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KEYWORDS	ABSTRACT
Education policy implementation capacity, public value creation, algorithmic performance management, performance information use, political salience	Purpose: This study examines how education policy implementation capacity contributes to public value creation in education. It further investigates the mediating role of purposeful use of performance information and examines whether political salience of education policy changes the relationships between implementation capacity, algorithmic performance management, and public value creation. Method: A quantitative, cross-sectional, explanatory design was employed. Data were collected from principals of government schools in major cities of South Punjab, Pakistan, using a structured questionnaire. A total of 294 valid responses were analyzed using Partial Least Squares Structural Equation Modeling in SmartPLS 4. The measurement model was assessed for reliability, convergent validity, and discriminant validity, while the structural model was examined through direct, mediation, and moderation analyses. Findings: The findings demonstrate that education policy implementation capacity positively contributes to public value creation. Purposeful use of performance information significantly mediates the relationships of both education policy implementation capacity and algorithmic performance management with public value creation. However, political salience does not significantly moderate the relationships between implementation capacity or algorithmic performance management and public value creation. Originality/Implications: The study extends Public Value Theory by integrating organizational capacity, algorithmic performance management, purposeful information use, and political context into a unified framework. It highlights the importance of strengthening implementation capabilities and purposeful performance information use to improve public value in education.
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Introduction

Education systems play a key role in social development, human capital production, economic opportunity and the provision of key public services (Demartini et al., 2024). But the impact of an education policy is not determined solely by the design and drafting of the policy, but also by the ability of other actors in the public system, including school level actors, to interpret policy intentions into good practice and meaningful social outcomes (Muthanna & Sang, 2023). To successfully implement education policy, administrators need capacity, knowledge, tenacity, initiative, clear expectations of performance, sufficient information, and intergovernmental coordination (Elugbaju et al., 2024; Magnone & Yeziarski, 2024). International experience shows that evidence-based implementation, shared aims, stakeholder involvement, and capacity at the policy level are key in the process of successful education reforms (Ayub et al., 2025). However, despite the formal decentralization and policy goals in Pakistan, education reforms have often encountered problems in their local implementation due to organizational constraints, inadequate resources, and bureaucratic control (Abdallah et al., 2025). Meanwhile, public organizations are increasingly relying on performance management systems and digital technologies to monitor activities and set goals, to evaluate performance and to support management decisions (Rohmadi et al., 2024). As these changes are unfolding, the need to grasp the potential for implementation capacity and technology-supported performance management to deliver public value in education has never been greater.

Empirical studies conducted so far have shown that capacity of an organization is linked to policy implementation and performance of public sector. Some research has demonstrated that service providers with high capability are more likely to be able to coordinate the resources, meet implementation barriers and turn policy goals into service outcomes (Vide et al., 2025). Evidence from Pakistan also suggests that organizational and absorptive capacity can impact implementation effectiveness in the public sector (Shahzad et al., 2025). The significance of performance information for public management has also been demonstrated in research, such as the use of information to support accountability, monitoring, organizational learning, and service improvement when it is actively used by managers (Johnsen et al., 2024; Knill et al., 2024). Further recent evidence with school principals also suggests that data on timely performance, training, involvement of stakeholders in decisions, and sharing of knowledge can motivate managers to use performance data to make decisions (Renaldo et al., 2024). In fact, empirical studies of governance in the education sector and others parts of public services indicate that information-based governance can be effective in enhancing monitoring and service delivery performance when actors are able and willing to use information to take action (Badr et al., 2024).

Although these results have been presented, certain gaps still exist in the literature. Previous studies have often looked at policy implementation capacity, performance management, the use of performance information or public value separately, not as part of a single explanatory model. While the ability to implement policies with, or without, success, or to enhance performance's contribution to organizational outcomes have been examined in existing studies, the contribution of implementation capacity to the creation of public value in education has received comparatively

little research attention ([Elugbaju et al., 2024](#); [Geurts et al., 2024](#)). This is crucial as successful implementation does not necessarily lead to the creation of outcomes that are considered to be socially beneficial, legitimate and valuable by public organizations. Public value, then, offers a more expansive way of thinking about an outcome metric going beyond those of traditional administrative performance ([Benington & Moore, 2010](#)). Another aspect of the literature on public value in national education systems is the need for strategic capacity to sustain overall system performance and to realize broader social, economic and political goals ([Martalenny & Azizah, 2025](#)). However, empirical studies linking the capacity for implementing education policy directly to public value are still quite sparse.

The second gap is related to the education sector and the importance of performance information and algorithmic performance management in this area. While several studies have addressed performance measurement and information use in public organizations, few have considered whether algorithmic performance management can help achieve public value, by making informed managerial decisions about performance information. Previous studies indicate that performance data alone may not lead to actual organizational improvements since the interpretation, evaluation and application of such data need to occur in the context of the organization's operations ([Kroll, 2015](#); [Rohmadi et al., 2024](#)). Furthermore, there is little research that looks at political salience as a contextual factor that can confound the relationships between implementation capacity, technology-enabled performance management, and public value. Education policies can be experienced in politically public spaces where there are opportunities for accountability, expectations, and policy priorities to shape managerial activity ([Elugbaju et al., 2024](#)). But there is still little empirical research on whether or not these relationships become stronger or weaker as the political salience increases. Filling these voids would offer a more encompassing understanding of the complex interplay between organizational capacity, the application of technology, information utilization, and political context in the context of public education.

