for the important factors that will spur their effectiveness. It has been suggested that the unique characteristics of effective schools correlate with student success [2]. These correlates are the means to achieve high and equitable levels of student learning. They embody the idea that all children will learn the essential knowledge, concepts and skills needed, so that they can be successful [3].

In the perspective of this study, the seven correlates of effective school model by Lezotte [4] were considered to describe the factors of school effectiveness in the Philippine context. These factors are accepted as powerful indicators of successful environment for all children to learn, regardless of their socioeconomic status in the world.

These seven factors were given brief descriptions. A safe and orderly school environment refers to how organized, purposeful, and businesslike atmosphere the school promotes. It encompasses the indicators that the school becomes a conducive learning environment when it caters for the needs and development of the students. In an effective school, there is an orderly, purposeful, businesslike atmosphere which is free from threat or physical harm [5]. The high expectations for success as a factor of effective school pertains to how the school promotes a climate of high learning expectation to the learners where the teachers and staff of the school exhibit the idea that students can be at their best. Research by Lezotte [6] revealed that in an effective school, there

is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school essential curriculum.

Meanwhile, instructional leadership as a factor of effective school describes how the school heads as instructional leader ensure that the mission of the school is being fulfilled. It focuses on the ability of the principal to monitor quality instruction and perform supervisory powers. The schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved [7]. In the same manner, Horng and Loeb [8] describe effective schools through the lens of instructional leadership.

The opportunity to learn and student time on task as correlate implies how the school provides and ensures adequate learning materials and time for effective instruction. Lezotte [9] argues that consideration should always be given to instruction materials and the limited time for effective learning.

Meanwhile, positive-home school relations as correlate explains how the school establishes home-school link. Henderson and Berla [10] states that when parents are involved in their children's education at home, they do better in school.

Further, frequent monitoring of students' progress describes how the teachers are able to assess learning by students and giving them feedback to improve learning. In effective school, student regress on the essential objectives is measured and monitored frequently and the results of these assessments are used to improve the individual student's behaviors and performances, as well as to improve the curriculum as a whole [11].

School effectiveness remains an important area that should be studied and well-managed to enhance school's performance. Researchers suggest that school effectiveness and school performance are correlated. To Saleem, Naseem, Hussain & Azeem [12], school effectiveness is a variable that affects academic achievement of students. And the student achievement should be the basic products of effective schools. Otherwise, nobody can evaluate the effectiveness of schools. The objective of this present study was to determine the factor of school effectiveness of private and public elementary schools in relation to the NAT performance of pupils in the Philippine context.

The issue of poor academic performance of students has been of much concern to the government,

parents, teachers and even students themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment [13]. No less than the Department of Education (DepEd) in the Philippines mandated a reform focusing on the quality of instruction and academic performance of public and private schools by initiating the National Achievement Tests (NAT) as a Philippine-made standardized test designed to determine pupils/students' achievement level as well as strengths and weaknesses in five curricular subject areas at the end of the school year to gauge the level of school performance. The test specifically aims to provide empirical information on the achievement level of pupils/ students to serve as guide for policy makers, administrators, curriculum planners, supervisors, principals and teachers in their respective courses of action which indicates the sense of accountability among the stakeholders. This pressures them to take necessary action to improve the achievement of their students [14]. In the present study, NAT scores of Grade 6 pupils for three years were taken to identify the level of performance for both schools.

It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and the academic performance of students. Promoting a comfortable and caring environment for students will contribute to their academic performance.

Further, with the curricular reforms in the Philippine basic education, it becomes even more pressing to have a clear background of what the public and private elementary schools reflect on their effectiveness and performance, since this can guide educational leaders and legislators to come up with a better framework of understanding the relationship between effective school practices and students' performance.

### **OBJECTIVES OF THE STUDY**

This study sought to identify the relationship between the school effectiveness and level of performance of public and private elementary schools in the 2nd congressional district of Cagayan Province, Philippines. Specifically, this study attempted to achieve the following objectives: (1) compare the factors of school effectiveness of the

private and public elementary schools in terms of the seven correlates of effective schools; (2) determine the level of school performance of the private and public elementary schools based on the result of the National Achievement Test (NAT) for the past three years; (3) test the significant difference between school effectiveness and level of school performance of both schools; (4) examine the relationship between school effectiveness and school performance; (5) determine the factors of school effectiveness that contribute to school performance; and (6) ascertain the NAT practices and interventions of the public and private elementary school.

