

AN ASSESSMENT OF THE PERFORMANCE OF PHILIPPINE INTERNATIONAL SCHOOLS IN JEDDAH, KINGDOM OF SAUDI ARABIA: A BASIS FOR OD INTERVENTIONS FOR SUSTAINABLE QUALITY EDUCATION OVERSEAS

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ABSTRACT

This descriptive-correlational study examines the status and the recent performance of Philippine International Schools in Jeddah, Kingdom of Saudi Arabia, and identifies Organizational Development (OD) Interventions applicable to sustain the quality of education among the six existing Philippine schools in Jeddah that endeavor to give the children of the Filipino Overseas Workers and other nationals the best education. The mixed methods research design was primarily qualitative and used surveys, interviews, observation, and document analysis. Participants include schools administrators, faculty and staff of the six international schools. Analyses of the deduced answers from interviews and surveys provided multiple viewpoints on the participants' experiences and explanations as to why Philippine International Schools in the Kingdom have survived for two decades now amidst political and global economic crises affecting the Middle East. The research revealed the following findings: the schools employ educationally qualified teachers while there are a bigger number of teachers and employees who graduated with other degree, respondents have moderate perception on the implementation of academic programs, school administrators have to implement planned change to effect on the recruitment of employees, teachers have observed good teaching practices, school administrators, teaching and non – teaching personnel enjoy a positive work condition, schools have failed to consider the importance of the value of vision, mission and goals in the school organization, the some school administrators demonstrate autocratic style of leadership. The paper recommended the School Based Management or SMB as an OD Intervention Program as basis for other Philippine international schools to sustain the quality of education overseas.

Keywords: performance assessment, OD interventions, sustainable quality education

INTRODUCTION

“We must open the doors of opportunity but we must also equip our people to walk through those doors.”--Lyndon Johnson

Man's quest for education is never-ending. Since birth, he aims to equip himself with knowledge and understanding of his fellowmen and of his environment. It is in acquiring education, which is an indispensable means that he is able to improve his learning to enjoy life at its best. Ideas are imbued in his mind, disseminated among other men and transmitted from generation to generation.

But the questions of who would open this door of opportunity and how could people be equipped remain hanging in the air?

The United Nations, constituted by all nations of the world and recognized the potentials of education, has opened the doors by organizing UNESCO (United Nations Educational Scientific and Cultural Organization) whose constitution through its pertinent provisions

explains organization aims of education for the community of nations. Through education prosperity and progress are partly achieved. Through education citizens become better educated and enjoy a richer life which is characterized by economic and social prosperity. Education therefore has become a big enterprise in practically all countries of the world. (<http://www.unitednations>)

The Philippine educational system under its governing laws declares that every Filipino has the inalienable rights to education, neither be it formal, informal nor non - formal education, neither be it implemented in a far-flung village nor in a populated city, neither be it taken in the country or in the foreign land.

With the enactment on August 11, 2001 of Republic Acts 9155 (An Act Instituting a Framework of Governance of Basic Education and for Other Purposes), the legal mandate for the decentralization of governance in basic education was finally articulated. Its Declaration of Policy under Section 2 sets the direction of basic education in the Philippines.

For years, the Department of Education and its affiliated government and non-government agencies have catered quality education amongst the Filipinos. Like other countries, the Philippine government implements policies based on environmentally-scanned needs of students who are either inside the country's geographical jurisdiction or those who, in good fate, live temporarily overseas.

On February 24, 1995, through the Memorandum of Agreement, the Philippine government established the Inter-Agency Committee which is composed the Department of Education (DepEd), Department of Foreign Affairs (DFA), Department of Labor and Employment, and Overseas Workers Welfare Administration. These agencies are tasked to provide policy guidelines and specific rules and regulations for the establishment, accreditation, operation and management of secondary and elementary schools overseas.

Mandated by Executive Order No. 252 dated 5 May 2000, the Inter-Agency Committee took into consideration the full implementation of the 1997 Manual of Regulations for Philippine Schools Abroad. The prime task is to provide support and guidance toward developing more viable community of school institutions capable of meeting certain educational objectives. The said manual is mostly concerned with standards for sound educational management, functions of the Philippine agencies, community support and participations, all of which are significantly important in the operation of school overseas.

