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FUNCTIONAL CHALLENGES IN SEMI-GOVERNMENT SCHOOLS: ANALYZING OPERATIONAL INEFFICIENCIES AND EDUCATIONAL OUTCOMES

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ABSTRACT

This paper examines the problems of operation of the semi-government schools and the effects on quality educational provision and students' performance. In this quantitative research, data were obtained using self-developed Likert-scale questionnaires from 170 teachers, including 89 class teachers and 81 subject teachers. Descriptive statistics, Chi-square, Pearson coefficient and multiple regression tests were performed with SPSS version 26. The factors identified included administrative problems, management of resources, problems in human resource management, lack of facilities and structures and bureaucratic factors. Human resource management was shown to be the most important and significant factor to have a positive relationship with operation for the school (Beta = 0.863, p = 0.000) and administration challenges and teaching learning instructional methods were to have negative relationship with the operation for the school. The conclusion is that overcoming of these challenges implies such interventions aimed at rational use of resources, physical facilities, and staff development. Minimizing procedural formalism and enhancing the efficiency of school administrative procedures can contribute significantly to enhancing performance and overall organizational effectiveness of SG schools' educational processes.

Keywords: Semi-Government Schools, Operations, Quality Education, Student's 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). Furthermore, high teacher attrition rates and inadequate training also contribute to poor teaching practices and thus poor learning outcomes. All these challenges have dire consequences not only on the students and teachers but also on the education system as a whole, which means that semi-government schools cannot act as they were supposed to – efficient and creative educational establishments. Given these challenges this paper aims at identifying these challenges and determine how school leaders can use these to bring about the changes needed while at the same coping with the dynamics of the current educational systems.

Problem Statement:

Semi-government schools are very important in the provision of quality education for the public and private sector since they charge reasonable fees compared to private schools. But, these institutions are not without some operational problems which reduce their efficiency and thus affect the education outcomes. Resources are scarce and the required materials and infrastructure are restricted, and the bureaucratic system hampers the process of decision making and policy formulation and implementation. Furthermore, lack of adequate infrastructure and technology hampers the development of adequate learning facilities, and lack of proper human resource management hinders the proper identification, appointment, training, and retention of competent personnel. These operational inefficiencies lead to poor academic achievement, decreased student motivation, and decreased overall educational standard. The tension between public responsibility and private operation remains a major challenge in the management of semi-government schools, which limits their growth. Solving these functional issues is important for the improvement of operational effectiveness and educational performance of semi-government schools in order to meet their intended purpose in the education system.

Objectives:

In this paper the scholar developed following objectives:

1. To systematically identify and categorize the main operational problems that semi-government schools encounter.
2. To evaluate how operational inefficiencies in semi-government schools influence student academic performance and overall educational quality.

3. To propose actionable strategies and solutions that can address the identified functional challenges and enhance the operational effectiveness of semi-government schools.

Research Questions:

According to study objectives, following questions are developed to achieve accurate results:

- What are the primary operational challenges faced by semi-government schools?
- How do operational inefficiencies in semi-government schools affect student academic performance and the overall quality of education?
- What strategies and solutions can effectively address the functional challenges in semi-government schools to improve their operational effectiveness?

Literature Review

Dependent Variables:

Overall Educational Quality

Educational quality is a multidimensional construct that encompasses factors such as academic achievement, institutional infrastructure, pedagogical methods, and the inclusiveness of educational systems. According to UNESCO (2021), educational quality is determined by how well educational systems fulfill their objectives of fostering cognitive skills, personal development, and societal well-being. Several studies emphasize the critical role of educational quality in shaping individual opportunities and national development. Hanushek and Woessmann (2015) argue that the quality of education, rather than mere access, is the key driver of economic growth. High-quality education systems are characterized by robust curricula, qualified teachers, and well-equipped learning environments, which collectively foster student engagement and learning outcomes.

