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Management Practices and Learning Outcomes: A Study of Semi-Government Schools

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ABSTRACT
The given paper explores the operational issues of the semi-government schools and the impact on the quality educational delivery and the performance of the students. In this quantitative study, questionnaires designed by the researcher through the Likert scale were used to collect data on 170 teachers (89 class and 81 subject teacher). To perform statistical tests, descriptive statistics, Chi-square and Pearson coefficient and multiple regression tests were carried using version 26 of SPSS. The identified factors included administrative issues, resource management, human resource management issues, lack of facilities and structures as well as bureaucratic issues. The factors that was found to be the most important and significant to positively relate to the operation of the school was human resource management (Beta = 0.863, p = 0.000) and the administration challenges and teaching learning instructional methods were to relate negatively to the operation of the school. It is concluded that the defeat of these obstacles would mean such interventions as a reasonable utilization of resources, material infrastructure, and employee training. Reducing the procedural formalism and increasing the effectiveness of school administrative procedures may play a major role in improving the performance and overall organizational performance of the educational processes at the SG schools.

Keywords Semi-Government Schools, Operations, Quality Education, Student Performance.

Introduction

Schools as Learning Organisations have attracted heated debates in the educational spaces in recent years. The proponents of Learning Organisations have argued that the transformation could

significantly enhance learning activities. Recent technological changes have exposed systems to a series of challenges. For this reason, researchers have argued that school systems need to change to sustain the disruptions (Riina, 2014). Shifting to incorporate the changes in the contemporary educational spaces has promoted sustainability. For instance, in Saudi Arabia and other Middle East nations, actors in the educational spaces have increasingly called for reorienting the vision and mission statements to congruent with the modern changes ("The High-Level Political," 2018). The school leadership is responsible for building functioning educational systems. The regulations and policies enforced by the school leaders enable teachers to perform at the desirable levels, enabling the school systems to cope with the challenges emerging in the contemporary educational space (Alharthi et al., 2018). School leaders play a crucial role in connecting the primary educational actors with the activities in the classroom settings (Klinker, 2006). In short, school leaders are pivotal in ensuring that learning and teaching activities in classroom settings help students achieve the set objectives. Most existing studies have explored the role of school leaders in enabling a conducive learning environment. However, hardly any study has investigated the challenges that school leaders encounter when transitioning schools into learning organisations.

Education remains a basic foundation of a society through providing people with core knowledge, skills and moral standards needed for functioning and coexistence in a rapidly growing society. Semi government schools are therefore a distinct category of schools which lie somewhere in between fully government funded schools on one hand and independent /private schools on the other hand (Fernando et al., 2018). These schools which are normally established under government policies but managed or funded by private sector have a very important role of offering education to students from all over the society. In general, the operational characteristics of semi-government schools can be quite different from those in fully governmental schools, and these differences can create certain obstacles to the schools' functioning and, thus, their educational effectiveness. Semi-government schools are developed by cooperation between governments and other bodies such as private organizations and companies. This model is intended to improve the educational provision through the public responsibility and the private effectiveness. Semi-government schools have been developed to cover the drawbacks

of purely public or purely private schools to manifest a better balance of resource distribution, new approaches to teaching and learning, and better managerial flexibility. However, these seem to have the following advantages despite the fact that the operational management of most semi-government schools may show more or less inefficiency and functional issues that can hamper their performance (Sulaiman et al., 2013).

The second major operational issue is the organizational structure of the semi-government schools, which is a complex one. Public and private stakeholders may have different goals and interests that result in the contradictory approaches to decision-making. Government agencies usually pay attention to equality, accessibility, and similar learning achievements, while private partners may concern efficiency, returns, and creativity. This paper argues that strong governance frameworks are needed to reconcile these conflicting goals and manage the needs of all stakeholders. But in real life it is quite a challenge to find the right balance between the two approaches. The gap between public responsibility and private benefits may lead to bureaucratic rigidity, long decision-making processes, and strategic inconsistency (Joshi, 2019). Such issues affect the school's capacity to innovate and meet the changing educational needs as well as to enforce proper policies and practices. Another major operational problem that semi-government schools face is resource allocation. Despite the fact that these institutions receive both public and private resources, the distribution and use of such resources may be inefficient. Public funds are usually very tightly controlled and audited and this means that there is often not a lot of room for maneuvers to meet the most pressing needs or to fund new and exciting initiatives. On the other hand, private investments may have certain conditions or requirements that may hinder the achievement of long term educational objectives (Macdonald et al., 202). This can result in disagreements between the two as to how the available funds should be allocated, lack of funding in critical areas for instance in infrastructural development and technology, and mismanagement of the available resources. In addition, the use of multiple sources of funding may create problems of financial management and lead to wastage and financial imbalances.