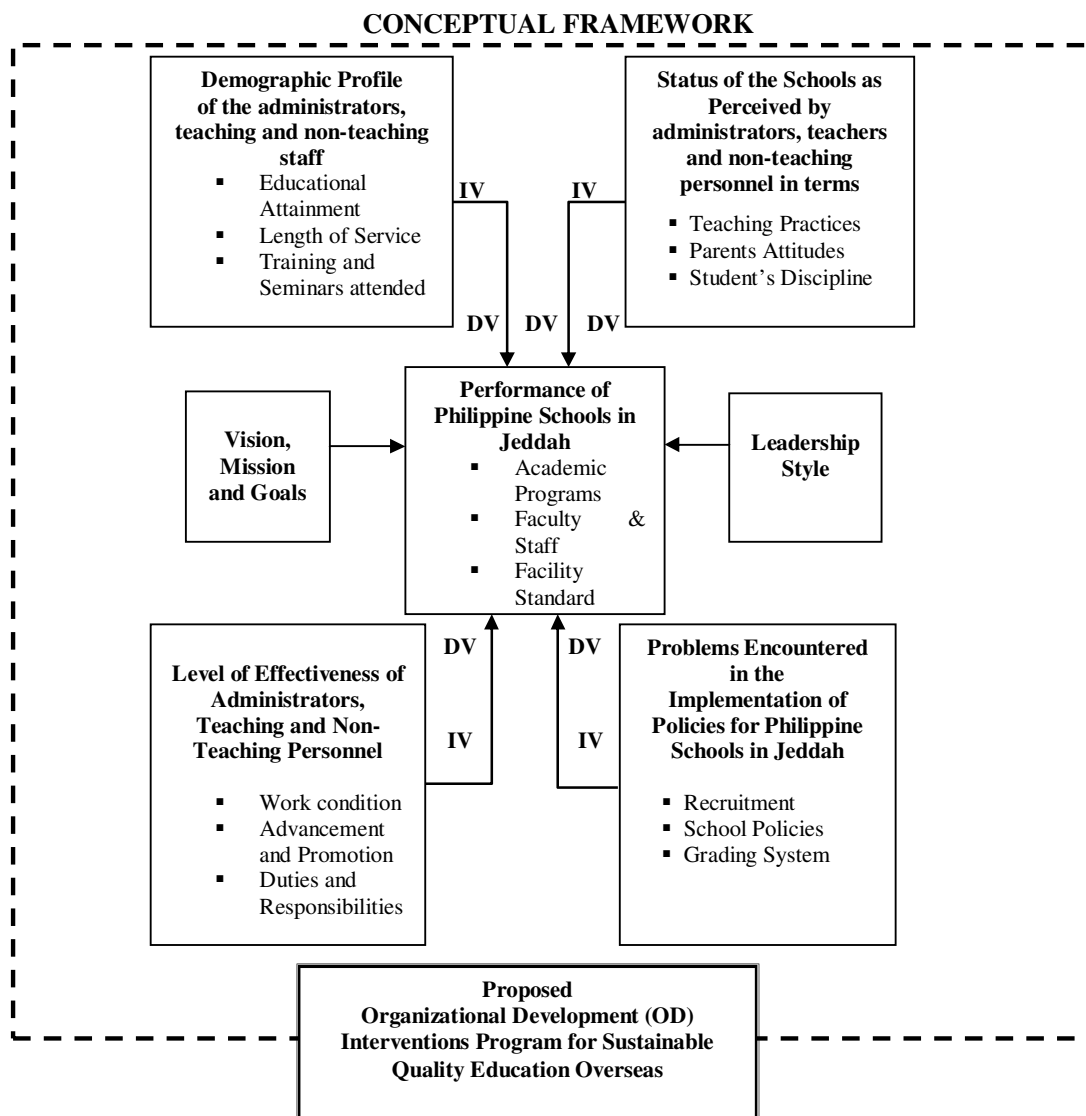
Hence, the existence of Philippine schools in Jeddah, Kingdom of Saudi Arabia and other Philippine international schools were anchored with the Declaration of General Policy stated in the Manual of Regulations for Schools Abroad.

Philippine schools overseas shall, in addition to complying with requirements and regulations of the Philippine Government, also comply with pertinent regulations of the countries where they are located. Such schools shall therefore be established and operated in accordance with two bodies of regulations, and shall at all times seek to comply with both, except as may otherwise be provided.

Further, Philippine schools overseas shall serve to showcase Filipino educational excellence abroad, and shall not be involved in any partisan or political activity that could affect the host country or the Republic of the Philippines or its instrumentalities, either through teaching, or through other activities of its proprietors, officials or employees.

It is in this perspective that the researcher deemed it necessary to find out the factors that affect the performance of the Philippine schools in Jeddah, Kingdom of Saudi Arabia which

are the bases for the recommendations and OD interventions for sustainable quality basic education overseas.



STATEMENT OF THE PROBLEM

This study was An Assessment of the Performance of the Philippine Schools in Jeddah, Kingdom of Saudi Arabia: A Basis for OD Intervention for Sustainable Quality Education Overseas. Specifically, this study answered the following questions.

1. What is the demographic profile of the school administrators, teaching and non – teaching staff in terms of:
 - a. Educational attainment;
 - b. Length of service; and
 - c. Training and seminars attended?