Assessment of the general educational performance has been given a lot of attention and both qualitative as well as quantitative methods of assessment have been discussed. The Programme for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS) present global standards for evaluating learning achievements which are mostly used to indicate quality education. Nonetheless, some writers such as Barrett et al. (2019) opine that while achievement tests are useful, these tests are limited in the way that they do not comprehensively measure learning experiences, including the students' socio-emotional development, critical thinking, and ethical understanding. In addition, the problem of inequality in the distribution of resources and equity between regions creates great uncertainty in evaluating the quality of education. Cross-sectional studies conducted in the developing countries show that education quality and poverty are related issues, therefore underlining the need to place a high premium on eradicating poverty in order to enhance education quality.

This emerging knowledge and connection of advanced technology and innovative teaching education provides new opportunities that may improve educational quality. Technology integration, pacing learning management, and combined face-to-face and

online learning strategies have indicated the possibility of the gap in Education and quality particularly in the disadvantaged areas. For instance, programs such as Khan Academy and other open learning materials have availed free quality teaching materials all over the world. However, as rightly pointed out by Schleicher (2020), it is important that while implementing technology, there should be corresponding enhancements in teacher capacity, and system improvements for technology to work as expected. Further, the COVID-19 pandemic exposed both the benefits and drawbacks of digital learning, with students with access to devices and stable internet connection evidencing the educational attainment hitherto; meanwhile, students without these accessions were left behind. Hence, a multi-dimensional solution plan which includes infrastructure, pedagogy, equity, and technology is highly essential for the conceptualization of a quality educational system at large; and for the consideration of the complexity of the need of learners in the context of globalization at large.

Student Academic Performance

Scholastic achievement has been the most important study area in education since it is a measure of the efficiency of the systems of education, as well as an important predictor of success. School achievement is determined by intellectual processes, family backgrounds, and learning conditions. Tinto (1993) has also found that the quality of interaction between students and their academic environments is greatly related to the levels of their achievements received and supported by theacademic environment. Moreover, learner characteristics studies point to family factors in which parental involvement and socio-economic status have been proved to have positive relationship with performance (Fan & Chen, 2001). These results provide an appreciation of the complex nature of academic achievement and relationships between the internal and external environments.

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. According to Bruns et al. (2011), the findings of literature should illustrate that education budget leakages are rampant; alloted money does not get to the intended beneficiaries. This inefficiency is compounded by the lack of proper monitoring and accountability mechanisms in the sector. Regarding these inefficiencies, it is possible to achieve clearer financial reporting, and use data-driven approaches for employing funds to support educational strategies and objectives.

However, scholars recommend a view that targets the areas of need in order to effectively utilize available resources. According to the case studies from different countries, the method of coordinating the funds with effective teaching methods can improve learning achievements. Also, it promotes stakeholder involvement in the budgeting process since accountability and resource allocation follows institutional goals are important. This way, educational systems can eliminate the existing gaps and/or inequalities and ineffectiveness of the use of resources.

