
THE ROLE OF GOOD GOVERNANCE IN ENHANCING EDUCATIONAL SERVICE DELIVERY A STUDY OF PUBLIC SCHOOL SYSTEM IN VALENCIA CITY DIVISION

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Article Received: 02 March 2026

Article Revised: 20 March 2026

Published on: 10 April 2026

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DOI: <https://doi-doi.org/101555/ijrpa.5089>

ABSTRACT

This study deals with the role of good governance in enhancing educational service delivery: A study of the public school system in Valencia City Division, specifically characterized by transparency, accountability, participation, and efficiency, is pivotal in optimizing public service delivery, particularly in education. The researcher conducted his study in Valencia City Division. The participants of the study were the 20 School Principals/School heads, 25 Assistant Principals, and 55 School Department heads for the school year 2025-2026. Purposive sampling is a non-probability sampling technique where the researcher chooses participants based on the researcher's judgment.

Through a qualitative research approach, data were collected through survey questionnaires and documentation analysis to explore the diverse methods utilized by principals/school heads, assistant principals, and department heads in the school setting. This study investigates the influence of good governance principles on educational service delivery within the public school system of Valencia City Division. The first part of the questionnaire included a demographic profile of the participants, and the second part was the survey questionnaire.

The researcher used descriptive statistical tools such as tally, mean, and proportions (R) to interpret the data gathered by the researcher. The findings reveal the various pedagogical roles of good governance in educational service delivery utilized by the school principal/school head, assistant principal, and department head to exercise governance. The implications of the study provide insights into effective good governance in enhancing

educational service delivery that can benefit the school principal, assistant principal, department head, and the school as a whole.

KEYWORDS: *Good governance, educational service delivery, public school.*

INTRODUCTION

The role of good governance in enhancing educational service delivery: a study of the public school system in Valencia City Division refers to the good governance services that, in line with educational service matters, play a vital role in educational service delivery. Wherein they are the key factors crafting cognitive skills of individual learners, Sullah and Rahman (2021). Teachers, students, and all educational implementers are involved in this function of delivering educational resources. Teachers, parents, and students are actually the major components of this rule, wherein they are key players in enhancing educational service implementation. In simple terms, good governance provides the systems and rules that make sure schools are funded properly, teachers are accountable, parents and communities are involved, and students actually benefit from the services delivered Saifaldin Idis Onia, 2025). The role of good governance in enhancing educational service delivery refers to the process by which principles such as transparency, accountability, participation, responsiveness, efficiency, and rule of law are applied within the education sector to ensure that resources are properly managed, teachers are effectively deployed, policies are implemented fairly, and learning outcomes are improved Marwein & Rao, 2025). Good governance strengthens institutional capacity, minimizes corruption and inefficiency, and creates an environment where education services are accessible, equitable, and of high quality.

Theoretical Framework

This study was anchored on several governance and organizational theories that explain how good governance in enhancing educational services delivery influences the effectiveness and performance of the public school system. The good governance theory emphasizes key dimensions such as transparency, accountability, rule of law, participation, responsiveness, and effectiveness. According to the United Nations Development Programme (UNDP, 2018), good governance ensures that public institutions conduct affairs in a manner that is participatory, consensus-oriented, and equitable. The OECD (2021) also highlights that good governance in the education sector promotes trust, integrity, and efficiency in the management of educational resources. In the context of education, these governance principles lead to the formulation and implementation of policies that are inclusive and

evidence-based, ensuring that all stakeholders, students, teachers, administrators, and communities are involved in decision-making.