2. What is the performance of the Philippine Schools in Jeddah, Kingdom of Saudi Arabia in terms of:
 - a. Academic program;

- b. Facility standard; and
 - c. Faculty and staff?
3. What are the problems encountered by the Philippines Schools in Jeddah, Kingdom of Saudi Arabia in terms of:
 - a. Recruitment;
 - b. School policies; and
 - c. Grading system?
4. What is the perception of school officials, teachers and non-teaching personnel on:
 - a. Teaching practices;
 - b. Parents attitudes; and
 - c. Student's discipline?
5. What is the level of effectiveness of administrators, teaching and non – teaching personnel in terms of:
 - a. Work condition;
 - b. Advancement and promotion; and
 - c. Duties and responsibilities?
6. What is the status of school's vision, mission and goals?
7. What is the leadership style of the Philippine schools in Jeddah?
8. Is there a significant relationship between:
 - a. The demographic profile of the school administrators, teaching and non – teaching staff and the performance of Philippines Schools in Jeddah, Kingdom of Saudi Arabia.
 - b. The status of the schools as perceived by administrators, teachers and non-teaching personnel and the performance of Philippines Schools in Jeddah, Kingdom of Saudi Arabia.
 - c. The level of effectiveness of administrators, teaching and non – teaching personnel and the performance of the Philippine Schools in Jeddah, Kingdom of Saudi Arabia.
 - d. The problems encountered by the Philippine Schools in Jeddah and the performance of the Philippines Schools in Jeddah, Kingdom of Saudi Arabia.
 - e. The vision, mission and goals and the performance of the Philippines Schools in Jeddah, Kingdom of Saudi Arabia.
 - f. The leadership style and the performance of the Philippines Schools in Jeddah, Kingdom of Saudi Arabia.
9. On the basis of the findings, what OD intervention should be employed to effect change in the performance of the Philippine Schools in Jeddah?

METHODS

Research Design

This study used descriptive-correlational research on the Assessment of the Performance of the Philippine Schools in Jeddah, Kingdom of Saudi Arabia. It described all dependent and independent variables of the study and measured the relationship among them.

Sanchez (1998) says that a description research method, in some extent, helped the researcher identified and described the variables of the study. The process of correlation, on the other

hand, helped the researcher determined the degree to which the paired variables relate to each other.

The researcher used “triangulation” as the research method. He utilized structured interview, participant observations and qualitative survey through questionnaires in collecting data and combined them to come up with reliable accounts.

Respondents of the Study

The six Philippine schools in Jeddah, Saudi Arabia were chosen as the focal system of this study. Respondents of this research were carefully selected. Purposive random sampling was used.

The respondents of the study were 181 composed of teachers from pre- elementary, elementary and high school, school principal, assistant principal, administrative officer, finance officer, registrar, department heads, subject coordinators of six Philippine Schools in Jeddah, Kingdom of Saudi Arabia.

Data Gathering Procedure

With the permission from the Philippine Consulate General in Jeddah, validated copies of the questionnaire were distributed by the researcher to all respondents in their school with the help of the faculty members. They were provided with some guidelines in order to accomplish the task well. Retrieval of the accomplished questionnaire was done by the researcher himself.

Statistical Treatment of Data

In treating, interpreting and analyzing all gathered data, the researchers used the frequency, percentage, mean and all forms of descriptive statistics and were utilized in answering the questions number 1, 2, 3, 4 and 5.

Meanwhile, for hypothesized relationship between paired variables of the study, Pearson’s r and Chi-square were used.

The following table was used in interpreting the statistical results of the study:

.00 to .19 =	a very low correlation
.20 to .39 =	a low correlation
.40 to .69 =	a moderate/marked correlation
.70 to .89 =	a high correlation
.90 to 1.00 =	a very high correlation

The significance level for each statistics was set to 0.05 levels.

RESULTS AND DISCUSSION

As per Frequency and Percentage Distribution of respondents in terms of educational attainment the data revealed that 80 or 44.20% of the respondents have graduated bachelor degree in education. Three (3) or 1.65% obtained doctoral degree or with doctoral units. There were 11 or 6.08% who graduated their master’s degree and 16 or 8.84% graduated bachelor degree with units in masteral. Sixty-eight (68) or 37.57% graduated other course with education units earned. Results reveal that majority of the respondents are graduates of education courses as indicated by the highest percentage of 44.20. There are also a good number of respondents with earned units in masteral and doctoral. This indicates that Philippine schools in Jeddah employ qualified teachers. However, there are a bigger number

of teachers and employees who graduated other course with and without education units, as revealed by 37.57%. This foregoing finding further implies that Philippine schools in Jeddah, by all means, try to educate the Filipino children of the OFW's.

On the Terms of Length of Service, the data revealed that 103 or 56.91% of the respondents have worked in the school for five (5) years and below. There are 44 or 24.31% of respondents who have been in the service in the Philippine school within 6 – 10 brackets. Twenty (20) of the respondents indicate that they have been in the school within the 11-15 brackets and 14 or 7.73% of them have indicated that they have been working there for 16 or more. The results imply that there are more respondents who are new in the school system as revealed by the frequency and percentage distribution in the chart. This further implies that employment depends on the contract of respondent's spouse who is working in the other company. Some respondents are holding dependent visa. It means that once their spouses are terminated, the school employee had to leave his work.