Semi-government schools add another dimension in the aspect of human resource management. Some of the challenges include: teacher recruitment, teacher training, teacher retention and

Administrative Challenges. But semi-government schools have to struggle with the problem of how to meet the expectations and requirements of both public and private partners in terms of staffing. Public sector workers may enjoy employment stability (Riaz et al., 2023), fixed wages, and a full package of social guarantees, while private sector partners may focus on the possibility of adjusting the number of employees, stimulating performance, and minimizing personnel costs. Such a situation gives rise to conflicts in workforce management, which in turn results in variations in teacher satisfaction, professional development, and staff motivation. Higher turnover rates and less prepared teachers can worsen the functional issues, and thus affect the quality of education. Physical structures and equipment are critical to developing a sound teaching and learning environment, yet semi-governmental schools are often unable to sustain and improve their infrastructures. When the public and private sectors are involved in funding of infrastructure there are situations where facilities may be poorly developed or even outdated and inadequate for facilitating education. Lack of modern facilities, insufficient classroom size, and poor infrastructure of the school hampers the teaching learning process. Also, failure to establish integrated efforts to enhance infrastructure hampers the effective utilization of resources and may lead to more operational inefficiency (Kutieshat & Farmanesh, 2022).

Semi-government schools' curriculum and instructional methodologies are also other areas that face major challenges. The problem of how to meet the requirements for standard public education and at the same time introduce new and possibly unconventional teaching practices in the curriculum is a source of tension. They may also be working under strict curriculum guidelines that do not allow for the sort of differentiation of instruction or the incorporation of new instructional techniques that might be most helpful to their students (Al-Naseer, 2015). Also, the contrasting perceptions of public and private sectors to education may cause gaps in the curriculum implementation and weaken the overall structure of the curriculum. Semi-government schools face management problems in terms of inefficiency of their operations and communication difficulties. The competition between public administration and private management systems can lead to the development of complex procedures that hinder the process of change and development (Alharthi et al., 2018). This is because lack of effective communication channels between the

administrators, teachers, students, and parents can only complicate the running of the school, create more misunderstandings, lack of coordination and reduced participation of the stakeholders. These communication barriers can hinder the early detection and management of functions' problems and hinder the school's capacity to address issues as they develop (ALharbi, 2021).

The consequences of these functional impairments for educational achievement are severe and complex. Such inefficiencies may lead to poor quality of teaching and learning, poor academic performance, low student motivation and poor achievement. Inadequate resource distribution and a lack of physical facilities may prevent students from having access to essential learning materials and environments, thus reducing their effectiveness in the course (AL-Waheaid, 2020). Moreover, attrition rates of teachers are also very high and even lack proper training contribute to poor teaching and hence poor learning outcomes. Such challenges have grim outcomes not just on the students and teachers but on the whole education system, which implies that semi-government schools cannot perform as they should, which is an efficient and creative educational facility. Considering these challenges, this paper is geared towards finding these challenges and how school leaders can exploit them to achieve the changes that are required and at the same time balance the dynamics of the existing systems of education.

Problem Statement:

The importance of semi-government schools in the delivery of quality education to both the population and the private sector is enormous because they have reasonable charges as compared to the private schools. However, these institutions do not lack certain operational issues that lower their productivity and consequently influence the results of the education. There is a lack of resources and the needed materials and infrastructure are limited and the bureaucracy system interferes with the decision making and policy making and implementation process. In addition, absence of sufficient infrastructure and technology discourages the establishment of appropriate learning facilities and absence of good human resource management discourages proper identification, appointment, training and retention of competent staff. These inefficiencies in operations result in low academic performance, low student motivation and low standard of education. The conflict between the social task and the commercial activity is also one of the most significant issues in the management of semi-

government schools and it restricts their development. These functional problems are significant in the amelioration of operational efficacy and educational performance of the semi-government schools to achieve their supposed role within the education system.

Objectives:

The scholar followed the following objectives in this paper:

1. To pinpoint and group together the key operational issues facing the semi-government schools in an organized manner.
2. To determine the role that operational inefficiencies in semi-government schools play in student academic achievements and the overall quality of education.
3. To suggest practical strategies and solutions that can be used to overcome the functional issues determined and improve the effectiveness of semi-government schools in their operations.

Research Questions:

Based on the goals of the study, the questions formulated to get the right outcomes are the following:

What are the major operational issues in semi government schools?

• What are the impacts of the operational inefficiencies in semi-government schools on the performance of students in these institutions and the quality of the education?

What are the strategies and solutions that can best meet the functional challenges in semi-government schools in order to increase their effectiveness in operations?

Literature Review

Dependent Variables:

General level of Education.

The quality of education is a multi-dimensional phenomenon that includes the aspects of academic success, education establishment, teaching approach, and inclusion of education systems. The quality of education, according to UNESCO (2021), is defined as the ability of the educational systems to achieve their goals of developing cognitive skills, personality growth and societal wellbeing. Some studies highlight the essential position of the quality of education in perception of individual life opportunities and the national development. Hanushek and Woessmann (2015) state that economic growth depends on the quality of education and not access. Good education systems are marked by good curriculum, a qualified teacher, and well equipped learning, which,

all together, help to increase student interaction and learning attainment.