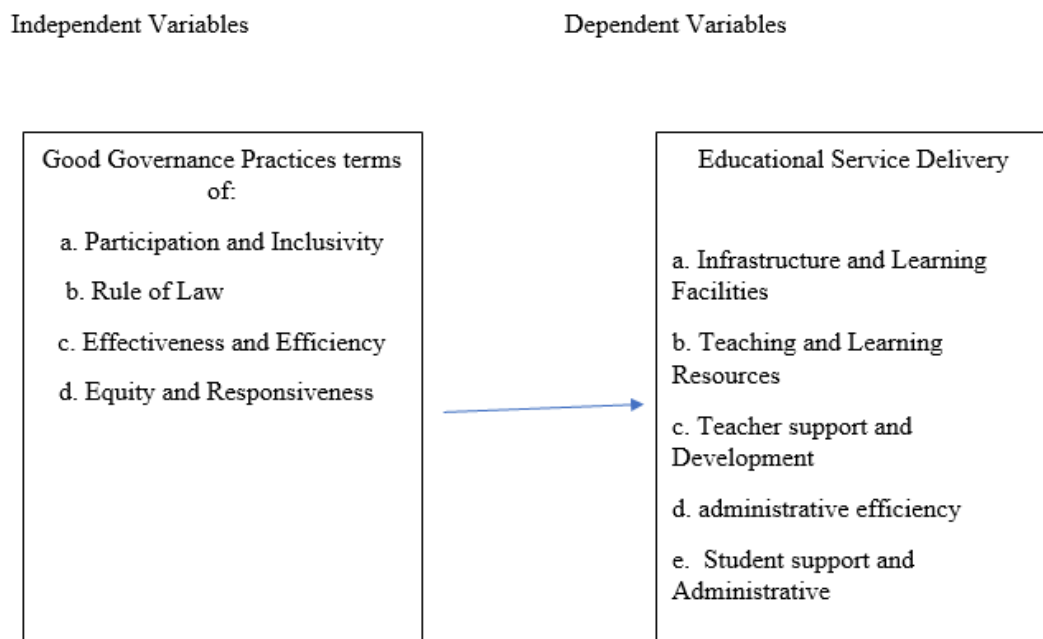


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

Scope

This study focuses on examining the role of good governance in enhancing educational services delivery within the public school system of the Valencia City Division. Specifically, it covers key governance principles such as infrastructure and learning facilities, teaching and learning resources, teacher support and deployment, administrative efficiency, and student support services, and how these influence the quality of educational services in public schools. The respondents of the study include the School Principal/School Head, Assistant Principal, and Department Heads under the Department of Education, Valencia City Division. The study also considers selected indicators of educational services delivery, such as school management practices, instructional support, resource utilization, and stakeholder engagement.

Review of Related Literature

The literature suggests that the good governance in enhancing educational services delivery, plays a vital role in enhancing educational service delivery by ensuring that the systems, policies, and structures governing education are effective, transparent, and accountable. Good

governance in education typically involves practices and principles that guide how decisions are made, how resources are allocated, and how stakeholders are involved in the process.

This also refers to the effective application of governance principles, such as accountability, which refers to the obligation of government officials and public servants to explain and justify their decisions and actions to ensure that the sources are used properly and efficiently. Transparency refers to the openness of government institutions in providing clear, accurate, and timely information to the public, fostering trust and maximizing corruption. The rule of law refers to a principle of governance in which laws are applied equally, fairly, and consistently to all individuals and institutions, ensuring justice and order. Participation refers to the ability of public institutions to involve citizens and stakeholders in decision-making processes, allowing them to contribute to policies and programs that affect their lives. Responsiveness refers to the ability of a public institution to address the needs and concerns of citizens in a timely, appropriate, and efficient manner.

Effectiveness and efficiency refer to the extent to which the government programs achieve their intended outcomes while maximizing the use of resources and costs. Good governance ensures that decision-making processes within educational institutions and systems are transparent. These foster trust among all stakeholders (e.g., students, teachers, parents, administrators, and policymakers). Accountability in governance helps to ensure that resources (financial, human, and material) are used efficiently and effectively, and that individuals or institutions are answerable for their actions. Good governance in the public sector improves trust between government and the people, strengthens institutional capacity, and enhances overall public sector performance.

A key principle of good governance is the equitable distribution of resources. In the context of education, this means ensuring that schools, especially those in disadvantaged areas, have access to necessary materials, infrastructure, and qualified teachers. It also involves removing barriers to education and ensuring that all students, regardless of background, have equal opportunities to succeed.