### **Hypotheses:**

The following hypotheses were tested in the study: (1) there is no significant difference between school effectiveness and the academic achievement of private and public elementary schools; (2) there is no significant relationship between the school effectiveness and the academic achievement of private and public elementary schools.

### **METHODS**

This study employed quantitative and qualitative research methods. The quantitative part focused on the descriptive - correlational design to test the relationship between the school effectiveness and level of school performance of the private and public elementary schools. This design describes an existing relationship between variables and the degree to which two or more quantitative variables are related [15]. Moreover, it also used factor analysis to describe the variability among observed, correlated variables of school effectiveness.

For the qualitative aspect, interviews were conducted to ascertain the school effectiveness practices and NAT performance interventions of schools which were not covered in the standard questionnaire. The analysis of the transcript of interviews served as support and validation of the quantitative findings of the study.

### **Respondents of the Study**

The respondents of the study were the 20 school principals and 172 private and public elementary teachers with a total of 182, broken down as 86 public school teachers, 86 private school teachers and 20 principals. Total enumeration of the elementary teachers from the selected school respondents was

employed. Names of schools were not listed to ensure the confidentiality of their NAT performance.

**Instrument and Procedures**

To measure school effectiveness, the study made use of the School Effectiveness Scale (SES) by Lezotte [16] which has seven correlates of the effective schools namely (1) safe and orderly environment; (2) climate of high expectations for success; (3) instructional leadership, (4) opportunity to learn and student time on task, (5) clear and focus mission, (6) frequent monitoring of student progress and (7) home-school relations. The instrument consisted of 36- item likert-type questions clustered into seven categories of school effectiveness having five response options with 1 as the lowest and five as the highest. To ascertain the level of school performance, the National Achievement Test (NAT) results for the past three years were taken by the researcher.

The collection of data started with the researcher requesting for permission from the authorities. After the approval of the request, the researcher personally visited the 20 schools for three weeks and administered the School Effectiveness Survey (SES) questionnaire on the respondents. After the administration of the survey questionnaire, the researcher conducted a simple interview regarding the prevailing school effectiveness practices and NAT performance interventions of both schools.

A letter of permission was also sent to the National Education Testing and Research Center (NETRC) to utilize the NAT results of the private and public elementary schools for the past three years.

**Data Analysis**

For the quantitative aspects, descriptive statistics were utilized in this study. A comparison of the descriptive statistics of the private and public elementary schools was done in this regard. These include mean, weighted mean, standard deviation and scales. Independent sample t-test was used to ascertain the difference between the school effectiveness and level of school performance. Pearson Product moment correlation coefficient was computed to test the relationship between the school effectiveness and school performance. Finally, factors of school effectiveness that contributed to the school performance were identified through the use of factorial analysis.

On the analysis of the school effectiveness, the following arbitrary scale was adopted: 4.20-5.00: Excellent (E); 3.20-4.19: Very Good (VG); 2.60-3.49: Good (G); 1.80-2.59: Fair (F); 1.0 -1.79: Poor (P).

Meanwhile, to measure the performance of the schools, NAT was utilized based on the scoring: 96% - 100%: Mastered (M)/ Very High (VH); 86% - 95%: Closely Approximating Mastery (CAM)/ High (H); 66% - 85%: Moving Towards Mastery (MTM)/ Above Average (AA); 35% - 65%: Average Mastery (AM)/ Average (A); 15% - 34 %: Low Mastery (LM)/ Low (L); 5% - 14 %: Very Low Mastery (VLM)/ Very Low(VL); 0% - 4 %: Absolutely No Mastery (ANM)/ Absolutely Low(AL).

For the qualitative analysis, the transcripts of interviews from the teachers and principals were analyzed and used to validate the quantitative findings of the study regarding school effectiveness practices and NAT performance interventions of the schools.