The general educational performance has been accorded much attention and qualitative and quantitative approaches to assessment have been addressed. The Programme for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS) are international standards of the assessment of learning achievements that are more commonly used to imply quality education. However, there are other authors like Barrett et al. (2019) who are of the opinion that although achievement tests are useful, these tests are restricted in the sense that they fail to holistically capture the learning experiences in both the socio-emotional development, critical thinking and ethical interpretation of students. Further, the issue of disparity in resources and equity among regions also causes lots of uncertainties in determining the quality of education. The cross-sectional research studies carried out in the developing countries reveal that education quality and poverty are two interrelated issues hence the high value placed on eliminating poverty to improve education quality.

The new knowledge and connection of high-tech and innovative teaching education is an opportunity that can enhance the quality of education. The inclusion of technology, pacing learning management, and mixed face-to-face and online learning approaches have reported the potential of the gap in Education and quality especially in the disadvantaged regions. An example of this will be the programs like Khan Academy and other open learning resources that have made free quality teaching resources throughout the world. Nonetheless, as it is rightly noted by Schleicher (2020), it is significant that, in the process of applying technology, there must be the corresponding increases in the capacity of teachers, and the improvement of systems to have technology to operate as intended. Moreover, the COVID-19 pandemic revealed the advantages and disadvantages of digital learning, whereby students who have access to devices and good internet connectivity demonstrated the level of education they have so far; and those who lack these accessions were left behind. Therefore a multi-dimensional solution agenda including infrastructure, pedagogy, equity, and technology is very crucial in the conceptualization of the quality educational system as a whole; in the consideration of the complexity of need of learners in case of globalization as a whole.

Academic Performance of the students.

The study area of scholastic achievement has been the most significant part of education as it is a factor which measures the effectiveness of the systems of education and also is a significant predictor of success. The intellectual processes, family backgrounds, and learning conditions determine school achievement. Tinto (1993) has also discovered that the caliber of communicating the students with their academic surroundings is highly associated with the standards of their attained and supported achievements within the educational atmosphere. Further, the studies carried on learner characteristics indicate family factors where parental involvement and socio-economic status have been established to possess a positive correlation with performance (Fan and Chen, 2001). Such findings have given an understanding of the depth of academic performance and ties between the external and internal surroundings.

In a study about education, a large number of studies investigates the relationship between teaching and learning/ achievement and the instructional processes. According to Hattie (2009) teacher's belief or self-efficacy, feedbacks and classroom management are the most important factors that influence the achievement. Educators of better qualified, schools with stated academic standards and proper methods of evaluation can create better learning environments that can foster better achievement. Also, the implementation of the differentiation in teaching to fulfill learning differences has become a popular strategy in the recent past. Other works also consider the effect of the number of learners per class, school physical structures as well as available amenities, a fact that indicates that schools with adequate facilities perform better than schools with limited infrastructure (OECD, 2020). Nevertheless, the equitable enhancement of student performance remains an issue for global concern due to inequalities in distributing resources between the urban and rural areas or between private and public schools.

New developments in educational technology have also been found to impact on performance, adding new techniques and methods of learning and evaluation. Modern technologies mean that the lesson delivery adapts to the student needs individually, and the instructional approach takes into account students' learning style. For instance, uses of e-learning platforms including Edmodo and Khan Academy show enhanced student participation and achievement when technology enhanced resources are applied

(Wang et al., 2021). However, these are beneficial only if technology is available in favorable amounts and users, both students and teachers, have requisite digital skills. The COVID-19 pandemic has increased awareness of digital divide as a problem because students who did not have equal access to online learning environments were disadvantaged. Therefore, a focus on making sure that technology implementation is not accompanied by inequalities and that teachers are continually trained on the use of a particular technology is important in order to capture on the potential that the use of technological tools holds in raising the performance of students.

Organizational Issues in the Education systems are usually caused by the various tasks involved in managing institutions, meeting and implementing government regulations and policies as well as the need for smooth running of organizations. The literature also shows that these challenges are complex and are the dual roles of providing education for a growing population within limited resources. Administrative Challenges inefficiencies are the outcomes of incoordinated activity and disjointed decision making among organizational stakeholders. According to Christensen et al. (2017), in the absence of strategic planning, operational problems cascade and slow down delivery and performance. However, leadership has high risks in handling change and especially on technological change that is associated with digital transformation where administrators would need to possess technical knowledge as well as leadership skills.

Bovaird (2018) notes that centralizing control in the administration of education is unhelpful because local governments are not able to address their problems individually. Moreover, the bureaucratic structure may be unproductive for innovation as the administrators are likely to act within the limits of specific policies and regulations. Solving such issues needs a change of the current system of governance and give room to sub-ordinate directors and bring about cooperation governance. Lastly, Administrative Challenges come hand in hand with pressure origin from external forces like politics and social demands. School administrators are usually sandwiched between the government policies and the parent, teacher, and student demands. Writing on the issue, Fullan (2020) claims that one must ensure that all the stakeholders are involved and that communication is done effectively to counter these pressures. Minimizing obstacles of Administrative Challenges therefore requires the building of trust with

stakeholders so as to enhance the functionality of educational institutions.