In the context of this background, this research aims are to investigate the relationship between the capacity of implementing education policy and the creation of public value in education, in addition to the algorithmic performance management, purposeful uses of performance information, and the salience of education policy in politics. Specifically, the study aims to answer the following questions: Does the capacity to enact education policy lead to public value creation? Does the algorithmic performance management system mediate the relationship between capacity to enact education policy and public value creation? Does the political salience of the policy moderate the relationship between the capacity to enact education policy and public value creation, and between algorithmic performance management and public value creation? The study is important in that it integrates three aspects of education governance (organizational, technological, informational, and political) within a single empirical model. It also addresses the need for evidence on public education systems in developing country context, such as Pakistan, where the implementation challenges in the context of Pakistan's education policy objectives remain relevant. The research's attention at the school level level provides policy, administration and school

leadership with evidence-based policy insights that can help improve implementation and outcomes for the public.

The theoretical foundation of the research is Public Value Theory, particularly (Benington & Moore, 2010) strategic triangle, which explains public value creation through the interaction of valuable public outcomes, operational capacity, and an enabling authorizing environment. The theory offers a good basis for explaining why capacity in education policy implementation should be a factor in public value: other things being equal, the more capable an organization is to deliver services and outcomes, the higher its contributions to public values are likely to be. It also lends support to the proposed mediating role of purposeful use of performance information since managers can use information to evaluate performance, inform decision making, allocate resources and enhance public services. Likewise, algorithmic PM can offer a frame of structured information and monitoring to support managerial action if used properly. Another important element in the public value theory is the political and institutional context, which serves as a theoretical foundation for the analysis of political salience as a moderator. The research, in consequence, extends the scope of the Public Value Theory by incorporating the concepts of implementation capacity, algorithmic performance management, purposeful information use and political salience to account for the creation of public value in education (Benington & Moore, 2010)

Literature Review

Education Policy Implementation Capacity and Public Value Creation in Education

Capacity for implementation of education policy is the capacity of public education institutions and staff to put the policy into action as a coordinated, feasible and sustained action (Demartini et al., 2024). It includes the analytical, operational, administrative, political, technical and resource-based capacities needed to effectively implement policies (Magnone & Yezierski, 2024). Policy capacity is recognized as one of the key institutional resources as policy outcomes are not just the result of policy formulation but also of interpretation, coordination, implementation, monitoring and adaptation of policy interventions by public organizations (Ayub et al., 2025). Capability in implementing a policy is especially relevant in the education sector where the implementation of a policy involves several administrative tiers and a large number of actors, ranging from government ministries to school managers and teachers, as well as community stakeholders (Degen et al., 2025). There is evidence that the more highly developed the public officials' competencies related to policy, the better they can carry out policy work.

For instance, (Ye & Guo, 2025) reported a notable improvement in the analytical, operational, political and legal skills of public servants, as a result of the education they had received in public administration, indicating that institutional and individual capacities can build the resources needed to implement effective policy. Public value creation is the production of value that has a social meaning in public institutions and services, such as better service quality, equity, accessibility, responsiveness, accountability and benefits for citizens and communities (Benington & Moore, 2010). In education, public value is manifested when public educational policies provide

value for students, families, and communities and not just administrative goals. Institutional capacity – public value can be interpreted as the ability of public organisations to transform policy resources and policy objectives into public value outcomes that respond to collective needs (Muthanna & Sang, 2023).

Implementation institutions with sufficient administrative knowledge, coordination systems, resources, monitoring systems, and problem-solving skills are more likely to provide services on a consistent basis and meet stakeholder needs (Fernández-i-Marín et al., 2024). There is empirical evidence in education to back this relationship. For example, in Pakistan, research on the provision of decentralized education has found that while policy and funding interventions can lead to better infrastructure and educational outcomes, their impacts can vary depending on the specific dimension of the outcome (Hameed et al., 2024).

H1: Education policy implementation capacity has a positive relationship with public value creation in education.

Algorithmic Performance Management is the process of gathering, analysing, assessing and reporting information on employee or organisational performance using algorithmic systems, data analytics and automated decisions tools (Keegan & Meijerink, 2025). In education, these systems can be applied for tracking educational activities, measuring educational indicators, analyzing performance gaps, task allocation, resource allocation, and managerial decision making (Kadolkar et al., 2025). As algorithmic systems are increasingly adopted in organizations, the way performance information is produced and utilized is also shifting, enabling managers to manage a substantial amount of information and to identify patterns that are likely to be harder to recognize using traditional methods (Parent-Rochelleau et al., 2024). Algorithmic management can enhance managerial control, as it makes it possible to get performance information in a continuous and standardized way, and data-driven systems can also help with decision-making and with allocating resources in a more timely manner (Deng et al., 2025). In public institutions, the use of digital and algorithmic technologies has been linked to organizational responsiveness, administrative coordination, and information processing gains – as long as they are properly embedded in existing institutional processes (Angelova, 2024). In the educational context, data-driven management can also offer information for administrators to monitor, plan and leverage in making specific interventions. The success of algorithmic performance management, however, relies on the quality of the data available, transparency of the decision-making process, the institutional capacity and appropriate human oversight (Leavitt et al., 2025; Zhang et al., 2025). The features outlined here can help make algorithmic performance management more relevant to how educational institutions can enhance the provision of public services and how they govern them.

H2: Algorithmic performance management has a positive relationship with public value creation in education.