Examining the Academic Programs, the researcher found out that school adapts quality and competitive academic program as indicated by the mean 2.96. They also use suitable and conducive learning environment, 2.90 and address academic and non-academic problems intelligently, 2.87. They adapt appropriate testing tools in evaluating teachers and students' performance, 2.83 and use instructional materials approved by the DepEd and host country, 2.71. They upgrade curriculum program parallel to national and global standard, 2.70 and evaluate teachers and students performance. The results indicate that the schools give attention to important academic programs of the school.

Examined further, there are some of the academic aspects that the schools need to improve for the benefits of its better performance. They perceive the following as low degree: enforces teaching – learning innovations, 2.11, performs well in the in – school and outside school competition, 2.35, and does ocular inspection of school facilities for improvement purposes, 2.43. The foregoing results imply that the schools have overlooked the need to enforce educational innovations in the school, improve students' performance in-school and out-of-school competition and need to inspect the school facilities for improvement purposes.

In terms of Facility Standards, the schools use well-constructed and conducive-to-learning classrooms indicated by the mean 2.98. They equip classrooms and offices with computers, 2.91, improve library and learning services, 2.74 and establish reliable canteen or cafeteria selling nutritional food, 2.73. This implies that they provide the facility needed in the academic environment.

On the other hand, the schools show a low degree of perception on the following areas: provide science laboratory equipped with tools for experiments as indicated by mean 2.36; accommodate guidance office with effective guidance programs, 2.29; operate school clinic equipped with medical gadgets and supplies, 2.22; and subscribe to internet provider to be globally competitive.

The mean results imply that the schools had to improve school services like the science laboratory, guidance office, school clinic and internet facility. This signifies that improved facilities would help improve school's performance in terms of facility and environment.

Studying the gathered data and the overall mean of 2.29, one can say that the schools have less concern with their teachers in terms of promotion and professional growth. This only implies that there is a need to implement system change to benefit their teachers. This further means that teachers are not highly motivated and could not possibly perform their job well.

The need to promote their teachers is tantamount to promoting the performance of the personnel and schools overseas.

Table 1. Mean Perception Profile of the Respondents on the Problems in Terms of Recruitment

<i>Sr No</i>	<i>Items</i>	<i>Mean</i>	<i>Rank</i>	<i>Description</i>
1	Follows clear – cut policies	2.51	3	Moderate
2	Requires applicants to undergo screening process	2.52	2	Low
3	Orients applicant of the probationary work scheme	2.23	5	Low
4	Obliges aspirants to submit authentic credentials	2.34	4	Moderate
5	Hires employees based on merit and qualifications	2.60	1	Low
Overall Mean		2.44		

Equally significant in this study is the perception of the respondents in terms of problems on recruitment. Examining the data, the researcher found out that the schools hire employees based on merit and qualifications as indicated by moderate mean 2.60. The schools require applicants to undergo screening process, 2.52 and follow clear cut policies on recruitment, 2.51. This implies that the school management has not reviewed the policies on recruitment to effect on the hiring of more qualified teachers and staff to work in the community schools in Jeddah. The data revealed that the schools seem don't oblige aspirants to the position to submit adequate credentials as indicated by mean perception 2.34, and have not oriented well applicants regarding probationary work scheme. This implies that school has not intensified the implementation policies pertaining to hiring and qualifying prospective applicants as this determines the kind of teachers and employees of the school. The quality of performance of the schools also depends on the qualification and skills of personnel hired to work in the school. The overall mean of 2.44 which is low degree of perception suggests that the school administrators have to implement planned change to improve the policies on the recruitment of employees.

Examining Mean Perception Profile of the Respondents on the Problems in Terms of School Policies, the data revealed that Philippine schools in Jeddah formulate and implement policies as manifested by overall mean of 2.65 describes as moderate degree. This implies that respondents are aware and have positive perception on the school policies of the schools.

The mean distribution for formulation of school policies is 2.90, implementation of school policies, 2.65, for communication from top management to rank – and – file, 2.53, for clarity and effectiveness of the policy, 2.66 and for resistance to the implementation of school policies, 2.52. Based on the above results, the respondents agree that the school management of Philippine schools in Jeddah give importance to the value of policies in the system. They must be aware that the formulation and implementation of clear and effective policies from the top administration down to the rank-and-file are very significant in the performance of schools overseas.

The researcher also discovered that that Philippine school in Jeddah implement policies relative to grading system as manifested by overall mean of 2.74 describes as moderate degree. This implies that respondents are aware and have positive perception on the school policies pertaining to grading system.