Resource Allocation

The distribution of resources is a focal question in education since it defines the learning outcomes' quality and institution effectiveness. This means that effective allocation is a process of disbursing financial, physical and human assets in a way that is both efficient and fair. However, phenomenological research indicated that the issue of equity in terms of distributing resources is still raging, most especially in the developing world. Hanushek and Woessmann (2020) state that because underfunded schools are resource scarce, they make do with too many students in a class, poor quality or lack of teaching and learning resources and poor provision of basic amenities. All these disparities help widen the achievement gap to privileged and underprivileged students, show the roles of equity in distribution of resources.

Resource management and allocation are generally hampered by misappropriation and corruption. The literature results as suggested by Bruns et al. (2011) must show that education budget leakages are active; the money that has been allotted is failing to reach the beneficiaries. The absence of proper monitoring and accountability mechanisms in the sector enhances this inefficiency. As far as these inefficiencies are concerned, one can have a clearer financial reporting, and apply data-driven methodology to utilize funds in order to promote educational strategies and objectives.

Nevertheless, researchers suggest an opinion that addresses the areas of need to make full use of resources provided. Based on the case studies in other countries, the coordination of the funds with effective methods of teaching can result to better learning enhancements. It also encourages the stakeholder participation in process of budgeting because accountability and allocation of resources aids follows institutional objectives are significant. In this manner, educational systems will be able to eradicate the existing gaps and/or inequalities and ineffectiveness of resources utilization.

Human Resource Management

HRM is a key element in determining the quality of education through the recruitment, development, and retention of the competent educators and staff. Yet, the role of HRM in education has enormous problems, such as shortage of teachers, professional insufficiency, and problems with staff motivation. Research by Darling-Hammond (2017) indicates that low salaries, unfavorable

working conditions, and low opportunities to advance the career are some of the factors that compel many education systems to find qualified teachers. The issues are especially severe in the rural and underserved regions, where the retention levels among teachers are appalling.

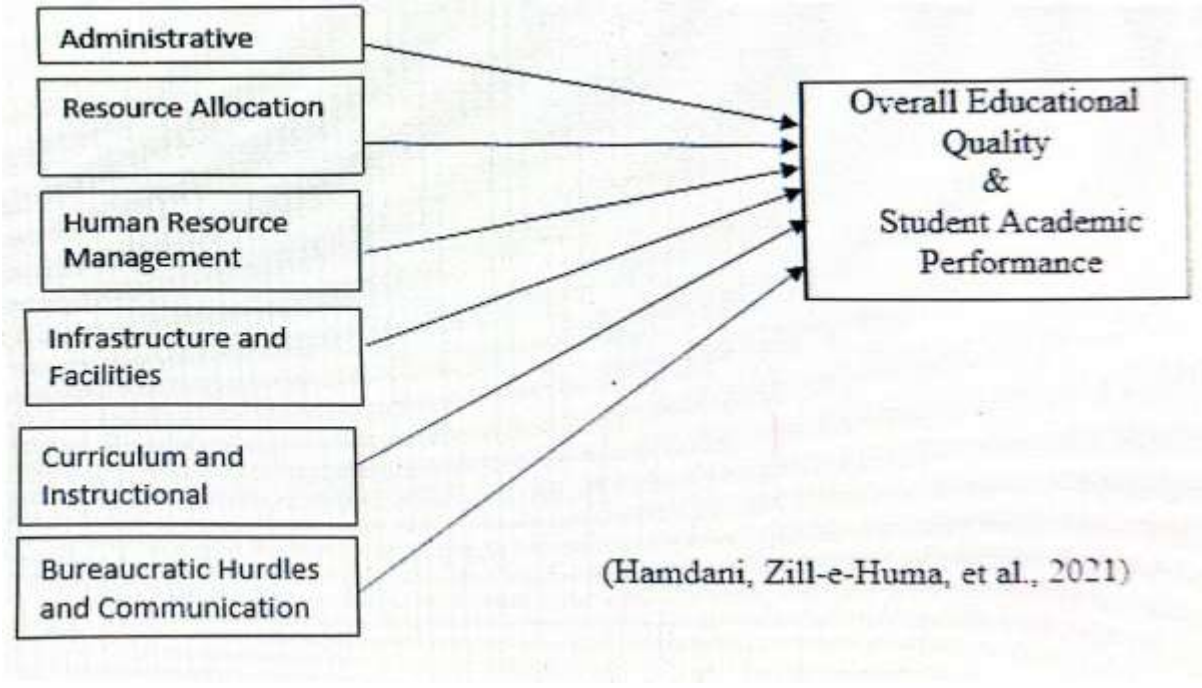
Another very important part of HRM which is not followed up is professional development. It has been established that most education systems do not equip teachers with proper training to improve their pedagogical practice and embrace new teaching techniques. The idea of continuous professional development programs as emphasized by Guskey (2016) is critical in the process of making sure that educators are competent and motivated. The implementation of the programs is however demanding in terms of funding and also having a favourable institutional culture, which is usually wanting in low-resource schools.