**RESULTS AND DISCUSSIONS**

**Table 2. Dimensions of School Effectiveness of private and public elementary schools**

Correlates of School Effectiveness	Private Schools			Public Schools		
	WM	DV	STD	WM	DV	STD
Safe and orderly environment	4.50	E	0.43	4.65	E	0.36
Climate of High Expectations for Success	4.44	E	0.41	4.55	E	0.42
Instructional leadership	4.42	E	0.44	4.57	E	0.49
Opportunity to Learn and Student Time on Task	4.45	E	0.43	4.41	E	0.58
Clear and Focus Mission	4.54	E	0.41	4.45	E	0.48
Frequent Monitoring of Student Progress	4.47	E	0.46	4.45	E	1.55
Home-school Relations	4.13	VG	0.52	4.41	E	0.52
<b>Over-all Weighted Mean</b>	<b>4.42</b>	<b>E</b>	<b>0.35</b>	<b>4.50</b>	<b>E</b>	<b>0.48</b>

Table 1 presents the assessment on the school effectiveness. The level of school effectiveness for both private and public elementary schools is excellent. This finding is revealed in their overall weighted mean of 4.42 for private schools and 4.50 for public schools. This finding means that both schools are able to adopt the school effectiveness practices. This further suggests that the overall physical, social, instructional, administrative and learning environment provided by both schools is good and healthy for teaching and learning process.

However, a closer look at the dimensions of school environment to which they give more focus shows that the private schools put primary emphasis on clear and focus mission obtaining the highest mean of 4.54, which is excellent, while the public schools place a prominent focus on *safe and orderly environment* with a mean of 4.65 described as excellent.

The stress of the public schools *on safe and orderly environment* indicates that, among all others, the physical make up or structure of the school is the most important for them. This finding is reflected in the practices of the Department of Education (DepEd) such as *Adopt –a –School* (Program by asking donations in the form of school facilities from external stakeholders), *Clean and Green Project*, *Zero Waste Management*, *Vegetable Gardening* and competition on the Most Child Friendly Elementary schools initiated by the Local Government Units (LGUs) as well as the Division and Regional DepEd offices. Likewise, the implementation of *Brigada Eskwela*, as a policy of the DepEd, is being observed by the public schools.

On the other hand, the focus of the private schools relative to *clear and focus mission* indicates that they put greater emphasis on their school commitment and religious faith. It must be noted that the participating private schools in this study located in the 2<sup>nd</sup> congressional district of Cagayan Province are sectarian schools operating under the supervision of religious sectors. As such, they center their school vision and mission on activities, plans and programs anchored on the inculcation of Christian faith, values and spirituality.

Meanwhile, the assessment of the private and public schools with respect to *climate of high expectations* shows that both types of schools have obtained an excellent rating of 4.45 and 4.55 respectively for the school effectiveness dimension, it indicates that both private and public schools have high emphasis on teacher and student excellence, and in which teachers and staff believe and demonstrate that all pupils and teachers can achieve higher academic rewards as they believe in their potential to learn, grow and improve.

A good explanation for the excellent rating of both schools is attributed to the fact that both public and private schools are designed to assure that quality teaching and learning is their main mission. As this is the case, all elementary schools under the Department

of Education are expected to set high expectations for both the pupils and teachers to achieve. On the part of the pupils, they are expected to have the highest learning outcomes as manifested not only in their grades and their National Achievement Test result but also in winning inter-school competitions that give honor to their schools such as quiz bee, schools press-conferences, extra-curricular activities and the like.

The periodic monitoring and evaluation of the Department of Education as to the level of quality teaching and learning is given primordial attention, and this has largely affected both private and public schools to have excellent rating for climate of high expectations for success. This finding was confirmed by one principal who remarked; “*When teachers plan their lessons, they always have to remember that learning should be participatory. The lessons must be so designed in a manner that all pupils must fully participate in the discussion. Only when this is done that the pupils will enjoy learning and find meaning in what they learn. This, I stress when I check their lesson plans because the end of teaching is ensuring that the pupils have learned and enjoyed what they are doing inside the classroom.*”

Relative to *instructional leadership*, teachers and school principals from both private and public schools rated this domain as excellent with an overall weighted mean of 4.42 for the private schools and 4.57 for the public schools. The excellent rating given by both groups of respondents reveals that the school principals exert effort to apply the characteristics of instructional effectiveness in the management of the instructional program by empowering teachers and including them in decisions about the schools’ instructional goals. This finding reveals that school principals demonstrate mentoring behavior to teachers and they go out of their way to help them for things which they do not understand or things that they find difficulty to perform. In short, they invest their time and effort just to help teachers in all their personal and professional concerns. As gleaned from the response of one of the teachers during the interview, “*Our principal plays an important role in the development of this school. They help us in many ways, especially by sending us to seminars and trainings. They also consulted us regarding our problems concerns.*”