Human Resource Management

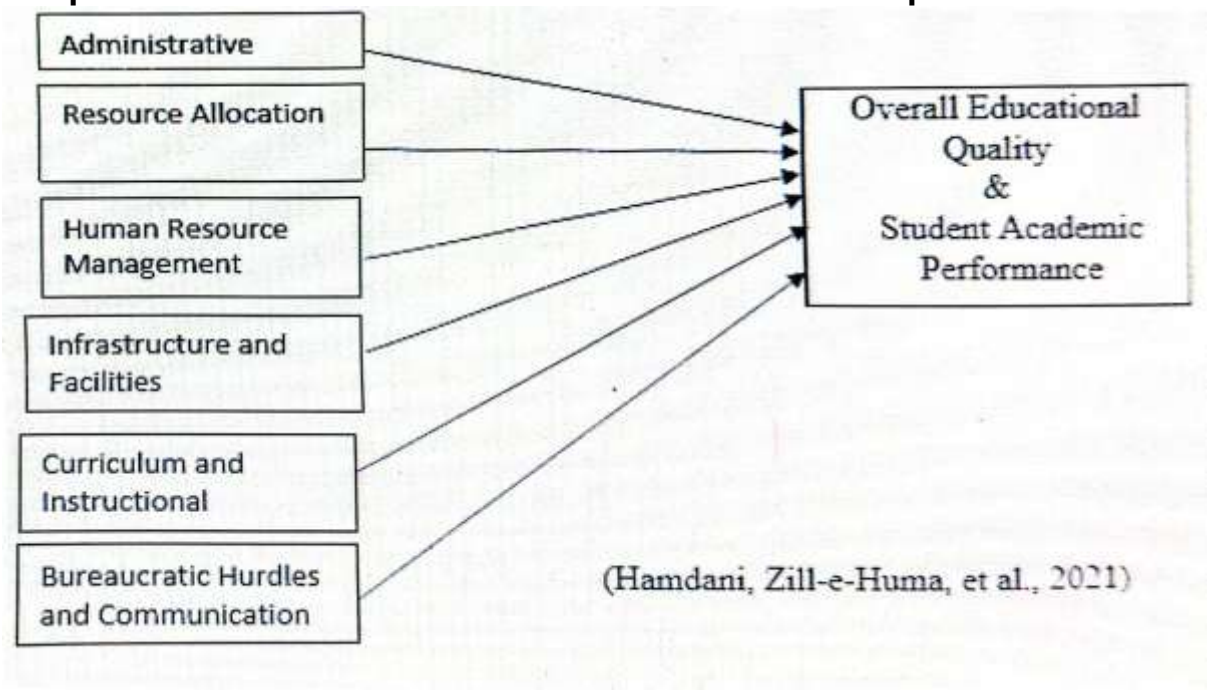
Human resource management (HRM) plays a pivotal role in shaping the quality of education by recruiting, developing, and retaining competent educators and staff. However, HRM in education faces significant challenges, including teacher shortages, lack of professional development, and issues related to staff motivation. Studies by Darling-Hammond (2017) show that many education systems struggle to attract qualified teachers due to low salaries, poor working conditions, and limited career growth opportunities. These challenges are particularly acute in rural and underserved areas, where teacher retention rates are alarmingly low.

Professional development is another critical aspect of HRM that is often overlooked. Research indicates that many education systems fail to provide teachers with adequate training to enhance their pedagogical skills and adapt to evolving instructional methods. Continuous professional development programs, as highlighted by Guskey (2016), are essential for ensuring that educators remain competent and motivated. However, implementing these programs requires sufficient funding and a supportive institutional culture, both of which are often lacking in under-resourced schools.

Effective HRM also requires addressing the challenges of workforce diversity and inclusion. According to Sleeter (2017), promoting diversity among teaching staff can lead to more inclusive educational practices and improved student outcomes. However, many institutions face difficulties in recruiting and retaining educators from diverse backgrounds. To overcome these challenges, education systems must adopt comprehensive HRM strategies that include competitive compensation packages, professional development opportunities, and measures to foster diversity and inclusion.

Conceptual framework

Independent Variables **Dependent Variable**



Hypothesis:

H1: Semi-government schools face distinct operational problems that can be systematically categorized into Administrative Challenges, resource allocation inefficiencies, and inadequate human resource management.

H2: Operational inefficiencies in semi-government schools, such as poor resource allocation and inadequate infrastructure, negatively impact student academic performance and the overall quality of education.

H3: Implementing targeted strategies, such as enhanced Administrative Challenges practices, equitable resource distribution, and improved teacher training programs, can significantly improve the operational effectiveness of semi-government schools.