The term 'good governance' was defined in the 1990s during the reform of the public sector and implementation of new public management models in many countries. The 'good governance' model has eight fundamental characteristics, namely: participation, consensus orientation, accountability, transparency, responsiveness, equality and inclusion, effectiveness and efficiency, and law enforcement compliance.

According to Suleman, M., & Ahmed, M. (2020), This study examined how governance structures in Pakistan's education sector affected student outcomes, noting that robust governance led to improvements in access, quality, and accountability. The study showed that schools in regions with stronger governance frameworks had better resource allocation and more effective teaching strategies. Good governance was found to directly correlate with improved student performance, particularly in disadvantaged areas. Based on Al-Saadi, M. A., & Abdulkareem, I. (2021), a study conducted in the Middle East focused on educational governance and accountability in Arab countries. They concluded that in nations where educational governance was decentralized, educational delivery improved due to local decision-making powers and better resource allocation. The research emphasized that local authorities were more attuned to their communities' needs, which resulted in more equitable educational services. The decentralization of governance led to greater responsiveness and quality improvements in local Transparency, Accountability, and Educational Service Delivery.

Another author speaks out about governance in terms of transparency and accountability. Schmitter, P. C., & Karl, T. L. (2019): This article reviewed various international cases where transparency and accountability led to better educational outcomes. It highlighted how rigorous accountability mechanisms (such as performance evaluations and financial audits) in systems like South Korea and Finland contributed to high educational standards. The authors argue that accountability is a key component of good governance because it ensures that resources are used efficiently and that education systems remain focused on student needs. The implementation of transparent budgeting and performance assessments is a critical factor in improving education service delivery. schools.

Levin, H. M., & Schuetz, P. (2022): In their comparative study of governance models in developed and developing nations, they found that transparent governance systems, where decision-making is open, and data is accessible, helped boost the quality of educational services. This is particularly relevant for enhancing public trust and the effective use of public funds in education. Transparency in educational governance supports effective service delivery by ensuring resources are not misused and that outcomes are regularly evaluated.

Research Methodology

This study used a descriptive-correlational research design. The descriptive correlational design is a non-experimental, quantitative method used to identify, describe, and analyze the statistical relationships between two or more variables without manipulating them. This aspect will identify and analyze the role of good governance in enhancing educational services delivery (Copeland, 2022; Scribd).

This study used an adapted questionnaire from Grindel (2017). The instrument has five (5) parts. The first part is all about Transparency and Accountability of the Valencia City Division regarding policy information. Second is the Participation and Inclusivity of the Division for being responsible for all their actions, and to be fair and equal in the implementation of laws. Third Rule of Law: if the schools implement the rules fairly and equally. Fourth, the effectiveness and Efficiency of the schools' institutions meet the learning objective. Fifth Equity and Responsiveness is whether the school meets the necessary needs of its learners regardless of their intellectual issues or cultural background. The researcher modified some of the items to fit the study's setting. Each part of the questionnaire comprises five questions based on the five Likert scales used to answer questions about the role of good governance in enhancing educational services delivery: A Study of the Public School System in Valencia City Division.

The researcher honors the rights and the information of the participants. Participants' welfare will be safe, and the information will remain confidential. The letter will include the explanation of the goal of the study and the nature of their involvement. Participants are given an informed consent form before the study is conducted. In addition, the researcher obtained an endorsement letter from the Dean of the School of Graduate and Professional Studies, as well as from the Valencia City Division office supervisor. Third, a letter will be sent to respondents requesting cooperation and an honest answer based on the given questionnaire.

In this study, the researcher used a convenience sampling procedure to identify the target participants with a certain performance based on good governance practices and in Bloom's Taxonomy (Revised) in governance principle Campbell (2020). By concentrating on principles with varied levels of performance in terms of good governance practices, the study can acquire a thorough understanding of their methodologies, obstacles, and accomplishments in improving performance to attain good governance practices.