Mediating role of purposeful use of performance information

Purposeful use of performance information does not only mean collecting or reporting performance indicators, but it is the systematic and deliberate use of performance information to inform decision making, identify problems, allocate resources, adjust strategies and enhance organizational practices (Shahzad et al., 2025). It is important to note that, while performance data may be available, it is not the information itself that creates organizational value, but rather how decisionmakers interpret and utilize the information in decision making and policy making processes (Badr et al., 2024). The research conducted on public institutions suggests that the organization and managerial capacities affect the extent to which the information on the performance is integrated into decision processes (Vidè et al., 2025). (Johnsen et al., 2024) also showed that managerial practices and organizational factors have a strong impact on the use of performance information; (Carter et al., 2026) showed that leadership, organizational culture and demands outside the organization can affect the use of information on performance. In the education arena, strategic use of information can help administrators determine what needs to be done, track progress toward policy goals, and evidence-informed adjustments. This implies that implementing capacity may impact on public value indirectly because if institutions are able to produce, interpret and use performance information for corrective action and strategy, they are more likely to be capable (Badr et al., 2024). Likewise, algorithmic performance management can boost the availability, timeliness and detail of performance information by automating data collection and analysis (Keegan & Meijerink, 2025). But merely creating algorithmic information does not necessarily lead to better public outcomes. Its value is contingent on its use by managers to inform decisions and organizational improvement (Kadolkar et al., 2025). Therefore, purposeful information use is an important mechanism in which institutional implementation capacity and algorithmic performance management can impact the creation of public value. The mediation role of purposeful use of performance information can also be understood by reflecting on the process of how organizational capabilities became public outcomes (Geurts et al., 2024). While capacity to implement education policy offers administrative, technical, and/or organizational support to gather and analyze relevant evidence, algorithmic performance management offers mechanisms for generating and analyzing performance information (Survilaite et al., 2024). Through purposeful use, these become knowledge and become tools for learning and teaching management to determine needs, measure progress, prioritise interventions, and adapt implementation strategies (Degen et al., 2025). This logic is supported by previous empirical studies that have found that the use of performance information is linked to improved organizational decision making and management practices if information is being used during the course of the operational and strategic process (Zarandi et al., 2024). Similarly, studies in algorithmic management suggest that algorithmic data monitoring can enhance coordination and managerial decision making when organizational actors are able to successfully interpret algorithmically generated information.

H3a: Purposeful use of performance information mediates the relationship between education policy implementation capacity and public value creation in education.

H3b: Purposeful use of performance information mediates the relationship between algorithmic performance management and public value creation in education.

Moderating role of political salience of education policy

Political salience is defined as the extent of political visibility, interest and debate of the policy issue by relevant actors. Elected officials, government officials, media, interest groups, and citizens are more likely to pay attention to policy issues that are more politically salient, which may shape the conditions in which policies are implemented (Ayub et al., 2025). In the field of education, political salience can occur when a policy addresses topics that are salient to the public, such as access, quality, curriculum, teacher recruiting, educational inequality, or government spending. The policy implementation literature indicates that the political context of a policy can affect the resources, attention, coordination, and administrative support for policy implementation (Rohmadi et al., 2024). A high profile of political attention could lead to more intense focus on policy implementation, increased monitoring and faster responses to policy implementation issues. Meanwhile, policies that have political salience could also entail rival stakeholder demands and higher demands on administrators, making implementation more complicated (AFONYAA-HARRY & AKPAN, 2025). Empirical studies on the implementation of policy suggests that political support and the wider institutional setting have an impact on the capacity of public organizations to implement policy effectively (Aleksic, 2024). Political salience, therefore, can have a public value impact on whether or not the institutional implementation capacities translate into outcomes that are visible and meaningful to citizens (Fernández-i-Marín et al., 2024). If there is persistent political interest in education policies, there can be links between policy and organization that are stronger, and organizational capacity can become more directly related to public value as resources, monitoring, and administrative action are more likely to be focused on the policy goals (Franko & Witko, 2023). Thus, the public value creation-implementation capacity connection can be stronger or weaker depending on the political salience.

The role algorithmic performance management plays in the creation of public value might also be influenced by political salience. Algorithmic systems can output a lot of information about performance, and this information can be useful and timely, but the degree to which this information is useful and timely to the public depends on the organizational and political context in which it is interpreted and used (Aleksic, 2024). If an education policy is politically salient, algorithmically produced performance information may be more likely to be the focus of attention of policy makers, administrators, and other stakeholders, which then increases the likelihood that the performance evidence will be used to monitor, hold accountable, allocate resources, and adjust policy (Sancassani, 2023). In the realm of public organization performance measurement, public managers' interpretation and application of performance information may be affected by external political and institutional pressures (Kadolkar et al., 2025). Likewise, in the field of algorithmic management, it is crucial to recognise that algorithmic systems are not autonomous but rely on organization and institutional setting; that is, the impact of algorithmic systems is shaped by management practices, governance structures and organisational agents' reactions (Parent-Rocheleau et al., 2024).

H4a: Political salience of education policy moderates the relationship between education policy implementation capacity and public value creation in education.

H4b: Political salience of education policy moderates the relationship between algorithmic performance management and public value creation in education.