Methodology

This study employs a quantitative research approach to systematically assess the operational challenges faced by semi-government schools and their impact on educational quality and student academic performance. A quantitative approach is appropriate as it facilitates the collection and analysis of numerical data, enabling the identification of patterns, relationships, and trends among the variables under investigation. For data collection purpose both sources i.e. primary and secondary data collection sources were used. Primary data was collected through a structured Likert-scale questionnaire administered to class teachers and subject teachers from semi-government schools. The sample comprised 20 class teachers and 150 subject teachers, randomly selected to ensure representativeness. The questionnaire included statements aimed at assessing the awareness of operational challenges, resource allocation practices, and human resource management effectiveness. Additionally, questions were included to measure the perceived impact of these challenges on

students' academic performance and overall educational quality. Respondents indicated their level of agreement with each statement on a Likert scale ranging from "Strongly Agree" to "Strongly Disagree". While secondary data was obtained from school records, official reports, and policy documents related to the operational framework of semi-government schools. This data provided contextual information on resource allocation patterns, staffing policies, and infrastructural facilities. The secondary data also supported triangulation of the primary findings and enriched the analysis by highlighting systemic issues and historical trends.

For analysis purpose the collected data was analyzed using SPSS (Version 26) to draw meaningful insights. Multiple tool and approaches were used i.e. to summarize and describe key findings related to operational challenges and their perceived effects. Likewise, to examine the relationship between categorical variables, such as resource allocation issues and academic outcomes. To identify the strength and direction of relationships between independent variables (e.g., resource allocation, Administrative Challenges inefficiencies, and human resource management) and dependent variables (e.g., students' academic performance and educational quality). For assessing the combined influence of independent variables (such as resource allocation practices and infrastructural facilities) on dependent variables, such as academic performance and educational quality.

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

The Chi-Square test results for various mental health services and programs reveal highly significant relationships across all variables tested, as indicated by the low p-values (all less than 0.05). For Administrative Challenges, the Chi-Square value is 81.894 with 26 degrees of freedom and an asymptotic significance of .000, suggesting a statistically significant association with the data. Similarly, Resource Allocation has a Chi-Square value of 80.518, with 20 degrees of freedom and a significance of .000, indicating a meaningful relationship. Human Resource Management also show a significant result, with a Chi-Square value of 77.718 and 27 degrees of freedom, yielding a p-value of .000. In the case of Infrastructure and Facilities, the Chi-Square value is 105.624 with just 1 degree of freedom, which further underscores a highly significant relationship (p = .000). Curriculum and Instructional Methods demonstrate a Chi-Square value of 68.529 with 24 degrees of freedom, with an asymptotic significance of .000, confirming its statistical significance. Lastly, for Bureaucratic Hurdles and Communication Barriers, the Chi-Square value of 55.129 with 25 degrees of freedom and a p-value of .000 indicates a significant correlation as well.

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	.032
	Sig. (2-tailed)		.000	.210	.782	.819	.677
	N	170	170	170	170	170	170
Resource Allocation	Pearson Correlation	.443**	1	.119	.163*	.523**	.037
	Sig. (2-tailed)	.000		.123	.034	.000	.630
	N	170	170	170	170	170	170
Human Resource Management	Pearson Correlation	.097	.119	1	.198**	.712**	.463**
	Sig. (2-tailed)	.210	.123		.010	.000	.000
	N	170	170	170	170	170	170
Infrastructure and Facilities	Pearson Correlation	.021	.163*	.198**	1	.176*	.309**
	Sig. (2-tailed)	.782	.034	.010		.022	.000
	N	170	170	170	170	170	170
Curriculum and Instructional Methods	Pearson Correlation	-.018	.523**	.712**	.176*	1	.184*
	Sig. (2-tailed)	.819	.000	.000	.022		.016
	N	170	170	170	170	170	170
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	170
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The Pearson's correlation coefficients for various mental health services and programs reveal the strength and direction of relationships between them. The results are based on a sample of 170 respondents. Administrative Challenges has a significant positive correlation with Resource Allocation (r = 0.443, p = 0.000), indicating a moderate positive relationship. However, it shows weak or negligible correlations with the other services, including 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 & C.B) (r = 0.032, p = 0.677), all of which are not statistically significant. Resource Allocation exhibits a moderate 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 also has a significant but weaker positive correlation with