Findings

Table 1 presents the descriptive statistics on the demographic profile of the respondents in terms of age. The table shows that the largest group of respondents belongs to the age category of 55 years old and above with a frequency of 47 or 47.0 percent. This is followed by respondents aged 50–54 years old with a frequency of 27 or 27.0 percent. Respondents aged 44–49 years old recorded a frequency of 14 or 14.0 percent. Meanwhile, those aged 40–44 years old have a frequency of 7 or 7.0 percent. The smallest group of respondents falls under the age range of 30–39 years old with a frequency of 5 or 5.0 percent.

Table 2: Descriptive Statistics on the Demographic Profile of the Respondents in Terms of Teaching Position.

| Teaching Position | Frequency | Percent |
|-----------------------|-----------|---------|
| School/Head Principal | 20 | 20.0 |
| Assistant Principal | 25 | 25.0 |
| Department Head | 55 | 55.0 |
| Total | 100 | 100.0 |

Table 2 presents the descriptive statistics on the demographic profile of the respondents in terms of teaching position. The table shows that the majority of the respondents are Department Heads with a frequency of 55 or 55.0 percent. This is followed by Assistant Principals with a frequency of 25 or 25.0 percent. Meanwhile, School or Head Principals have a frequency of 20 or 20.0 percent.

Table 3: Descriptive Statistics on the Demographic Profile of the Respondents in Terms of Years of Experience.

| Years of Experience | Frequency | Percent |
|---------------------|-----------|---------|
| 1-5 years | 2 | 2.0 |
| 6-10 years | 8 | 8.0 |
| 11-15 years | 19 | 19.0 |

| | | |
|----------------|-----|-------|
| 16-20 years | 41 | 41.0 |
| 21 years above | 30 | 30.0 |
| Total | 100 | 100.0 |

The data indicates that the majority of the respondents have long years of professional experience in the field of education. Most of them have served for more than 16 years, which shows that the respondents have already developed extensive knowledge and skills related to teaching and school leadership. Their long years of service suggest that they have gained substantial experience in handling different educational responsibilities and challenges in the school environment.

Table 4: Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School in Terms of Transparency and Accountability

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|---|------|--------------------|-----------------------------|
| I am clearly informed about policies and school. | 4.03 | 1.01 | High Implementation |
| The school’s budget and financial made public and are easy understand | 4.05 | .99 | High Implementation |
| There are accessible and effective channels for reporting and addressing complaints corruption or misconduct. | 2.59 | 1.40 | Moderate Implementation |
| School officials are held accountable their decisions and actions. | 4.08 | 1.07 | High Implementation |
| Information regarding school policies and programs is readily available to the public. | 1.93 | 1.17 | Low Implementation |
| Overall Mean | | 3.33 | .53 Moderate Implementation |

The indicator School officials are held accountable for their decisions and actions obtained the highest mean of 4.08 with a standard deviation of 1.07, interpreted as High Implementation. This indicates that school leaders demonstrate responsibility in carrying out their duties and are answerable for their actions and decisions within the school organization. Accountability among school officials promotes responsible leadership and ensures that school policies, programs, and resources are managed properly. This finding supports the study of Bovens which emphasized that accountability is a key element of good governance as it ensures that public officials are responsible for their decisions and actions in managing public institutions (Bovens, 2020).

Table 5: Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School in Terms of Participation and Inclusivity

| INDICATORS | Mean | Standard | Descriptive | |
|---|------|----------|-------------------------|--------|
| Deviation | | | | Rating |
| I am giving exact feedback towards teachers teaching performance | 3.83 | .92 | High Implementation | |
| Parents and community members are actively involved in school-based decision making processes. | 3.82 | .97 | High Implementation | |
| The school environment promotes open dialogue and discussion of issues. | 2.78 | 1.21 | Moderate Implementation | |
| School supplies are developed in consultation with various stakeholders including teachers, students and parents. | 3.96 | .99 | High Implementation | |
| There are opportunities for all members of the communities to participate in school extracurricular activities regardless of background | 2.08 | 1.22 | High Implementation | in |
| Overall Mean | 3.29 | .55 | Moderate Implementation | |

Table 5 presents the descriptive statistics on the level of implementation of good Governance practices in public school in terms of participation and inclusivity. The results show an overall mean of 3.2940 with a standard deviation of .55155, interpreted as Moderate Implementation. This indicates that participation and inclusivity practices are moderately implemented in the public schools included in the study.