Along with the dimension *opportunity to learn and student time on task*, both types of schools were rated “excellent”. This rating indicates that the teachers knew what they taught and provided

significant time for their students to learn. They fully understand that providing adequate time for their pupils is essential for effective instruction. This also suggests that they possess good lesson preparation skills. One of the teachers remarked: *“We are required by our principal to submit our lesson plans every week to monitor the content we are about to finish in one week. We are always reminded that the learning activities and enrichment tasks we do to the pupils must be well planned and sufficient for the pupils so that they will attain mastery of the lesson.”*

Further in actual practice, such school practice is demonstrated by the school principals when they instruct all teachers to strictly follow the prescribed curriculum and observe its implementation during class observations. Also, this is strengthened during the In-Service-Training (INSET) for teachers during which the curriculum, strategies for instruction and assessment tools are discussed. The INSET either conducted by the district or the school is a five-day seminar for the teachers, and it is usually conducted during the semestral or summer break. Congruently, the strengths and weaknesses in the teaching and learning process are also determined during this activity. Another program which promotes curriculum implementation, instruction and assessment, is the “A Teacher A Day” (ATAD) whereby the school principal observes the teachers per day for classroom observation. This is an initiative of the school district and there is emphasis on feed back mechanism. Feed back is ensured through the conduct of one-on-one post conference which is done after the classroom observation. In the post conference, suggestions and recommendations for the improvement of teaching and learning process by the teachers are emphasized by the school principals. As indicated by one of the principals; *“Every start of the school year, we ensure that we revisit the curriculum objectives so as to lay the roadmap to which the teachers have to undertake. By doing this, teachers are guided as to what competencies need to be developed by the learners and at the end of the school year; these competencies are measured through achievement test.”*

Along with the dimension of *clear and focus mission*, both types of school obtained an excellent rating. The data convey that in both private and public elementary schools in the 2<sup>nd</sup> congressional district of Cagayan, there is clear articulation of school mission through which the teachers and staff share an understanding of and commitment to instructional

goals, priorities, assessment procedures and accountability. The clear articulation of the school’s mission is reflected in the bottom top approach used by the school principals. The presidents of the Student Body Organization (SBO) and Parent Teacher Association (PTA) are involved in the development of school mission, and this is discussed and printed on the walls of the school for the information of everyone. Moreover, this finding indicates that the school principals and teachers in the private and public schools have figured out the best way to communicate the purpose (mission) and direction (vision) of the schools to their internal and external stakeholders.

Meanwhile, the assessment of effectiveness of private and public schools along *frequent monitoring of student progress* reveals that both types of schools obtained an excellent rating in this dimension. This is seen in the overall weighted mean of 4.47 for the private schools and 4.45 for the public schools. The *excellent* rating obtained by both types of schools in this dimension indicates that pupils in these schools progress over the essential objectives and are measured frequently, monitored frequently and the results of those assessments are used to improve the individual student behaviours and performances, as well as to improve the curriculum as a whole. These data indicate that periodic learning assessment is made by both types of schools and that regular assessments are made in different forms and in different rubrics. Moreover, this can also be attributed to DepEd directives focusing new ways of assessing learning and not just through paper pencil tests but authentic way of assessment. Teachers are mandated to explore other avenues of qualitative and quantitative rubrics to better measure the learning that has taken place among learners. By focusing on this, teachers are able to make a holistic assessment of the different dimensions of learning by the pupils. As one of the school principals said *“In my school, I encourage and instruct the teachers to be more creative in assessing the learning of their pupils. We live in the 21<sup>st</sup> century and it is no longer enough to measure the learning of the pupils through the traditional paper-pencil test. Using the concept of Multiple Intelligences, teachers are able to tap the learning modalities of the children and bring out the competencies that the pupils have.”*

Relative to the assessment of the school effectiveness along *home school relations*, the data reveals that the public schools obtained an excellent

rating in all the items with an overall weighted mean of 4.42. In contrast, the private schools obtained a “very good” rating in this dimension with an overall weighted mean of 4.13. While both types of schools have different ratings in this domain, it nonetheless indicates that both types of schools provide situations wherein parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission. One of the teachers affirmed: *“We are really making sure that parents are always informed about our activities in the school because they are helping us much. We see to it that in all the activities of our school, our parents are always invited to join us and we convey this to them personal invitations and letters. We also celebrate family day in our school.”*