Theoretical Framework Supporting the Research

The links that are suggested in the research model might be explained with the Public Value Theory, specifically with (Benington & Moore, 2010) strategic triangle that states that public organizations produce value when the following three conditions are in place, the production of substantively valuable outcomes; legitimacy and support within the authorizing environment; and capacity to deliver outcomes in terms of operations and administration. Thus, from this view education policy implementation capacity can be seen as one of the operational capacities since institutions need to have the capacity to implement policies with the necessary administrative resources, skills, coordination and implementation, in order to produce the necessary outcomes that will benefit citizens. Based on this, it can therefore be concluded that the theory offers a direct basis for the expected positive relationship between implementation capacity and public value creation. The framework can also be applicable for algorithmic performance management, as contemporary public organisations are increasingly using information technologies and data systems to enhance their decision making, monitoring, coordination and service delivery processes: public value is not simply related to efficiency, but also to the wider social and institutional outcomes of these technologies (Degen et al., 2025). Performance information alone does not necessarily lead to better decisions or outcomes, however. Performance information needs to be actively interpreted and applied by managers, research suggests (Shahzad et al., 2025). Therefore, when effectively utilized, the purposeful use of performance information acts as an important lever for the implementation capacity and algorithmic performance management to turn into public value. Figure 1 presents these proposed relationships by positioning education policy implementation capacity and algorithmic performance management as antecedents of public value creation, purposeful use of performance information as a mediating mechanism, and political salience of education policy as a moderating contextual factor.

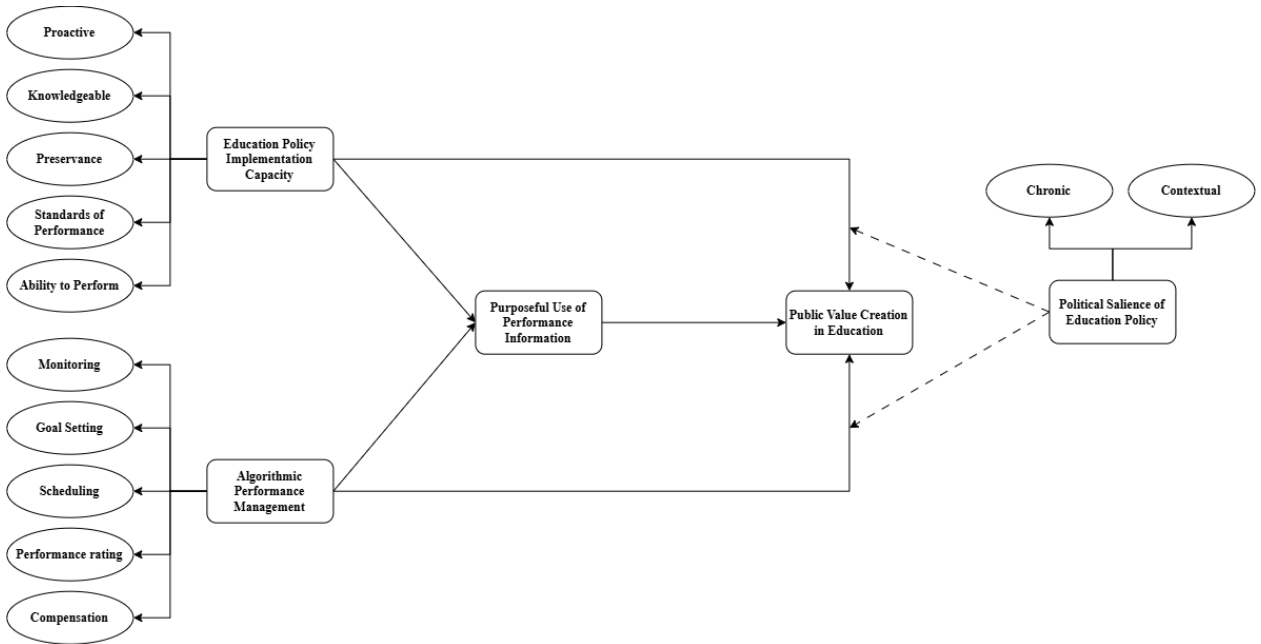


Figure 1: Conceptual Framework

Methodology

Research design

The study used a quantitative, cross sectional and explanatory design to analyze the relationships between education policy implementation capacity, algorithmic performance management, purposeful use of performance information, political salience of education policy and public value creation in education. In the present study, the researcher was interested in testing theoretically derived hypotheses and estimates of the strength and significance of the relationships between several latent constructs, thus requiring a quantitative approach. Since the research aimed at explaining the effect of institutional and technological conditions on the creation of public value, the explanatory design was used. The use of the explanatory design was appropriate for the research aimed at explaining the effect of the institutional and technological conditions on the creation of public value, as well as whether the purposive use of performance information is a mediating mechanism and the political salience is a moderating condition. The cross-sectional design was used since data on all constructs were gathered at a single time from respondents. Each government school principal was the unit of analysis. Principals have been chosen as they are directly involved in implementing the education policy in the schools, in managing performance, interpreting performance information, and responding to administrative and community needs. School leadership is especially important for policy implementation because principals affect the way that general education goals are translated into school practices and procedures (Hillen, 2023).

Population, size of sample, and sampling method

The government schools principals were the target population. The study was conducted in the empirical investigation in government schools of major cities in South Punjab. The area multi-cluster sampling method was used, with census within the clusters geographically defined. The sampling structure was designed at the province level, districts level and schools level. Province was the first level of geographical clusters, districts were the second level, and government schools were the third level of sampling units. The census approach was used within the selected geographic clusters rather than using probability sampling to select a smaller number of schools within those geographic clusters. The respondents for this study were principals who work within these schools. This method was suitable as government education systems are administered in different geographical regions and conditions for implementation can vary between districts and schools. Earlier studies have highlighted organizational ability, local administration, resources and management practices as key factors in the implementation of education policies in Pakistan. Of the 294, 294 valid responses were collected and kept. It was found that the achieved sample was adequate for the proposed PLS-SEM model with direct, mediation and moderation relationships. Instead of the conventional ten times rule, the sample size is somewhat evaluated based on the model complexity and statistical power ([Hair & Alamer, 2022](#); [Kock, 2015](#)).