Table 6: Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School in Terms of Rule of Law.

| INDICATOR | Mean | Standard | Descriptive |
|--|-----------|----------|------------------------------------|
| | Deviation | Rating | |
| School rules and policies applied fairly and consistently to all regardless of teaching position. | 4.10 | 1.07 | High Implementation |
| The disciplinary process is just a transparent respectful of teachers and all school community rights. | 3.84 | 1.83 | High Implementation and all school |
| All members of the school community aware of their rights and responsibilities. | 2.69 | 1.59 | Moderate Implementation |
| Contracts and procurement processes for school resources are fair and follow legal procedures. | 3.96 | 1.06 | High Implementation |
| I am implementing rules and laws that are fair and equal. | 2.01 | 1.34 | Low Implementation |
| Overall Mean | 3.31 | .59 | Moderate Implementation |

Table 6 presents the descriptive statistics on the level of implementation of good governance practices in public school in terms of rule of law. The results show an overall mean of 3.31 with a standard deviation of .59, interpreted as Moderate Implementation. This indicates that

practices related to the rule of law are moderately implemented in the public schools included in the study.

Table 7: Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School in Terms of Effectiveness and Efficiency

| INDICATOR | Mean | Standard Deviation | Descriptive Rating |
|---|------|--------------------|-------------------------|
| I am efficiently implementing current system in achieving their intended goals. | 4.21 | 1.06 | High Implementation |
| School resources (e.g., funds, equipment, classrooms) are used effectively to support educational goals. | 4.12 | 1.90 | High Implementation |
| Administrative processes (e.g., enrollment, grade submission, teacher assignments) are streamlined and efficient. | 2.48 | 1.49 | Moderate Implementation |
| School leadership effectively manages time and resources to maximize learning opportunities. | 3.94 | 1.09 | High Implementation |
| The school consistently meets its performance targets and educational objectives. | 2.36 | 1.39 | Low Implementation |
| Overall Mean | 3.44 | .60 | Moderate Implementation |

Table 7 presents the descriptive statistics on the level of implementation of good governance practices in public school in terms of effectiveness and efficiency. The results show an overall mean of 3.44 with a standard deviation of .60, interpreted as Moderate Implementation. This indicates that the practices related to effectiveness and efficiency are moderately implemented in the public schools included in the study.

Table 8: Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School in Terms of Equity and Responsiveness.

| INDICATORS | Mean | Standard Deviation | Descriptive Rating |
|---|------|--------------------|-------------------------|
| I am equitably addressing the need of all teachers and stakeholders. | 3.94 | 1.25 | High Implementation |
| The school addresses the unique needs of all teachers, students and school community, including those with disabilities or from disadvantage backgrounds. | 3.96 | .88 | High Implementation |
| Resources are distributed fairly among all teachers and departments. | 2.63 | 1.58 | Low Implementation |
| The school leadership is responsive to the needs and concerns of parents, students and teachers. | 3.86 | 1.03 | High Implementation |
| The curriculum and teaching methods are adapted to be relevant and responsive to the local context of Valencia City. | 2.38 | 1.44 | Low Implementation |
| Overall Mean | 3.35 | .67 | Moderate Implementation |

Table 8 presents the descriptive statistics on the level of implementation of good governance practices in public school in terms of equity and responsiveness. The results show an overall mean of 3.35 with a standard deviation of .67, interpreted as Moderate Implementation. This indicates that practices related to equity and responsiveness are moderately implemented in the public schools included in the study.