Furthermore, the excellent rating of the teachers and the school principals along with *home-school relations* suggests that they stress so much on the participation or collaboration of parents. It also indicates their competence in developing networks and building alliances so as to achieve the schools vision, mission and goals. It is important to note that their competence in partnering or networking is not limited to the school system but also extends to external agencies or partners which are able to help develop the school or meet their common objectives. This finding is affirmed during the interview with the teachers: *“One of the things that we are proud of in this school is our strong feed backing with the parents regarding the performance of the pupils. We see to it that whatever happens to the pupils with regard their behavior, grades and day-to -day life experiences inside the classroom, is all conveyed to the parents”.*

### **National Achievement Test (NAT) Performance of the private and public elementary schools for the past three years specifically 2012-2013, 2013-2014, and 2014-2015**

Another important area of investigation in this study is the determination of the level of school performance of the private and public elementary schools. Table 3 shows that the level of NAT performance of both schools for the past three years is “above average” or Moving Towards Mastery (MTM) based on the result of the NAT. This finding indicates that the pupils are still progressing or are at the “take off” level in mastering the different competencies in the different subject areas tested in the NAT. Thus, they already have enabling skills in understanding the

essential concepts in all the different subject areas but still need further nurturance and development by the teachers.

Looking further at Table 3, the data shows that the private schools for past the two school years are average with a weighted mean of 64.03 and 63.22, respectively. However, this increased into “above average” or “Moving Towards Mastery” for SY 2014-2015 with a weighted mean of 72.42. The increase in the NAT result of the pupils for SY 2014-2015 conveys the effort of the private schools to perform better in this national examination. This may be attributed to their intensive NAT interventions which improved the overall performance of the school.

**Table 3. Level of NAT Performance of Private and Public Elementary Schools**

	Private Schools	D.I.	Public Schools	D.I.
<b>2012-2013</b>				
English	65.55	AM	68.77	MTM
Filipino	74.26	MTM	78.36	MTM
Science	50.63	MTM	58.46	AM
Math	57.41	MTM	64.99	AM
HEKASI	63.29	AM	75.12	MTM
Overall MPS	64.03	MTM	69.14	MTM
<b>2013-2014</b>				
English	61.83	AM	71.02	MTM
Filipino	75.93	MTM	85.00	MTM
Science	50.48	AM	69.95	MTM
Math	64.23	AM	83.89	MTM
HEKASI	63.65	AM	87.19	CAM
Overall MPS	63.22	AM	79.41	MTM
<b>2014-2015</b>				
English	69.67	MTM	82.31	MTM
Filipino	71.59	MTM	81.49	MTM
Science	68.69	MTM	81.06	MTM
Math	81.44	MTM	87.03	CAM
HEKASI	70.70	MTM	82.25	MTM
Overall MPS	72.42	MTM	82.83	MTM
<b>Grand Mean</b>	<b>66.56</b>	<b>MTM</b>	<b>77.13</b>	<b>MTM</b>

On the other hand, the public elementary schools consistently obtained “above average” rating for the past three years. This is reflected in the weighted mean of 69.14; 79.41 and 82.83 for the past three school years, respectively. The “above average” or “Moving Towards Mastery” rating of the public schools indicates that they excel in the competencies measured as shown in their performance in the NAT. Significantly, a great deal of competencies has been mastered in all the different subject areas by the pupils. It also implies that the public schools have

carried out the expected learning outcomes that they ought to give to their pupils.

As to the NAT rating per subject, the private schools have obtained highest rating in Filipino with a weighted mean of 73.92 (Moving Towards Mastery) while the lowest rating is Math with a weighted mean of 57.69 (Moving Towards Mastery). This indicates that pupils in the private schools are good in Filipino but relatively weak in Mathematics. On the other hand, the public schools have also the highest rating in Filipino with a weighted mean of 81.62 (Moving Towards Mastery), while the lowest rating is in science with a weighted mean of 69.82 (Moving Towards Mastery). From both results, it can be said that the pupils in private and public elementary schools perform well in Filipino subject. When asked about this, during the interview, one of the teachers revealed: *“The pupils perform better in Filipino because they find the subject much easier. With the Filipino language used as a lingua franca in the country, many pupils find it easy understanding the concepts in the subject and thus they do better in the NAT for this discipline”*.