Data Collection.

The data collection methods were primary data, which were gathered by using a structured questionnaire and administered to the principals of the government schools in the selected geographic clusters. Measurement items used in the questionnaire were borrowed from the scales used in previous empirical studies. The wording for the adopted items was modified slightly, as necessary, to be more appropriate for public education and maintain the conceptual meaning of each item. The questionnaire was divided into different sections according to the variables of the study. The questions focused on three attitudes: perceptions about the capacity to implement education policy, the performance of algorithms, the use of performance information as a reason for policy, the political salience of education policy and the creation of public value in education. Eligible principals were identified and questionnaires were sent to them via the identified schools and administrative clusters. The answers were checked for incomplete and unusable questionnaires after the collection. Responses that had considerable gaps in information were excluded and 294 questionnaires were available for further analysis. Using principals' information was deemed appropriate because they have first-hand knowledge of school administration, policy implementation, performance monitoring, and how performance information is used in educational decision making.

Measurement

The multi-item scales adopted from previous studies were used for all constructs. There were a total of 62 items on the measurement instrument. The capacity to implement education policies was assessed in Education Policy Implementation from 20 items to reflect the capacities needed at the

institutional, administrative, technical and managerial level for effective implementation (Hill & Hupe, 2002). Algorithmic performance management was evaluated with 20 items of algorithmic and data-driven mechanisms to monitor, evaluate and manage performance (Dunleavy et al., 2006; Kellogg et al., 2020). The purposeful use of performance information was assessed by 6 items that focused on the intentional use of performance information to make decisions, identify problems, allocate resources, monitor, and improve the organization (Kroll, 2015; Mounihan, 2008). Electronic education policy salience was determined using eight items capturing the level of political salience for education policy, including how much it gets political attention, visibility, interest of stakeholders, and public importance (Birkland, 2019). Finally, public value creation in education was assessed using 8 items relating to the creation of public value from education services – responsiveness, accountability, accessibility, service quality, benefits to citizens and others (Benington & Moore, 2010; Bryson et al., 2014).

Common method bias

Common method bias was taken into account in the research design and statistical analysis since all constructs were measured with a structured questionnaire answered by the same people. Common method bias is a variance that can occur because of how the constructs are measured, not because of the constructs themselves (Podsakoff et al., 2003). This was addressed through procedural strategies such as explaining the wording of the items, setting up the construct blocks, and avoiding overly ambiguous items where possible. A full collinearity variance inflation approach was also used for a statistical evaluation. (Kock, 2015) reported that an assumption of the absence of serious common method bias can be made if the values of the VIFs are under 3.3. The structural relationships were thus examined after the collinearity diagnostics.

Data analysis tool

SmartPLS 4 was used to analyze the data by implementing partial least squares structural equation modeling (PLS-SEM). Given that the proposed model includes several latent constructs and direct, mediating and moderating relationships, PLS-SEM was chosen as the analysis method. The analysis was performed in two steps following the procedures of PLS-SEM. The measurement model was tested in terms of indicator loading, internal consistency reliability, convergent validity, and discriminant validity as the first step. To assess for internal consistency, Cronbach's alpha and composite reliability were calculated, and the average variance extracted was used to test the convergent validity (Hair Jr et al., 2021). Discriminant validity was assessed through the heterotrait-monotrait ratio (Henseler et al., 2014) and found to be acceptable as the ratio was below 1. To determine whether the theoretically distinct constructs were empirically distinguishable, the heterotrait-monotrait ratio, which is widely recommended by (Henseler et al., 2014), was used and found to be acceptable as the ratio was less than 1.

Second, the structural model was evaluated for testing the hypotheses proposed. Path coefficients were discussed for the direct effects of the independent variables on public value creation. Indirect effects were examined to test the mediating role of purposeful use of performance information and

interaction effects were examined to test the moderating role of political salience. Standard errors, t values, p values, and confidence intervals for the direct, indirect and interaction effects were obtained using bootstrapping procedures. Moreover, the coefficient of determination was examined to evaluate the explanatory power of endogenous constructs and effect sizes and predictive relevance were examined to evaluate the substantive contribution and predictive power of the model (Hair Jr et al., 2021). The analytical process allowed the researchers to not only measure direct relationships between the capacity of implementing an education policy and public value creation as well as between algorithmic performance management and public value creation, but also the mechanisms and contextual conditions in which these relationships occur.

Results

Table 1 shows the reliability and convergent validity of the measurement model. All the indicator loadings are greater than the recommended value (above 0.7), ranging from 0.735 to 0.835. The values for Cronbach's alphas are between 0.777 and 0.907, and the composite reliability values are between 0.857 and 0.924. Satisfactory internal consistency is confirmed as all values are above the recommended level of 0.70. Likewise, AVE values range from 0.599 to 0.666, all of which are above the threshold of 0.50, and indicating acceptable convergent validity. In general, the results indicated that all constructs and their dimensions have acceptable levels of reliability and convergent validity.