Infrastructure and Facilities (r = 0.163, p = 0.034). The correlation with B.H & C.B is very weak and not statistically significant (r = 0.037, p = 0.630). Human Resource Management shows a moderate positive correlation with Curriculum and Instructional Methods (r = 0.712, p = 0.000) and B.H & C.B (r = 0.463, p = 0.000). It also has a weak positive correlation with Infrastructure and Facilities (r = 0.198, p = 0.010), suggesting that peer support is more strongly linked to crisis intervention and overall student mental health than with stress management. Infrastructure and Facilities reveals weak correlations with other variables but shows significant relationships with Human Resource Management (r = 0.198, p = 0.010), Curriculum and Instructional Methods (r = 0.176, p = 0.022), and B.H & C.B (r = 0.309, p = 0.000). These relationships indicate that stress management programs are moderately related to peer support and mental health outcomes. Curriculum and Instructional Methods exhibits a strong positive correlation with Human Resource Management (r = 0.712, p = 0.000) and a moderate positive correlation with Resource Allocation (r = 0.523, p = 0.000). The relationship with B.H & C.B (r = 0.184, p = 0.016) is also statistically significant, indicating that crisis intervention is positively related to both peer support and emotional well-being. Finally, B.H & C.B shows moderate correlations with Human Resource Management (r = 0.463, p = 0.000) and Infrastructure and Facilities (r = 0.309, p = 0.000), and a weak positive correlation with Curriculum and Instructional Methods (r = 0.184, p = 0.016). This suggests that overall mental health and emotional well-being are more strongly influenced by peer support and stress management programs.

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.

- Model 1 shows that Administrative Challenges has a small, positive unstandardized coefficient of 0.025, but its standardized coefficient (Beta) is 0.032, indicating a very weak effect. The t-value is 0.417, with a significance value of 0.677, meaning this relationship is not statistically significant.
- Model 2 also evaluates Administrative Challenges, but with a different set of variables. The unstandardized coefficient for Administrative Challenges is 0.015, with a standardized coefficient of 0.019, indicating a minimal positive effect. The t-value of 0.226 and significance value of 0.822 further suggest that Administrative Challenges does not significantly predict B.H & C.B. Similarly, Resource Allocation shows a coefficient of 0.037 with a standardized Beta of 0.029, which is also not significant ($p = 0.741$).

- Model 3 introduces Human Resource Management, where the unstandardized coefficient of 0.467 and standardized Beta of 0.465 show a strong, positive relationship with B.H & C.B, with a t-value of 6.706 and a p-value of 0.000, indicating statistical significance. In contrast, Administrative Challenges and Resource Allocation remain non-significant, with coefficients close to zero and high p-values.
- Model 4 includes Infrastructure and Facilities, which has a significant positive effect on B.H & C.B with an unstandardized coefficient of 0.438, a standardized Beta of 0.235, and a t-value of 3.405 (p = 0.001). Human Resource Management continues to show a strong positive relationship (Beta = 0.422, p = 0.000), while Administrative Challenges and Resource Allocation remain non-significant.
- Model 5, the most comprehensive model, includes all variables and introduces Curriculum and Instructional Methods. Here, Human Resource Management exhibits the strongest relationship with B.H & C.B, with an unstandardized coefficient of 0.865 and a Beta of 0.863, demonstrating a significant positive effect (p = 0.000). Resource Allocation also has a positive effect (coefficient = 0.428, Beta = 0.334, p = 0.003), while Curriculum and Instructional Methods has a negative and significant effect (coefficient = -0.685, Beta = -0.644, p = 0.000). Infrastructure and Facilities also shows a positive effect (coefficient = 0.378, Beta = 0.202, p = 0.002), while Administrative Challenges has a negative and significant relationship with B.H & C.B (coefficient = -0.169, Beta = -0.215, p = 0.014).

