

School Governance and Teachers' Performance at International Education in Vietnam

Fe V. Ibe

<https://orcid.org/0009-0006-3201-2331>

fevillanuevaibe63@gmail.com

Philippine Christian University, Manila, Philippines

Abstract

This study investigated the relationship between school governance and teachers' performance in international education institutions in Vietnam. It sought to determine whether effective governance practices contribute significantly to teachers' instructional and professional performance within an international academic environment. School governance was examined in terms of leadership effectiveness, policy implementation, decision-making processes, accountability systems, and stakeholder participation, while teachers' performance was assessed through instructional delivery, classroom management, professional commitment, and student engagement. A quantitative descriptive-correlational research design was employed. Data were gathered from teachers in selected international education institutions in Vietnam using a structured survey questionnaire. Descriptive statistics were used to determine the level of school governance and teachers' performance, while Pearson correlation analysis was applied to test the significance of the relationship between the variables. The findings revealed that school governance was generally perceived to be effective and that teachers' performance was rated high. Moreover, the results showed a significant positive relationship between school governance and teachers' performance, indicating that stronger governance structures and practices are associated with improved teacher effectiveness. The study underscores the importance of transparent leadership, collaborative decision-making, and accountability mechanisms in promoting teaching quality and institutional effectiveness. It further suggests that strengthening school governance can serve as a strategic approach to enhancing teacher performance and sustaining quality standards in international education institutions in Vietnam.

Keywords: school governance; teachers' performance; international education; educational leadership; accountability mechanisms; Vietnam; institutional effectiveness