Table 9 : Descriptive Statistics on the Level of Implementation of Good Governance Practices in Public School Among Five Factors.

| Indicators | MEAN | Standard Deviation | Description |
|---|------|--------------------|-------------------------|
| Transparency and Accountability | 3.33 | .53 | Moderate Implementation |
| Participation and Inclusivity | 3.29 | .55 | Moderate Implementation |
| Rule of Law Implementation | 3.31 | .59 | Moderate |
| Effectiveness and Efficiency Implementation | 3.44 | .60 | Moderate |
| Equity and Responsiveness Implementation | 3.35 | .67 | Moderate |
| Overall Mean | 3.36 | .46 | Moderate Implementation |

Table 9 presents the descriptive statistics on the level of implementation of good governance practices in public school among five factors. The results show that the overall mean is 3.3650 with a standard deviation of .46, interpreted as Moderate Implementation. This indicates that the implementation of good governance practices in the public schools is generally moderate, with some factors performing better than others.

Table 10: Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division in Terms of Infrastructure and Learning Facilities.

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|---|------|--------------------|--------------------|
| The level of implementation of good governance principles such as transparency, | 4.36 | .95 | Satisfactory |

| | | | |
|---|------|------|--------------|
| accountability, and participation) among school administrators in the Valencia City Division. | | | |
| The current status of physical infrastructure and learning facilities (classrooms, libraries, laboratories and sanitation) across public schools in the Valencia City Division. | 4.32 | .93 | Satisfactory |
| To what extent does the availability and condition of learning facilities influence the efficiency in the division. | 3.95 | .99 | Satisfactory |
| The level of stakeholder satisfaction regarding the transparency of budget allocation for infrastructure projects in the Valencia City Division. | 4.01 | .99 | Satisfactory |
| Significant relationship between the level of good governance and adequacy of learning facilities in Valencia City Division. | 3.91 | 1.12 | Satisfactory |
| Overall Mean | 4.1 | .74 | Satisfactory |

Table 10 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division in terms of infrastructure and learning facilities. The overall mean is 4.11 with a standard deviation of .74, interpreted as Satisfactory.

Table 11: Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division in Terms of Teaching and Learning Resources.

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|---|------|--------------------|--------------------|
| To what extent does the transparency of budget allocation influence the availability of teaching and learning | 3.99 | 1.04 | Satisfactory |

| | | | |
|---|------|------|--------------|
| resources in public schools within Valencia City Division. | | | |
| Significant relationship between the level of accountability in resource management and the effective utilization of instructional materials by teachers. | 4.18 | .94 | Satisfactory |
| How does the efficiency of procurement processes impact the timeless delivery of teaching and learning resources to schools. | 4.02 | 1.06 | Satisfactory |
| To what extent does the stakeholder participation in needs assessment contribute to the adequacy of teaching and learning resources provided to the division. | 4.15 | .89 | Satisfactory |
| Significant principles and the overall quality of educational service delivery regarding resource support. | 4.12 | .98 | Satisfactory |
| Overall Mean | 4.09 | .72 | Satisfactory |

Table 11 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division in terms of teaching and learning resources. The overall mean is 4.09 with a standard deviation of .72, interpreted as Satisfactory.

Table 12: Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division in Terms of Teacher Support and Deployment.

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|--|------|--------------------|--------------------|
| To what extent does effective teacher support and deployment contribute to the overall quality and educational service delivery in Valencia City Division. | 4.45 | 1.00 | Satisfactory |

| | | | |
|--|------|-----|--------------|
| To what extent is the teacher deployment process in the Valencia City Division perceived as transparent and equitable among the teaching staff. | 4.32 | .86 | Satisfactory |
| To what extent does the current professional development program align with the specific needs and competencies of teachers in the division. | 4.28 | .79 | Satisfactory |
| To what extent is the administrative responsiveness of the division office perceived as effective in addressing teacher concerns regarding deployment and welfare. | 4.40 | .88 | Satisfactory |
| How do governance indicators (responsiveness, participation, and rule of law) mediate the relationship between teacher support deployment strategies and overall educational service delivery outcomes in Valencia City. | 4.14 | .88 | |
| Overall Mean | 4.31 | .70 | Satisfactory |

Table 12 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division in terms of teacher support and deployment. The overall mean is 4.31 with a standard deviation of .70, interpreted as Satisfactory.