RESULTS:

From the above given analysis the demographic analysis of the study reveals a balanced distribution of respondents across designations, with 52.35% being class teachers and 47.65% subject teachers. Age-wise, the largest group, accounting for 58.8% of respondents, belonged to the 36-40 years age bracket, primarily composed of class teachers (75.3%). The age groups 30-35 and 41-50 years comprised 18.8% and 20.6% of the respondents, respectively, with subject teachers being more prevalent in these categories. Respondents aged above 51 years made up only 1.8% of the sample. This demographic breakdown highlights that the majority of the workforce in semi-government schools is middle-aged, suggesting a potential need for targeted policies addressing their professional development and retention. The reliability analysis of the data yielded a Cronbach's Alpha of 0.615 for the seven-item questionnaire, indicating acceptable internal consistency. Chi-Square tests across variables revealed statistically significant associations ($p < 0.05$) for all key operational factors, including Administrative Challenges, Resource Allocation, Human Resource Management, Infrastructure and Facilities, Curriculum and Instructional Methods, and Bureaucratic Hurdles and Communication Barriers. This indicates that these variables are crucial to understanding the operational dynamics of semi-government schools. Infrastructure and Facilities showed the strongest Chi-Square value (105.624), emphasizing its significant role in influencing operational outcomes. Pearson's correlation coefficients demonstrated varied strengths of relationships among the variables. Administrative

Challenges showed a moderate positive correlation with Resource Allocation (r = 0.443, p = 0.000) but negligible or non-significant correlations with other variables. Resource Allocation displayed a moderate positive relationship with Curriculum and Instructional Methods (r = 0.523, p = 0.000), while Human Resource Management exhibited strong correlations with both Curriculum and Instructional Methods (r = 0.712, p = 0.000) and Bureaucratic Hurdles (r = 0.463, p = 0.000). Infrastructure and Facilities had weaker yet significant correlations with several variables, emphasizing its influence on operational efficiency. Multiple regression analysis provided deeper insights, with the comprehensive Model 5 showing that Human Resource Management had the strongest positive effect on Bureaucratic Hurdles (Beta = 0.863, p = 0.000). Resource Allocation (Beta = 0.334, p = 0.003) and Infrastructure and Facilities (Beta = 0.202, p = 0.002) also positively influenced operational effectiveness, while Curriculum and Instructional Methods exhibited a significant negative effect (Beta = -0.644, p = 0.000). Administrative Challenges had a negative but statistically significant effect (Beta = -0.215, p = 0.014), highlighting its potential to hinder operational success. These findings underscore the importance of targeted interventions in resource management and infrastructure to mitigate operational challenges and enhance overall school effectiveness.

CONCLUSIONS

This paper provides a comprehensive analysis of the operational challenges faced by semi-government schools and their impact on educational quality and student academic performance. The findings highlight several critical factors, including administrative challenges, resource allocation inefficiencies, human resource management issues, inadequate infrastructure, and bureaucratic hurdles. These factors are intricately linked, collectively influencing the operational effectiveness of semi-government schools. Demographic analysis revealed that the majority of the teaching workforce is middle-aged, with class teachers being more prominent in the 36-40 years age group. This suggests a need for policies focusing on the professional development and retention of experienced teachers. The reliability and Chi-Square test results indicate significant associations between the identified challenges and their impact on the overall educational system, underscoring their relevance in shaping school operations. The Pearson's correlation analysis demonstrated moderate to strong relationships between variables such as resource allocation, human resource management, and curriculum methods. Specifically, human resource management emerged as a critical factor with strong positive effects on operational success, as reflected in the regression analysis. In contrast, administrative challenges and curriculum instructional methods had negative impacts, signaling areas requiring urgent attention and improvement. It was concluded that the operational inefficiencies in semi-government schools necessitates targeted interventions in resource allocation, infrastructure development, and human resource training. Strategies should focus on reducing bureaucratic hurdles, promoting effective administrative practices, and fostering collaborative decision-making. These measures can significantly enhance the

operational effectiveness of semi-government schools, thereby improving educational quality and student outcomes.

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