Diversity and inclusion of the workforce are also the issues that should be resolved through effective HRM. As Sleeter (2017) writes, diversity among teaching personnel can be encouraged, which will result in the implementation of more inclusive educational practices and better student performance. Nevertheless, most educational institutions have challenges with hiring and retaining teachers of varying backgrounds. To address these issues, the education systems should implement holistic HRM practices, such as competitive remunerations, professional growth and diversity and inclusion measures.

Conceptual framework

Independent Variables **Dependent Variable**

Hypothesis:



H1: The operational issues that semi-government schools encounter are unique and can be properly grouped under Administrative Challenges, resource allocation inefficiencies, and poor human resource management.

H2: The existence of operational inefficiencies in the semi-government schools, which are manifested by poor resource allocation, and insufficient infrastructure has negative effects on the academic achievements of students and the quality of education in general.

H3: With specific measures, which include Administrative Challenges practices, equal distribution of resources, and quality training programs of teachers, the working efficiency of semi-government schools can be substantially enhanced.

Methodology

The research method used in this study is the quantitative research methodology to conduct a systematic evaluation of the operational issues in the semi-government schools and how they are affecting the quality of education provided and the academic performance of the students. Quantitative method will be suitable since it will help gather and analyze the numerical data and determine the patterns, relations, and tendencies between the variables

considered. Both these sources i.e. primary and secondary data collection sources were used in the purpose of data collection. The primary data was gathered using a form of questionnaire, which is a structured Likert-scale survey that was conducted on the class teachers and subject teachers in semi-government schools. To be representative, 20 class teachers and 150 subject teachers that were randomly selected were included in the sample. The questionnaire contained statements that are supposed to measure operational challenges awareness, resource allocation practices and human resource management effectiveness. Also, the questions have been added to evaluate the perceived influence of these challenges on the academic performance and the general quality of education in students. The respondents were asked to rate the degree to which they agreed or disagreed with each statement on a Likert scale whereby the responses include Strongly Agree, Strongly Disagree. On the one hand, a secondary data was gathered by means of school records, official reports, and policy documents associated with the operational framework of semi-government schools. This information was a contextual one with regards to the patterns of resources allocation, staffing, and infrastructural facilities. Triangulation of the primary findings was also supported by the secondary data and also contributed to the analysis by bringing up systemic problems and historical trends.

To analyze the collected data the data was analyzed using the SPSS (Version 26) to come up with meaningful insights. Several methods and means were employed i.e. to summarize and explain the main findings concerning operation challenges and their perceived consequences. Similarly, the association between categorical variables, including the problem of resource allocation and academic results, should be investigated. To establish the strength and direction of the relationships between the independent variables (e.g., resource allocation, Administrative Challenges inefficiencies, and human resource management), and the dependent variables (e.g., the academic performance and the quality of education of students). To determine the joint effect of independent variables (i.e. resource allocation practices and infrastructural facilities) on the dependent variables, i.e. academic performance and the quality of education.

ANALYSIS AND RESULTS

Descriptive Statistics

Demographic Analysis:

Age wise designation of the respondents

Age of the respondents	Designation of the Respondents		Total
	Class teacher	Subject teacher	
30-35 years	8 (9.0%)	24 (29.6%)	32 (18.8%)
36-40 Years	67 (75.3%)	33 (40.7%)	100 (58.8%)
41-50 years	14 (15.7%)	21 (25.9%)	35 (20.6%)
Above 51 years	0 (.0%)	3 (3.7%)	3 (1.8%)
Total	89 (52.35%)	81 (47.65%)	170 (100%)

Demographic information of the respondents indicates that the data provides an age-wise breakdown of the designation of respondents as class teachers or subject teachers, along with their respective frequencies and percentages. Among the respondents aged 30-35 years, 8 individuals (9.0%) were class teachers, and 24 (29.6%) were subject teachers, totaling 32 respondents (18.8%). In the 36-40 years age group, a majority of respondents were class teachers, with 67 individuals (75.3%) designated as such, while 33 respondents (40.7%) were subject teachers, making this group the largest with 100 respondents (58.8%). For the age group of 41-50 years, there were 14 class teachers (15.7%) and 21 subject teachers (25.9%), summing up to 35 respondents (20.6%). Lastly, in the category of respondents aged above 51 years, no class teachers (0.0%) were reported, while 3 individuals (3.7%) served as subject teachers, resulting in 3 respondents (1.8%) for this age group. As a result at overall, out of 170 respondents, 89 (52.35%) were class teachers, and 81 (47.65%) were subject teachers, reflecting a balanced distribution between the two designations across different age groups.