Table 1: Variables reliability and validity

Construct	Item	Loading	Cronbach's α	CR	AVE
Education Policy Implementation Capacity	ATP1	0.805	0.821	0.882	0.651
	ATP2	0.813			
	ATP3	0.818			
	ATP4	0.791			
Knowledgeability	K1	0.787	0.810	0.875	0.636
	K2	0.798			
	K3	0.790			
	K4	0.815			
Perseverance	P1	0.835	0.828	0.886	0.660
	P2	0.809			
	P3	0.795			
	P4	0.810			
Proactive Orientation	PO1	0.820	0.820	0.881	0.649
	PO2	0.782			
	PO3	0.808			
	PO4	0.811			
Standards of Performance	SOP1	0.815	0.833	0.889	0.666
	SOP2	0.805			

	SOP3	0.812			
	SOP4	0.833			
Algorithmic Performance Management					
Compensation	C1	0.778	0.777	0.857	0.599
	C2	0.788			
	C3	0.775			
	C4	0.754			
Goal Setting	GS1	0.798	0.802	0.871	0.627
	GS2	0.780			
	GS3	0.814			
	GS4	0.776			
Monitoring	M1	0.764	0.795	0.867	0.619
	M2	0.803			
	M3	0.790			
	M4	0.789			
Performance Rating	PR1	0.778	0.815	0.878	0.644
	PR2	0.799			
	PR3	0.812			
	PR4	0.819			
Scheduling	S1	0.747	0.794	0.866	0.619
	S2	0.788			
	S3	0.785			
	S4	0.824			
Political Salience of Education Policy					
Chronic Salience	CHS1	0.796	0.792	0.865	0.616
	CHS2	0.808			
	CHS3	0.740			
	CHS4	0.793			
Contextual Salience	COS1	0.798	0.820	0.881	0.650
	COS2	0.798			
	COS3	0.800			
	COS4	0.828			
Purposeful Use of Performance Information	PUPI1	0.797	0.872	0.903	0.609
	PUPI2	0.789			
	PUPI3	0.782			
	PUPI4	0.735			
	PUPI5	0.800			
	PUPI6	0.776			
Public Value Creation in Education	PVCE1	0.786	0.907	0.924	0.605
	PVCE2	0.761			
	PVCE3	0.800			
	PVCE4	0.758			

PVCE5	0.763
PVCE6	0.797
PVCE7	0.768
PVCE8	0.786

The estimated model in Figure 2 includes education policy implementation capacity, algorithmic performance management, purposeful use of performance information, political salience of education policy, and public value creation in education. The model outlines the proposed direct, mediating and moderating relationships between the study constructs and is used to assess the structural relationships.

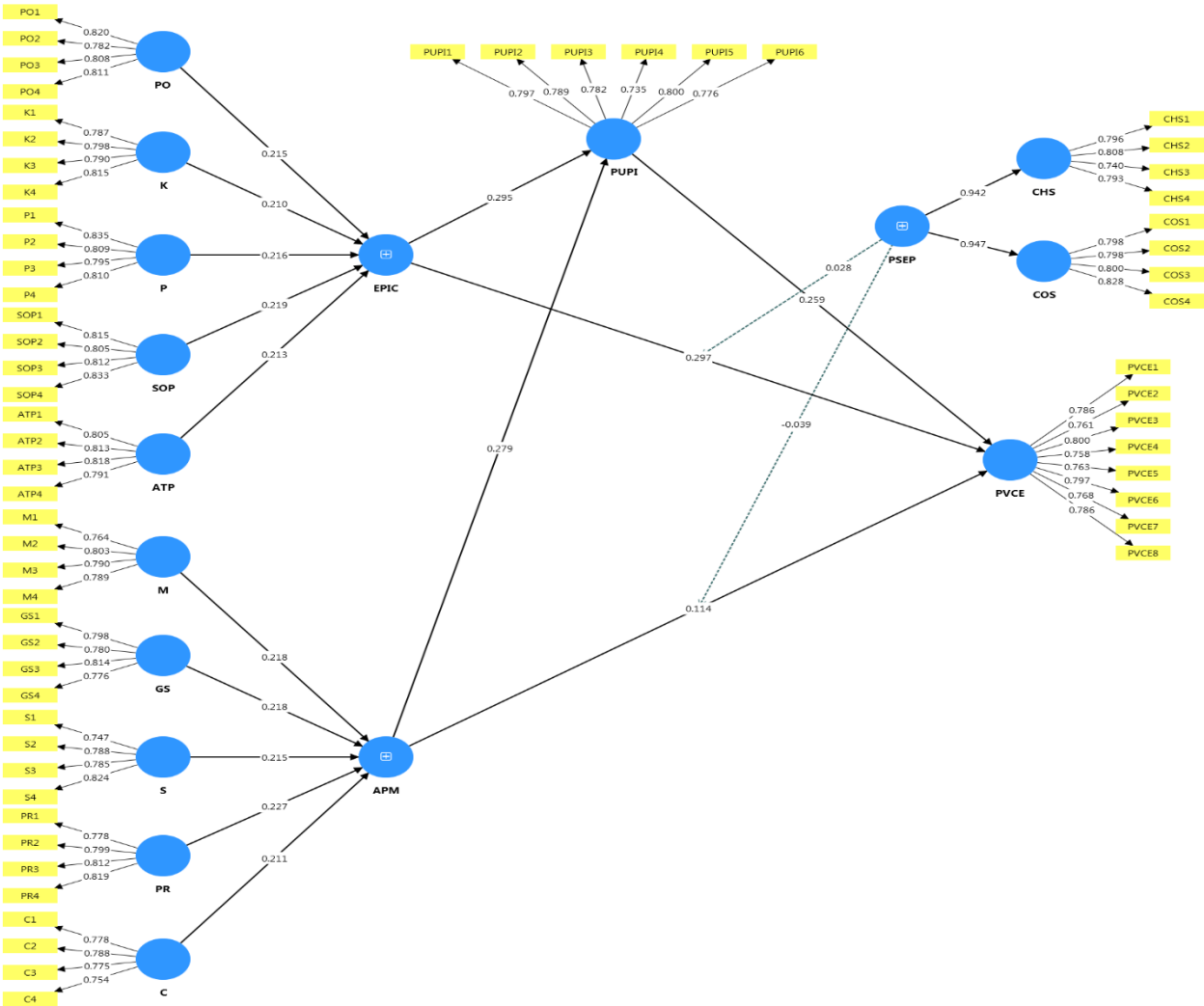


Figure 2: Estimated Model

Discriminant validity (HTMT) is reported in Table 2. The values of HTMT are between 0.305 and 0.599, all of which are below the recommended value of 0.85. The highest value is obtained between education policy implementation capacity and public value creation in education (0.599). The findings suggest that the constructs are empirically distinct from each other and support good discriminant validity.