The researcher likewise found out those school administrators, teaching and non-teaching personnel implement, to a moderate extent, standard and uniform grading system as shown by mean 2.67. They coordinate with the EdpEd in implementing new grading system, 2.55; they observe strict rules in the selection of honor, 2.79; they disseminate to parents any change in the grading system, 2.72; and they require teachers to follow strictly grading system, 2.98. The results signify that the schools, to a moderate degree, agreed on the right implementation of the grading system and they did not consider them as problem in the system. Further, the results imply that some problems may occur along the operations of the school as they implement new grading system that would possibly affect some students and parents.

Table 2. Mean Perception Profile of the Respondents in Terms of Work Condition

<i>Sr No</i>	<i>Items</i>	<i>Mean</i>	<i>Rank</i>	<i>Description</i>
1	Enjoys the conduciveness of the workplace	2.81	1	Moderate
2	Feels secured as he/she discharges duties	2.27	5	Low
3	Has the freedom to be creative and innovative	2.51	4	Moderate
4	Can decide freely for his/her personal advancement	2.62	3	Moderate
5	Can develop harmonious relationship among colleagues	2.79	2	Moderate
	Overall Mean	2.60		

As shown in the table, the overall mean of 2.60, described as moderate degree, indicates that school administrators, teaching and non – teaching personnel enjoy a positive work condition.

Looking at the data, we can tell that school personnel enjoy the conduciveness of the workplace as indicated by the mean 2.81; they develop harmonious relationship among colleagues, 2.79; they can decide freely for their personal advancement, 2.62; and they have the freedom to be creative and innovative. However, they feel quite not secured as they discharge their duties; it is indicated by the mean of 2.27 which is described as low extent.

Table 3. Mean Perception Profile of the Respondents in Terms of Advancement and Promotion

<i>Sr No</i>	<i>Items</i>	<i>Mean</i>	<i>Rank</i>	<i>Description</i>
1	Pursues graduate or post graduate studies for professional growth	2.11	4	Moderate
2	Facilitates academic and non – academic trainings and workshops	2.03	5	Low
3	Participates in the in – service trainings and conferences	2.83	2	Moderate
4	Organizes group or club for co – curricular activities	3.01	1	Moderate
5	Improves classroom instructions colleagues	2.58	3	Moderate
	Overall Mean	2.51		

The outcome show that school personnel are in the satisfied with their present situation. It further implies that if they enjoy the environment they all tend to perform better in their roles and functions as important stakeholders of the school. Furthermore, it is interesting to note that they have the freedom to be creative and innovative. Though, some felt they are not

secured as they discharge their duties. This is due merely to the fact that working in the kingdom, particularly in Jeddah, seems quite unsafe due to strict rules and tenacity of laws in the Arab countries in the Middle East.

The overall mean of 2.51, described as moderate degree, indicates that school administrators, teaching and non-teaching personnel have considered professional advancement and promotion as important in their career. This implies that they want to be more effective as educators of Filipino children and non-Filipinos alike.

Examining the data, it reveals that school administrators, teaching and non – teaching personnel organizes group or club for co-curricular as indicated by the mean of 3.01. They participate in the in – service trainings and conferences, 2.83 and they improve classroom instructions, 2.58. The result implies that they value these activities for professional advancement and possible promotion and increment of positions.

Table 4. Mean Perception Profile of the Respondents in Terms of Vision, Mission and Goals

<i>Sr No</i>	<i>Item</i>	<i>Mean</i>	<i>Rank</i>	<i>Description</i>
1	The school has formulated Vision, Mission and Goals	2.42	1	
2	Teachers, non-teaching personnel, students and parents have been oriented on the vision, mission and goals of the school	2.20	8	Low
3	School programs are planned based on the vision-mission Statement	2.34	4.5	Low
4	Involves the community in achieving school vision, mission and goals	1.93	10	Low
5	Programs and activities of the school are anchored on the school’s vision-mission statement	2.34	4.5	Low
6	Academic performance is gauged according to the vision, mission and goals of the school	2.35	3	Low
7	The academic and cultural formation of the school is based on the vision-mission statement	2.29	7	Low
8	The vision-mission statement is used in planning and decision-making of the administrators	2.38	2	Low
9	Facilities and co-curricular activities conform with the vision-mission statement	2.09	9	Low
10	The management and academic environment conform to the vision-mission statement	2.24	7	Low
	Overall Mean	2.29		Low

Scrutinizing the table, we can find that school administrators, teaching and non – teaching personnel do not pursue graduate or post graduate studies for professional growth as indicated by the mean of 2.11, which is described as low extent. They also do not facilitate academic and non-academic trainings and workshop. This is indicated by the mean of 2.03 and is described as low extent.

The results imply that the school management needs to encourage its teachers and staff to pursue graduate or post graduate studies and to attend seminars for professional

advancement. This further implies that the teachers and staff need to grow personally and professionally to help realize the vision and missions of their school.

The overall mean of 2.29 indicates that the schools have failed to consider the importance of the value of vision, mission and goals in the school organization as indicated by the findings in this study.