**Table 4. Test of Difference on the factors of school effectiveness of private and public elementary schools**

Factors of School Effectiveness	WM		t-value	p value
	Private	Public		
Safe and orderly environment	4.50	4.65	-1.801	0.075
Climate of High Expectations for Success	4.44	4.55	-1.096	0.276
Instructional leadership	4.42	4.57	-1.415	0.161
Opportunity to Learn and Student Time on Task	4.45	4.41	0.316	0.753
Clear and Focus Mission	4.45	4.41	0.923	0.358
Frequent Monitoring of Student Progress	4.45	4.41	-2.447	0.961
Home-school Relations	4.13	4.41	-0.802	0.016*

\*= significant at 0.05 level

Note: all other variables are not significant

The result of the test of difference on the school effectiveness of the private and public schools shows

that there is a significant difference along with home-school relations in favor of public elementary schools with a computed p value of 0.016. Thus the null hypothesis of the study is rejected. This finding conveys that public elementary schools have higher effectiveness in promoting home-school relations than their private counterparts.

The higher assessment of the public elementary schools on the home-school relations indicates that there is higher collaboration of the public schools and the parents. This can be attributed to the DepEd schools practice and observance of the A Parent A Day (APAD) program in which parents are tapped to maintain the cleanliness and orderliness of the schools.

This finding also suggests that the school heads and teachers support each other to interact positively with the parents of school children. Further, Henderson and Berla [17] found out that the most accurate predictor of students' achievement in schools is not income or social status, but the extent that students' family is able to become involved in their children's education at school and in the community. In the same manner, this also align with the study of Steinberg [18] that community involvement draws parents into schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and back to school activities. He concluded that parents who go regularly to school enforce the view in the child's mind that school and home are connected and that school is an integral part of the child family's life.

#### **Significant Difference on the Performance of private and public elementary schools for the past three school years**

This study revealed that there is a significant difference on the NAT scores of the pupils when grouped according to school type for the past three years. Thus, the null hypothesis of the study was rejected at 0.05 alpha level. The significant difference is seen with a computed p value of 0.043. The better performance of public schools is attributed to numerous factors. First, elementary public schools are state funded and they have better instructional resources than private schools just relying on tuition fees and donations to survive. Second, teachers in the public elementary schools are merit-oriented because they undergo rigid training and screening. Upon entry,



they should be licensed teachers. They undertook training and screening procedure and most of them have experienced teaching in the private schools before being employed in to the public schools.

Moreover, the DepEd provides numerous in-service trainings to the teachers, and this may have positive effect on student outcomes. Third, there is high percentage rate of teachers' turnover in private schools. Fourth, there is a higher salary for public school teachers compared to private school teachers. Finally, with the implementation of School-Based Management (SBM), the school environment is given much emphasis particularly to School Improvement Plan (SIP). Lastly, this can be attributed to the NAT interventions of public schools that have indeed positive impact on their NAT performance.

### **Significant Relationship of school effectiveness and level of school performance of the private and public elementary schools as a whole**

The result of the correlation reveals that there is a positive high relationship between school effectiveness and school performance of private and public elementary schools with the computed  $r$  value of 0.826. The probability value of 0.043 shows that the relationship is significant. Hence, the null hypothesis of the study is rejected. This means that school effectiveness influences the level of NAT performance. The better is school effectiveness, the higher is the level of school performance. Moreover, the positive relationship between the school effectiveness and school performance has been affirmed by numerous educational researchers. For example, Nyagosia, Waweru and Njuguna [19] found out significant positive relationship between school effectiveness and student performance. This generally implies that putting higher emphasis on the seven correlates of effective schools means more improved performance of learners. This study confirms what Lezotte [20] emphasizes that effective schools are characterized by strong instructional leadership, clear and focused mission, safe and orderly environment, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn.

### **Factors of school effectiveness in the private and public elementary schools**

The result of the exploratory factor analysis showed that among the seven factors of school

effectiveness, there were three factors that showed factor loading greater than 0.60 for both private and public elementary schools in the second congressional district of Cagayan Province. These are instructional leadership (0.82), high expectation for success (0.79), as well as clear and focus mission (0.76). These principal components can be reduced into two factors namely school leadership competency and professional collaboration. To sum up the factors for both public and private schools, the principal components came out that these are the primary functions of the school principal who is at the front desk to direct, , and collaborate to ensure healthy and conducive learning environment in the Department of Education. This study affirms what Sebastian and Allenswoth [21] found out that principal leadership affects student achievement. This explains that no academic enterprise will operate well for long without a competent principal as effective schools are the result of the activities and programs of effective principals. Furthermore, Waters, Marzano and McNulty [22] suggested that effective school leadership can bolster student achievement. It is for this reason that it is often argued that the leadership of the school makes the difference between mediocrity and excellence. It is the school leadership that sets the school climate, the level of professionalism, and morale of teachers and the degree of concerns for what pupils may or may not become.