Table 2: Discriminant Validity (HTMT)

Construct	EPIC	APM	PSEP	PUPI	PVCE
Education Policy Implementation Capacity					
Algorithmic Performance Management	0.536				
Political Salience of Education Policy	0.437	0.383			
Purposeful Use of Performance Information	0.473	0.466	0.305		
Public Value Creation in Education	0.599	0.492	0.510	0.559	

The effect sizes of the structural model are presented in Table 3 as are the explanatory power and predictive relevance. Purposeful use of performance information has an R^2 of 0.249, indicating that 24.9% of its variance is explained by the predictors. In the field of education, the value created is public, with an R^2 of 0.456, meaning that this model accounts for 45.6% of its variation. Q^2_{predict} values: 0.236 and 0.381 = predictive relevance. Overall, the direct relationships tend to have smaller effects in the f^2 results and the interaction effects are very small.

Table 3: R-square statistics Q^2 and f^2

Panel A: Explanatory and predictive power

Endogenous construct	R^2	R^2 adjusted	Q^2_{predict}
Purposeful Use of Performance Information	0.249	0.244	0.236
Public Value Creation in Education	0.456	0.444	0.381

Panel B: Effect size (f^2)

Path	f^2	Effect size
EPIC $\rightarrow$ PUPI	0.085	Small
APM $\rightarrow$ PUPI	0.076	Small
EPIC $\rightarrow$ PVCE	0.103	Small
APM $\rightarrow$ PVCE	0.016	Negligible
PUPI $\rightarrow$ PVCE	0.092	Small
PSEP $\rightarrow$ PVCE	0.080	Small
PSEP $\times$ EPIC $\rightarrow$ PVCE	0.001	Negligible
PSEP $\times$ APM $\rightarrow$ PVCE	0.002	Negligible

The structural model used to test the proposed hypotheses is shown in Figure 3. It illustrates how the capacity to implement education policy is related to the creation of public value in education, both directly and indirectly through the mechanisms of purposeful use of education performance information, and indirectly through the potential moderating role of the political salience of education policy.