Examining the data, the researcher found out that some schools have not formulated Vision, Mission and Goals as indicated by the mean of 2.42 described as low extent and teachers, non-teaching personnel, students and parents have not been properly oriented on the vision, mission and goals of the school, 2.20. School programs are planned based on the vision-mission statement, 2.34. The involvement of the community in achieving school vision, mission and goals, 1.93. Programs and activities of the school are anchored on the school's vision-mission statement, 2.34. Academic performance is gauged according to the vision, mission and goals of the school, 2.35. The academic and cultural formation of the school is based on the vision-mission statement, 2.29. The vision-mission statement is used in planning and decision-making of the administrators, 2.38. Facilities and co-curricular activities conform to the vision-mission statement, 2.09. The management and academic environment conform to the vision-mission statement, 2.24.

The findings imply that the vision-mission-goal statement must be formulated by the school core team and should serve as the bases in planning and implementation of academic and non-academic endeavors. Furthermore, the significance of vision-mission-goal statement must be clarified to the management to effect on the performance of the school overseas.

Table 5. Summary Table of r and r² Values Status of the Schools as Perceived by Parents, Teachers and Non-teaching Personnel and the Performance of Philippine Schools in Jeddah

<i>IV: Status of School</i>	<i>DV: Performance of Philippine Schools in Jeddah</i>					
	<i>Academic Programs</i>		<i>Faculty and Staff</i>		<i>Facility Standard</i>	
	<i>R</i>	<i>r²</i>	<i>r</i>	<i>r²</i>	<i>r</i>	<i>r²</i>
Teaching Practices	0.06	0.0036	0.75*	0.5625	0.78*	0.6084
Parents' Attitudes	0.17*	0.0289	0.73*	0.5329	0.72*	0.5184
Students' Discipline	0.12	0.0144	0.54*	0.2916	0.51*	0.2601

* Significant at 5% level

A moderate to high degree of relationship exist between the status of the schools and the performance of Philippine schools in Jeddah in terms of faculty and staff and facility standard. The computed r – values ranging from 0.51 to 0.78 exceeded the critical r – value of 0.138 using the 5% level of significance. This could mean that these variables can be determined by teaching practices, parent's attitude and student's discipline. On the other hand, parent's attitude is the only variable related to academic programs based on the computed r – value of 0.17 which is greater than the critical r – value of 0.138. Thus, the null hypothesis of no significant relationship is rejected.

The result implies that teaching practices, parents' attitudes and students' discipline play important roles in the performance of the schools in terms of faculty and staff and facility

standard. This further implies that there must be a good relation between the parents and students and the faculty and staff of the school.

As revealed by the relationship between teaching practices and the performance of school, one can say that there is a need for the teachers to improve their teaching skills in order to help the academic program of the school.

The foregoing is supported by The Theory of Planned Behavior of Icek Ajzen. It is the theory which predicts deliberate behavior; behavior can be planned. Ajzen explains that behavioral beliefs produce a favorable or unfavorable attitude toward the behavior, normative beliefs result in perceived social pressure or subjective norm, and control belief gives rise to perceived behavioral control.

Table 8. Summary Table of r and r² Values Level of Effectiveness of Administrators, Teaching and Non – teaching Personnel and the Performance of the Philippine Schools in Jeddah

<i>IV: Level of Effectiveness</i>	<i>DV: Performance of Philippine Schools in Jeddah</i>					
	<i>Academic Programs</i>		<i>Faculty and Staff</i>		<i>Facility Standard</i>	
	<i>r</i>	<i>r²</i>	<i>r</i>	<i>r²</i>	<i>r</i>	<i>r²</i>
Work condition	0.08	0.006	0.76*	0.5776	0.79*	0.6241
Advancement and Promotion	0.09	0.0081	0.85*	0.7225	0.89*	0.7921
Duties and Responsibilities	0.11	0.0121	0.72*	0.5184	0.79*	0.6241

* Significant at 5% level

A high to very high degree of relationship exist between the level of effectiveness of administrators, teaching and non-teaching personnel in terms of work condition, advancement and promotion and duties and responsibilities and the performance of Philippine schools in Jeddah in terms of faculty and staff and facility standard. This is showed by the computed r – values of 0.76, 0.85, 0.72, 0.79, 0.89 and 0.79. These values exceeded the critical r – value of 0.138 at 5% level of significance. A further analysis indicates that of work condition, advancement and promotion and duties and responsibilities could account for 57.76%, 72.25%, and 51.84% 62.41%, 79.21% and 62.41% on the total variations of faculty and staff and facility standard. The null hypothesis for this cannot be accepted.