Variables' reliability:

Reliability Statistics	
Cronbach's Alpha	N of Items
.615	7

Chi-Square test

Test Statistics

Variables	Chi-Sqaure	df	Asymp.Sig
Administrative Challenges	81.894[a]	26	.000
Resource Allocation	80.518[b]	20	.000
Human Resource Management	77.718[c]	27	.000

Infrastructure and Facilities	105.624[d]	1	.000
Curriculum and Instructional Methods	68.529[e]	24	.000
Bureaucratic Hurdles and Communication Barriers	55.129[f]	25	.000

Bureaucratic Obstacles and Language of Communication 55.129f 25 .000 The Chi-Square test data of different mental health services and programs show that there are very significant relationships among all the variables under test as they have low p-values (none being 0.05 and above). In the case of Administrative Challenges, the Chi-Square value of 81.894 and 26 degrees of freedom with an asymptotic significance of.000 indicates that there is a statistically significant relationship between the two. In the same way, the Chi-Square of Resource Allocation is 80.518 with a significance of 0.000 and 20 degrees of freedom which shows the existence of a meaningful relationship. Significant result is also realized in Human Resource Management where the Chi-Square value is 77.718 and the 27 degrees of freedom have a p-value of 0.000. In case of the Infrastructure and Facilities, Chi-Square value is 105.624 with only 1 degree of freedom that further supports a very significant relationship (p =.000). This is because Curriculum and Instructional Methods show a Chi-Square value of 68.529 at 24 degrees of freedom with an asymptotic significance of 0.000 which ascertains its statistical significance. Finally, in the case of Bureaucratic Hurdles and Communication Barriers, the Chi-Square of 55.129 with 25 degrees of freedom with a p-value of.000 shows a significant correlation too.

Pearson's correlation coefficient

		Administrative Challenges	Resource Allocation	Human Resource Management	Infrastructure and Facilities	Curriculum and Instructional Methods	B.H & C.B
Administrative Challenges	Pearson Correlation	1	.443**	.097	.021	-.018	.03
	Sig. (2-tailed)		.000	.210	.782	.819	.67
	N	170	170	170	170	170	17
Resource Allocation	Pearson Correlation	.443**	1	.119	.163*	.523**	.03
	Sig. (2-tailed)	.000		.123	.034	.000	.63
	N	170	170	170	170	170	17
Human Resource Management	Pearson Correlation	.097	.119	1	.198**	.712**	.46**
	Sig. (2-tailed)	.210	.123		.010	.000	.00
	N	170	170	170	170	170	17
Infrastructure and Facilities	Pearson Correlation	.021	.163*	.198**	1	.176*	.30**
	Sig. (2-tailed)	.782	.034	.010		.022	.00
	N	170	170	170	170	170	17
Curriculum and Instructional Methods	Pearson Correlation	-.018	.523**	.712**	.176*	1	.18*
	Sig. (2-tailed)	.819	.000	.000	.022		.01
	N	170	170	170	170	170	17
B.H & C.B	Pearson Correlation	.032	.037	.463**	.309**	.184*	1
	Sig. (2-tailed)	.677	.630	.000	.000	.016	
	N	170	170	170	170	170	17
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The Pearson correlation coefficient of the different mental health services and programs indicate the nature and strength of the relationship between them. The findings are on a sample of 170 respondents. The positive correlation between Administrative Challenges and Resource Allocation is moderate in nature (r = 0.443, p = 0.000). Nevertheless, it has low or insignificant correlations with the remainder of the services, such as Human Resource Management (r = 0.097, p = 0.210), Infrastructure and Facilities (r = 0.021, p = 0.782), Curriculum and Instructional Methods (r = -0.018, p = 0.819), and Bureaucratic Hurdles and Communication Barriers (B.H and C.B) (r = 0.032, p = Resource Allocation has the positive correlation with Curriculum and Instructional Methods (r = 0.523, p = 0.000) and a weak positive correlation with Human Resource Management (r = 0.119, p = 0.123). It is also associated with Infrastructure and Facilities with a positive and weak correlation (r = 0.163, p = 0.034). There is a very weak correlation with B.H and C.B which is not statistically significant (r = 0.037, p = 0.630). Curriculum and Instructional Methods (r = 0.712, p = 0.000) and B.H & C.B (r = 0.463, p = 0.000) depict moderate positive correlation with Human Resource Management. It is also weakly positively correlated with Infrastructure and Facilities (r = 0.198, p = 0.010) which means that peer support is stronger correlated with crisis intervention and overall student mental health than with stress management. Infrastructure and Facilities has a weak correlation with other variables, and significant relations with Human Resource Management (r = 0.198, p = 0.010), Curriculum and Instructional Methods (r = 0.176, p = 0.022) and B.H and C.B (r = 0.309, p = 0.000). The above relationships reveal that peer support and mental health outcomes have moderate relationships with stress management programs. Curriculum and Instructional Methods has a positive correlation of r = 0.712 that has a p = 0.000 with Human Resource Management and Resource Allocation has a positive correlation of r = 0.523 that has p = 0.000. The correlation between B.H and C.B (r = 0.184, p = 0.016) is also significant which implies that peer support and emotional well being are negatively correlated to crisis intervention. Lastly, B.H and C.B has moderate correlations with Human Resource Management(r = 0.463, p = 0.000), Infrastructure and Facilities (r = 0.309, p = 0.000), and weak positive correlation with Curriculum and Instructional Methods (r = 0.184, p = 0.016). It indicates that peer

support and stress management programs have a stronger dependence on overall mental health and emotional well-being.