### **School effectiveness interventions of the public and private elementary schools**

Based on the qualitative data gathered, private and public schools utilized different interventions to prepare their pupils to take the achievement test. The interventions used by both types of schools are the NAT based parallel test questions, Saturday review, and remedial classes.

During the interview, both private and public school teachers: *"We are extending our time to our pupils during NAT review sessions. We try to identify who among our pupils are performing and we use NAT-based parallel test questions, Saturday review sessions and we also do remedial classes for those we identify as slow learners to prepare them for NAT."*

In the public elementary schools, teachers and school principals determine the least mastered and mastered competencies per subject area. This guides them on what will be the focus of their NAT parallel-based examination. In short, these competencies are

utilized as the basis for making sample test for review. One of the public school teachers said: *“We identified the least mastered and mastered competencies of our pupils and we developed test questions from the topics.”*

Another intervention used by both types of schools is the Saturday Review Classes. Teachers review their students covering all subject areas. The school principals would always stress that the teachers must help in the review class for it does not only reflect the achievement of the pupils but also their performance as teachers, one of principals said: *“I always see to it that the teachers conduct review classes because I believe that in education, we are what we teach so there is no reason for us to have low achievement.”* In connection to this, most of the teachers said: *“We are really required by our principal to conduct NAT review sessions; our principal monitor us and require us to report in his office the result of pupils scores.”*

Meanwhile, both schools emphasized that remedial classes were conducted specifically to slow learners or those in the lower sections. Moreover, there are interventions in which the private and public schools differ. For instance, the private schools utilize peer tutoring, individualized instruction, strategic steps for reading success, one-on-one tutoring and school head and teachers’ review classes.

### **Implications for Educational Planning**

Educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society [23]. The findings of the present study may provide aspects of educational implications. First, school managers in the country must see to it that they can put into action the seven correlates of effective schools as these are success indicators for any educational enterprise. Second, in order to achieve and promote quality education, school heads must be able to adopt the very effective way of letting internal and external stakeholders of the school feel their ownership and sense of belongingness in the school. Thirdly, a sense of accountability and involvement of the students, teachers, parents, school heads and community people will make them work together for the improvement of the schools. Lastly, there is still a need to enhance the capabilities of school heads

since they play a gargantuan role in the transformation of schools to manage the seven correlates of effective schools.

### **CONCLUSION**

The school effectiveness for both private and public elementary schools in the second congressional district of Cagayan Province is excellent. The private and public schools in this part of the province are adopting the factors of school effectiveness. Pupils are able to avail themselves of quality learning environment irrespective whether they enroll in private or public schools. Private schools put primary emphasis on clear and focus mission while public schools put primary focus on safe and orderly environment. Test of difference also reveal that that public schools have stronger linkage with parents than the private schools. Along with the level of performance of both schools, public elementary schools perform better than the private elementary schools. This study also reveals that school effectiveness defined the level of schools’ performance.

Finally, among all the principal components of school environment, there are three factors that spell out effectiveness in schools in the second congressional district of Cagayan. These are (1) instructional leadership, (2) high expectation for success, (3) clear and focus mission. These principal components can be reduced into two factors namely school leadership competency and professional collaboration which influence the level of school performance.

### **RECOMMENDATION**

It is recommended that private and public elementary schools have to give preferential attention to the maintenance and improvement of their school effectiveness as this plays a crucial role in determining their level of school performance. The private schools should come up with the practices of public schools or make other interventions to improve their school effectiveness.

Both private and public elementary schools should see to it that more teachers are sent for seminars and conferences in the division, region and national levels. This is for the teachers to widen their circles of professional advancement.

Since this study revealed that instructional leadership is a factor that clearly defines student

performance, the Department of Education must be able to monitor and evaluate the school principals' leadership competency and professional collaboration because these are essential variables influencing school performance for both private and public schools.

Finally, the National Government of the Philippines should allocate additional budget for public elementary schools and offer more subsidy to private elementary schools for their school effectiveness and performance.

Future studies should continue to examine the relationship between school effectiveness and student achievement with wider scope of samples and inclusion of more variables.

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