The result shows that the performance of the schools in terms of faculty and staff and facility standard is dependent on the level of effectiveness on the work condition, advancement and promotion, and duties and responsibilities. Therefore, it also implies that there must be consistent improvement in the quality of work among the school personnel thereby contribute to the effectiveness of school academic and non-academic services. It further implies that promotion among faculty and staff will empower them to deliver quality services to all stakeholders. Furthermore, the analysis is backed up by The Theory of Constraint which explains that internal functioning of organizations must be consistent to the demand of the organization task, technology, or external environment and the needs of its members of organization to be effective.

As revealed in Table 9, the problems encountered in the implementation of policies for Philippine schools in Jeddah in terms of recruitment of teachers and non-teaching staff is significantly related to performance of Philippine schools in terms of faculty and staff and facility standard.

Table 9. Summary Table of r and r² Values Problems encountered by the Philippine Schools in Jeddah and the Performance of the Philippine Schools

IV: Problems Encountered	DV: Performance of Philippine Schools in Jeddah					
	Academic Programs		Faculty and Staff		Facility Standard	
	r	r ²	r	r ²	r	r ²
Recruitment of Teachers	0.13	0.0169	0.18*	0.0324	0.23*	0.0529
School Policies	0.09	0.0081	0.82*	0.6724	0.83*	0.6889
Grading System	0.12	0.0144	0.82*	0.6724	0.83*	0.6889

* Significant at 5% level

The computed r –values of 0.18 and 0.23 are significant at 5% level which indicates a very low to low degree of correlation between the said variables. It could also be noted that there is a very high degree of correlation between problems encountered in the implementation of school policies and grading system and performance in terms of faculty and staff and facility standard. This is revealed by the computed r- values of 0.82, 0.82, 0.83 and 0.83 which are higher than critical r – value of 0.138. The null hypothesis is rejected.

The foregoing implies that the school performance in terms of faculty and staff and facility standard is affected by the problems encountered by schools in terms of the recruitment of teachers. This also implies that the school management must take into consideration the qualifications and skills of their recruits. Since the null hypothesis is rejected, one may say that any problem occurs in the school system will test the ability of administrators' leadership.

Furthermore, it is important to note that the administrators, faculty and staff must be responsible in the implementation of school policies and grading system.

The theory that gives support to the analysis of the finding is the Open-System Theory as explained by Hoy and Mushel (1991). It explains that the success in the principal ship requires the ability to manage and provide leadership of all aspects of the school, and so requires conceptualizing the school in a holistic systematic fashion. The school of quality is not an atomistic collection of parts; it is a totality of whole of interacting subsystems that give each school a unique, quality or personality.

Table 10. Summary Table of r and r² Values Vision, Vision and Goals and the Performance of the Philippine Schools in Jeddah

IV: VMG	DV: Performance of Philippine Schools in Jeddah					
	Academic Programs		Faculty and Staff		Facility Standard	
	R	r ²	r	r ²	r	r ²
VMG	0.12	0.0144	0.82*	0.6724	0.86*	0.7396

* Significant at 5% level

The above table reveals that there is a very high degree of relationship between the VMG of Philippine Schools in Jeddah and its performance in terms of faculty and staff and facility standard. The computed r – values of 0.82 and 0.86 exceeded the critical r – value of 0.138

using the 5% level of significance and 179 degree of freedom. The respondent's perception on schools' VMG could account for 67.24% and 73.96% on the total variations of faculty and staff and facility standard as shown by the coefficients of determination of 0.6724 and 0.7393 respectively. Thus, the null hypothesis for this cannot be accepted.

As clearly stated in the foregoing paragraph, the result implies that the vision-mission-and-goal (VMG) statement of the school is the benchmark of any accomplishment and performance, neither is it in the faculty and staff, facility status nor is it the academic standard. This further means that the school's performance is determined by the kind of VMG they formulate for the school. Because the null hypothesis is not accepted, it is therefore proper to say that school management has formulated the VMG. However, there is an implication that the need to jibe all the school's academic and non-academic undertaking with the VMG statements is very necessary. This determines school's success.

The forgoing is supported by both Theory of Constraints and The Theory of Planned Behavior which stated that there should be an application of scientific principles and logic reasoning to guide human-based management. While the Theory of Constraint tells the management to identify the constraint in an organization like the school to be able to perform according to its goal, The Theory of Planned Behavior emphasizes how an organization changes the behavior of people to improve its performance.

CONCLUSIONS AND RECOMMENDATIONS

That Philippine schools in Jeddah employ not highly qualified teachers and non-teaching personnel who have never stayed long in the service and seldom attend trainings and seminar-workshops as attendance to such is less encouraged.

Philippine schools in Jeddah are capable of promoting quality and competitive academic programs that cater the needs of Filipino students and will serve as good models to other Philippine schools overseas.

They can reinforce educational innovations in the system and in the teaching-learning areas which will become the bases of school's better performance both academic and non-academic aspects.

There are no adequate internet facilities and well-established guidance office that will help improve students' quality learning and personal discipline.

The schools have formulated and implemented clear school policies pertaining to academic and non-academic aspects like the grading system, but there is no clear-cut policy on recruitment of teachers and non-teaching staff.