Table 13 Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division in Terms of Administrative Efficiency.

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|---|------|--------------------|--------------------|
| Level of implementation of good governance practices (transparency, | 4.41 | .93 | Satisfactory |

| | | | |
|--|------|------|--------------|
| accountability and participation) among the school administrators in Valencia City Division. | | | |
| Level of administrative efficiency in the resource management and decision-making processes of public schools in Valencia City Division. | 4.48 | .73 | Satisfactory |
| Level of stakeholder’s participation in school governance correlates with reduction in administrative bottle necks. | 4.24 | .92 | Satisfactory |
| Relationship between good governance practices and administrative efficiency in Valencia City Division. | 3.77 | 1.20 | Satisfactory |
| Significant relationship between administrative efficiency in the Valencia City Division. | 4.15 | 1.11 | Satisfactory |
| Overall Mean | 4.0 | .63 | Satisfactory |

Table 13 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division in terms of administrative efficiency. The overall mean is 4.21 with a standard deviation of .63, interpreted as Satisfactory.

Table 14: Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division in Terms of Student Support Administrative.

| INDICATORS | MEAN | Standard Deviation | Descriptive Rating |
|--|------|--------------------|--------------------|
| To what extent does administrative transparency influence students access to support services. | 3.77 | 1.42 | Satisfactory |
| Significant relationship between accountability in resource allocation | 3.51 | 1.43 | Satisfactory |

and the quality of educational service delivery.

| | | | |
|--|------|------|--------------|
| To what degree does stakeholder participation in school decision making-impact with administrative responsiveness. | 3.65 | 1.31 | Satisfactory |
| How consistent is the implementation of equity-focused policies in public school administration regarding students' welfare. | 3.69 | 1.38 | Satisfactory |
| Does efficient financial management correlate with the timeless of students supporting interventions. | 3.74 | 1.42 | Satisfactory |
| Overall Mean | 3.67 | 1.20 | Satisfactory |

Table 14 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division in terms of student support administrative. The overall mean is 3.67 with a standard deviation of 1.20, interpreted as Satisfactory.

Table 15: Descriptive Statistics on the Current State of Educational Service Delivery in The Public Schools of Valencia City Division Among Five Factors.

| Indicators | MEAN | Standard Deviation | Descriptive Rating |
|--|------|--------------------|--------------------|
| Infrastructure and Learning Facilities | 4.11 | .74 | Satisfactory |
| Teaching and Learning Resources | 4.09 | .72 | Satisfactory |
| Teacher Support and Deployment | 4.31 | .70 | Satisfactory |
| Administrative Efficiency | 4.21 | .63 | Satisfactory |
| Student Support Administrative | 3.67 | 1.20 | Satisfactory |
| Overall Mean | 4.18 | .60 | Satisfactory |

Table 15 presents the descriptive statistics on the current state of educational service delivery in the public schools of Valencia City Division among five factors. The overall mean is 4.18 with a standard deviation of .60, interpreted as Satisfactory.

Table 16: Correlation Between the Level of Good Governance Implementation and the Quality of Educational Service Delivery in the Public School of Valencia City Division.