Multiple Regression Analysis:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.032[a]	.001	-.005	.05778
2	.041[b]	.002	-.010	.05793
3	.463[c]	.214	.200	.05154
4	.516[d]	.266	.248	.04997
5	.590[e]	.349	.329	.04722

a. Predictors: (Constant), Administrative Challenges

b. Predictors: (Constant), Administrative Challenges, Resource Allocation

c. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management

d. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities

e. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities, Curriculum and Instructional Methods

ANOVA[f]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.001	1	.001	.174	.677[a]
	Residual	.561	168	.003		
	Total	.561	169			
2	Regression	.001	2	.000	.141	.868[b]
	Residual	.560	167	.003		
	Total	.561	169			
3	Regression	.120	3	.040	15.109	.000[c]
	Residual	.441	166	.003		

	Total	.561	169			
4	Regression	.149	4	.037	14.955	.000[d]
	Residual	.412	165	.002		
	Total	.561	169			
5	Regression	.196	5	.039	17.552	.000[e]
	Residual	.366	164	.002		
	Total	.561	169			

a. Predictors: (Constant), Administrative Challenges
b. Predictors: (Constant), Administrative Challenges, Resource Allocation
c. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management
d. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities
e. Predictors: (Constant), Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities, Curriculum and Instructional Methods
f. Dependent Variable: B.H & C.B

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.296	.021		14.062	.000
	Administrative Challenges	.025	.061	.032	.417	.677
2	(Constant)	.287	.034		8.336	.000
	Administrative Challenges	.015	.068	.019	.226	.822
	Resource Allocation	.037	.111	.029	.331	.741
3	(Constant)	.167	.035		4.719	.000
	Administrative Challenges	-.005	.061	-.006	-.077	.938
	Resource Allocation	-.020	.099	-.015	-.200	.842
	Human Resource Management	.467	.070	.465	6.706	.000
4	(Constant)	-.021	.065		-.318	.751
	Administrative Challenges	.009	.059	.011	.151	.880
	Resource Allocation	-.072	.097	-.056	-.743	.459
	Human Resource Management	.423	.069	.422	6.165	.000
	Infrastructure and Facilities	.438	.129	.235	3.405	.001
5	(Constant)	-.018	.061		-.300	.764
	Administrative Challenges	-.169	.068	-.215	-2.491	.014
	Resource Allocation	.428	.143	.334	2.995	.003
	Human Resource Management	.865	.117	.863	7.416	.000
	Infrastructure and Facilities	.378	.122	.202	3.088	.002
	Curriculum and Instructional Methods	-.685	.150	-.644	-4.558	.000
a. Dependent Variable: B.H & C.B						

The coefficients table presents the results of a regression analysis where the dependent variable is Bureaucratic Hurdles and Communication Barriers (B.H & C.B), and the independent variables include various mental health services and programs. The analysis is carried out in five models, each providing insights into the relationship between these services and B.H & C.B.

The Model 1 indicates that Administrative Challenges has a small positive unstandardized coefficient of 0.025 which has a small standardized coefficient (Beta) value of 0.032 which has a very weak effect. This t-value is 0.417, the significance value is 0.677; this does not mean that this relationship is statistically significant.

• Model 2 also considers Administrative Challenges, however, with other variables. The Administrative Challenges coefficient is unstandardized with a value of 0.015 and the standardized coefficient stands at 0.019 showing a low positive impact. The t-value of 0.226 and a significance of 0.822 also indicate that Administrative Challenges is not a significant predictor of B.H and C.B. In the same way, the coefficient of Resource Allocation is 0.037 with a standardized Beta = 0.029, which is not significant as well (p = 0.741).

• Model 3 adds the Human Resource Management, in which the unstandardized coefficient of 0.467 and standardized Beta of 0.465 significantly contributes to B.H and C.B, t-value of 6.706, and p-value of 0.000, which has statistical significance. Comparatively, Administrative Challenges and Resource Allocation show no significance as the coefficient values are close to zero with high p-values.

• Model 4 has Infrastructure and Facilities, which has a strong positive influence upon B.H and C.B unstandardized coefficient is 0.438, standardized Beta is 0.235 and t-value is 3.405 (p = 0.001). Human Resource Management has a very good positive correlation (Beta = 0.422, p = 0.000), whereas Administrative Challenges and Resource Allocation do not have any significance.