As perceived moderately, the Philippine schools in Jeddah have been performing well in terms of teaching practices, parents' attitude and students' attitude.

The schools are perceived to be effective in terms of work condition, advancement and promotion and duties and responsibilities. However, there are issues on job securities and on equity and fair treatment which need to be addressed appropriately.

The essence of vision, mission and goals which are significant in the performance and effectiveness of the school is not given much importance.

School leaders currently working in the Philippine schools in Jeddah have demonstrated varied leadership style.

The profile of school administrators, teaching and non-teaching staff, the status of the schools as perceived by school administrators, teaching and non-teaching staff, the level of effectiveness of school administrators, teaching and non-teaching staff, the problems encountered by the Philippine schools in Jeddah, the status of school's vision, mission and goals, and the leadership style predicted and influenced the performance of Philippine Schools in Jeddah.

Based on the Findings and Conclusions, The Following were recommended:

Employment of qualified teachers and non-teaching staff should be an essential part of the school policy formulated and evaluated to effect on the recruitment and selection of applicants. Since Philippine schools in Jeddah employ teachers and non-teaching personnel who have never stayed long in the service and seldom attend trainings and seminar-workshops, reward system and promotions based on merit of educational qualification and attendance to seminars and trainings should be adapted by the school management.

Teaching and non-teaching personnel should be required to attend trainings and seminar workshops on novel pedagogical techniques, innovative instructional materials development and classroom management. Certificates of attendance should be considered in the evaluations and promotions. Further studies and other professional updating should be provided to all to sustain their pedagogical proficiency and classroom management skills.

Revisit academic programs and present curriculum. Re-evaluation should be included in one of the school cabinet quarterly meetings to sustain the quality and competitive academic and non-academic performance of the schools.

Reinforce educational innovations in the school system and in the teaching-learning areas to promote better classroom environment.

Provide internet facilities and technology-integrated instructions to improve students' quality learning on information and communication technology and instill in them the value of global competitiveness, and establish guidance office should with quality guidance programs that can monitor and evaluate student's performance and personal discipline. Reorient the students and teachers on the positive Filipino values that promote better relationship and admirable manners towards others.

Since there is no clear-cut policy on recruitment of teachers and non-teaching staff, the school board should create a working committee composed of school principal, assistant principal, administrative officer, department head and parent representative who can create system procedures to effect on the recruitment and selection of applicants. Screening of applicant's personal portfolio should be intensified to employ more qualified and dedicated professionals in the system. Demonstration teaching should be one of the primary requirements for each applicant teacher.

Because Philippine schools in Jeddah have been performing well in terms of teaching practices, parents' attitude and students' attitude, it should therefore be necessary to sustain it by implementing a regular socialization and team building activities at least on regular monthly meetings for parents, teachers and students.

Since there are issues on securities and on equity and fair treatment which need to be addressed accordingly, a more inclusive orientation on school policies should be provided by the school management in order to eliminate insecurities and promote common good among employees. Proper delegation of duties and responsibilities should be done fairly and professionally.

The presence and essence of vision, mission and goals is very important in the performance and effectiveness of the school. It is therefore proper that the school management should form a special team who will formulate the school's vision; mission and goals (VMG) based on principles, culture, best practices and scanned needs of the school. This committee is composed of school principal, assistant principal, department head, parent representative, and community leaders. Concretization activity should also be provided to teachers, non-teaching personnel, students and parents. This activity aims to improve school performance and leadership. A sense of accountability and dependability must be invoked to all stakeholders of the school community.

The educational leaders should be encouraged to update their professions through graduate or post graduate studies and by attending seminars for school administrators. There is also a need for them to help strengthen their skills and build their potential within the school organization. A systematic empowerment and skills development program for school leaders is strongly recommended.

Organizational effectiveness and quality services must be improved to sustain school performance. Thus, the researcher recommended the modified School Based Management (SMB) of the Department of Education. As to be effective in the locale setting abroad, the Inter-agency committee headed by the Department of Education (DepEd). The intervention indicated that Commission on Filipino Overseas (CFO) should provide a Seminar-Workshop on School-Based Management for Philippine school in Jeddah. Seminar-Workshop on School-Based Management may be held during the annual conferences of Philippine School overseas. School Board, school heads, department heads and PTCA officials should avail other SBM seminars such as Education Quality Improvement, Instructional Leadership, Administrative Management, Fund Management and Support System. All of these must be implemented immediately in each Philippine school in Jeddah. A Training Design has to be proposed for the Seminar-Workshop on SBM with Focus on School Improvement Program (SIP) and Annual Improvement Plan (AIP) for School Heads, Teacher Coordinators, and PTCA Representative. Details of these programs could be availed from the author.

Further research may be initiated using other variables like organizational climate, culture and communication which are not used in this study to map out what must have influenced possible higher performance of the school.

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