| Transparency and Accountability Responsiveness | Participation Rule of Law and Inclusivity | Effectiveness and | Equity And | | |
|---|--|------------------------------|-------------------------------|------------------------------|-----------------------------|
| Infrastructure and Learning Facilities | R= .446 P= .000 N= 100 | R= .507 P= .000 N= 100 | R= .438 P= .000 N= 100 | R= .545 P= .000 N= 100 | R=.412 P=.000 N=100 |
| Teaching and Learning Resources | R= .499 P= .000 N= 100 | R= .514 P= .000 N= 100 | R= .514 P= .000 N= 100 | R= .555 P= .000 N= 100 | R=.334 P=.000 N=100 |
| Teacher Support and Deployment | R= .372 P= .000 N= 100 | R= .441 P= .000 N= 100 | R= .429 P= .000 N= 100 | R= .495 P= .000 N= 100 | R= .34 P=.000 N=100 |
| Administrative Efficiency | R= .116 P= .248 N= 100 | R= .308 P= .002 N= 100 | R= .345 P= .000 N= 100 | R= .240 P= .016 N= 100 | R=.062 P= .539 N= 100 |
| Student Support Administrative | R= .049 P= .627 N= 100 | R= .055 P= .585 N= 100 | R= -.125 P= .215 N= 100 | R= .050 P= .619 N= 100 | R=.034 P=.676 N=100 |

Table 16 presents the correlation between the level of good governance implementation and the quality of educational service delivery in the public schools of Valencia City Division. It shows how five governance factors – Transparency and Accountability, Participation and Inclusivity, Rule of Law, Effectiveness and Efficiency, and Equity and Responsiveness – relate to five dimensions of educational service delivery – Infrastructure and Learning Facilities, Teaching and Learning Resources, Teacher Support and Deployment, Administrative Efficiency, and Student Support Administrative.

Table 17 Correlation

| Good Governance | Decision | Interpretation | Implementation |
|--|------------------------------|--|---|
| Educational Service Delivery N= 100 Service Delivery City Division. | R= .49 P= .00 Rejected | The Null Hypothesis was Implementation and the Quality of | There is a Significant Relationship Between the Level of Good Governance Education in the Public School of Valencia |

Table 17 presents the overall correlation between the level of good governance implementation and the quality of educational service delivery in the public schools of Valencia City Division. The Pearson correlation coefficient is 0.49 with a significance value of 0.00, indicating a moderate positive relationship. This suggests that as the level of good governance implementation increases, the quality of educational service delivery also improves.

CONCLUSION AND RECOMMENDATION

The study concluded that most respondents were experienced school leaders, with the majority aged 50 and above and holding key teaching or administrative positions. Their extensive experience likely supported the effective implementation of governance practices in the Valencia City Division.

The implementation of good governance practices was generally moderate, with effectiveness, efficiency, and accountability being the strongest areas, while transparency,

participation, and equity showed some gaps. This indicated that schools managed operations well but needed improvement in inclusive and equitable practices.

The current state of educational service delivery was generally satisfactory across all five factors, with teacher support and deployment performing best, followed by administrative efficiency. Infrastructure, learning facilities, and teaching resources were adequate, while student support services were less consistent.

A significant moderate positive relationship was observed between good governance and educational service delivery, especially for infrastructure, teaching resources, and teacher support. This implies that stronger governance practices can further improve service quality, particularly by addressing gaps in student support and administrative efficiency.

The Valencia City Division should implement a structured mentorship program that pairs experienced teachers with newer educators. This would allow veteran teachers to share best practices in instruction, classroom management, and school leadership, while helping new teachers apply good governance principles effectively. Over time, the program can enhance teaching quality, administrative efficiency, and overall educational service delivery.

Public schools in Valencia City should strengthen transparency and inclusivity by improving access to information on policies and programs, actively engaging all stakeholders in decision-making, and ensuring equal opportunities for participation in school activities. These measures can build trust, foster collaboration, and enhance the overall effectiveness of educational services.

The division should focus on strengthening student support administration to ensure equitable and consistent services across all schools. Clear policies, monitoring systems, and additional training for administrative staff can improve responsiveness to student needs. Involving parents and community members in planning and evaluating support services can enhance accountability and relevance, ensuring that all students benefit fully from available programs.

It is recommended that the Valencia City Division enhance the implementation of good governance practices, particularly in administrative efficiency and student support. Schools should reinforce transparency, accountability, and participation in decision-making, supported by regular training and capacity-building for staff. Establishing monitoring and evaluation systems can track the effectiveness of governance practices, ultimately improving the quality and equity of educational service delivery.

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