• The most detailed model, model 5, incorporates all the variables and adds Curriculum and Instructional Methods. In this case, Human Resource Management has the highest association with B.H and C.B with an unstandardized coefficient of 0.865 and a Beta of 0.863 that has a very strong positive impact (p = 0.000). Resource Allocation is also positively related (coefficient = 0.428, Beta = 0.334, p = 0.003) whereas Curriculum and Instructional Methods has a negative and significant effect (coefficient = -0.685,

Beta = -0.644, p = 0.000). The positive effect can also be seen in Infrastructure and Facilities (coefficient = 0.378, Beta = 0.202, p = 0.002) and negative and significant influence of Administrative Challenges on B.H and C.B (coefficient = -0.169, Beta = -0.215, p = 0.014).

RESULTS:

In the analysis provided above, the demographic analysis of the study indicates that there were equal distribution of respondents in terms of designations and 52.35% of respondents were class teachers and 47.65 subject teachers. The most significant group constituting 58.8% of all respondents was represented by the age bracket of 36-40 years and was mainly represented by the class teachers (75.3%). The total number of 30-35 and 41-50 years of age contributed 18.8% and 20.6% of the respondents respectively, with the number of subject teachers dominating in these groups. The people who were over 51 years comprised the lowest percentage of 1.8% of the sample. This population distribution indicates that the workforce in the semi-government schools is characterized by the fact that most of them are middle-aged hence there is a possibility that they require special policies regarding their work and retention in the cases of their professional growth. The data reliability analysis resulted in a Cronbachs Alpha of 0.615 of the seven-item questionnaire, which is considered to have a good internal consistency. Variables Chi-Square tests showed statistically significant correlation ($p < 0.05$) of all critical operational variables such as Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities, Curriculum and Instructional Methods and Bureaucratic Hurdles and Communication Barriers. This shows that the above variables play a critical role in interpreting the dynamics of operations of semi-government schools. The Chi-Square value was highest in the Infrastructure and facilities (105.624) and therefore it is a key factor that determines the operations. The correlation coefficients given by Pearson have shown different strengths of relationship among the variables. Resource Allocation has a moderate positive relationship with Administrative Challenges (r = 0.443, p = 0.000) but negligible or insignificant relationships with other variables. Resource Allocation showed the moderate positive relationship with Curriculum and Instructional Methods (r = 0.523, p = 0.000), whereas Human Resource Management showed strong correlation with the Curriculum and Instructional Methods (r = 0.712, p = 0.000) and Bureaucratic Hurdles (r = 0.463, p = 0.000).

Infrastructure and Facilities showed less but significant correlations with various variables, with a focus on its impact on operation efficiency. The analysis using multiple regression revealed more information, and the overall Model 5 revealed that Human Resource Management positively impacted on Bureaucratic Hurdles most (Beta = 0.863, p = 0.000). Other aspects such as Resource Allocation (Beta = 0.334, p = 0.003) and Infrastructure and Facilities (Beta = 0.202, p = 0.002) had a positive effect on operational effectiveness, whilst Curriculum and Instructional Methods had a significant negative effect (Beta = -0.644, p = 0.000). Administrative Challenges significantly, albeit statistically insignificantly impacted (Beta = -0.215, p = 0.014) making it difficult to be operational successful. The above findings help highlight the relevance of the specific interventions related to the management of resources and the infrastructure to reduce operational difficulties and promote the overall effectiveness of the school.

CONCLUSIONS

The paper gives an extensive discussion of the operational issues of semi-government schools and its effects on the quality of education and the academic achievement of students. The results point out some of the critical aspects such as administrative issues, resource misallocation, human resource management issues, poor infrastructure, and bureaucracy. All these are factors, which are closely interconnected and determine the effectiveness of semi-government schools in terms of their operations. The demographic analysis has shown that the teaching workforce will mostly be middle-aged, with the domination of the class teacher in the age group of 36-40 years. This implies that there should be policies that are aimed at professional growth and retention of the experienced teachers. Reliability and Chi-Square test results also show that there is a significant relationship between the identified challenges and the overall educational system and its effects, which also highlight its importance in developing the school operations. The Pearson correlation analysis revealed moderate to strong correlations among variables in the resource allocation, human resource management, and curriculum methods. In particular, human resource management was revealed as a decisive element that had a high positive impact on the success in operations as indicated by the regression analysis. Conversely, there were adverse effects on administrative issues and teaching methods in curriculum instructions which were indicative of areas that needed

offerings in terms of coming up with solutions and improving. It was deduced that the operation inefficiencies within semi-government schools requires specific actions in appointment of resources, infrastructure building, and training of human resources. The strategies should be aimed at lowering bureaucracy, enhancing good administrative practices, and collaboration in decision-making. Such measures have a great capacity of changing the way semi-government schools operate to increase the quality of education and student performance.

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