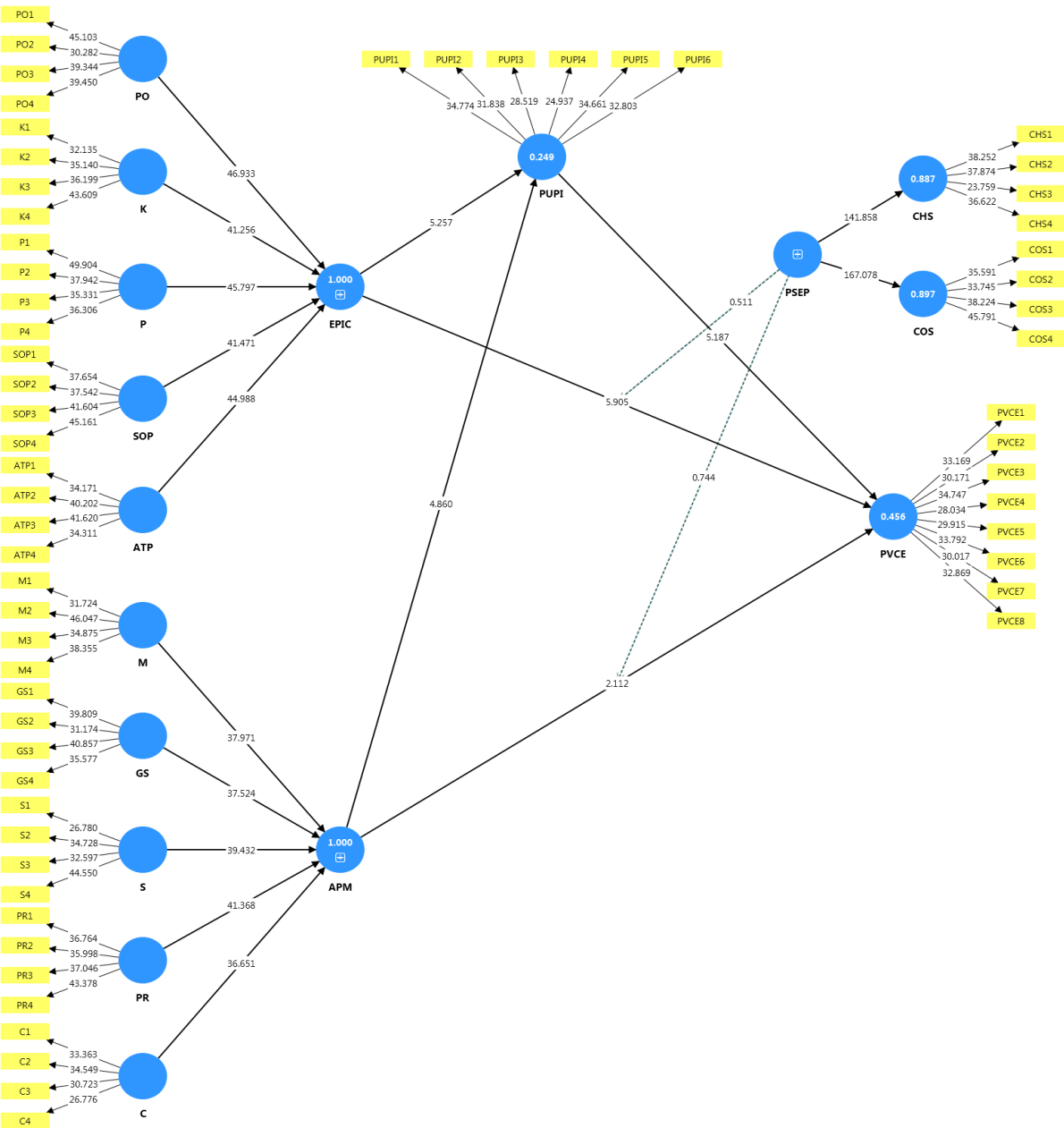


Figure 3. Structural Model for Path Analysis

The result of the hypothesis testing is shown in Table 4. Based on the results of the test, it can be concluded that the education policy implementation capacity is positively and significantly correlated with public value creation in education ($\beta = 0.297$; $SD = 0.050$; $t = 5.905$; $p < 0.001$) and thus education policy implementation capacity is supported. The 90% confidence interval for the population correlation coefficient is (0.211, 0.377) and does not include zero, which also indicates that the relationship is significant. The findings also corroborate the mediating effect of purposeful use of performance information. The relationship between implementation capacity of education policy and public value creation via purposeful use of performance information is positive ($\beta = 0.076$, $SD = 0.021$, $t = 3.570$, $p < 0.001$) and significant (95% CI: 0.045, 0.114). So, it can be concluded that H2 is supported. The indirect effect of algorithmic performance management on public value creation through purposeful use of performance information is also positive and significant, with a value of $\beta = 0.072$ ($SD = 0.020$, $t = 3.614$, $p < 0.001$), and a confidence interval of [0.042, 0.108]. So, the same applies to H3. The results, however, do not lend support to the proposed moderating effects. This is not statistically significant ($\beta = 0.028$, $SD = 0.054$, $t = 0.511$, $p = 0.305$) and the 95% confidence interval contains zero (-0.056, 0.122). So, there is no support for H4. Likewise, there is no statistical significance between political salience and the algorithmic performance management ($\beta = -0.039$, $SD = 0.052$, $t = 0.744$, $p = 0.229$; $CI = -0.126$ to 0.047). As a result, H5 is not supported. Overall, the findings show that there are strong direct and mediating relationships, and that the proposed moderating effects of political salience are not statistically supported.

Table 4: Path Analysis

Hyp	Path	β	SD	t value	p value	90% CI [LL, UL]	Decision
H1	EPIC $\rightarrow$ PVCE	0.297	0.050	5.905	< 0.001	[0.211, 0.377]	Supported
H2	EPIC $\rightarrow$ PUPI $\rightarrow$ PVCE	0.076	0.021	3.570	< 0.001	[0.045, 0.114]	Supported
H3	APM $\rightarrow$ PUPI $\rightarrow$ PVCE	0.072	0.020	3.614	< 0.001	[0.042, 0.108]	Supported
H4	PSEP $\times$ EPIC $\rightarrow$ PVCE	0.028	0.054	0.511	0.305	[-0.056, 0.122]	Not supported
H5	PSEP $\times$ APM $\rightarrow$ PVCE	-0.039	0.052	0.744	0.229	[-0.126, 0.047]	Not supported

Discussion

The results of the study offer valuable evidence on the public value in education as a product of educational policy implementation processes. Overall, the findings suggest that the capacity and effective use of performance information are mechanisms that can have a positive impact on the public when it comes to the impact of education policies (Rohmadi et al., 2024). The results also show that technologically supported performance management, if the information produced by the performance management system is utilized purposefully by the education managers, can create

public value (AFONYAA-HARRY & AKPAN, 2025). But the proposed role of political salience as a contextual condition did not receive support, which implies that the role of political attention in support of the contribution of organizational and technological mechanisms to public value creation is not necessarily strong.

Findings from the first major indicate that the implementation capacity of education policy has a positive relationship with the creation of values in education. This indicates that education managers who are able to exercise their roles are more likely to make policy goals a reality in the public arena, as they have the knowledge, behavior, perseverance, orientation, and performance standards that are required for this. This observation is in line with previous implementation research that focuses on the necessity of having the organizational capacity to interpret policy, coordinate action, overcome implementation barriers, and maintain action in the long-term (Aleksic, 2024). Findings from education research also indicate that capacity to implement is an important factor in translating policy intentions to effective practices, especially in complex institutional contexts. The evidence also suggests a mismatch between the process of policy formulation and its implementation from the Pakistani education context, which calls attention to education's institutional and managerial capacity in realizing education goals. From a Public Value Theory point of view, this finding is in line with (Benington & Moore, 2010) position that a public value is not created by the setting of socially desirable goals. In addition, public organisations need to have the capacity to actually provide services and outcomes that are valued by society based on their objectives.

The results also confirm that when the capacity of education policy implementation is mediated by purposeful use of performance information, the relationship between implementation capacity and public value creation is established. This means that implementation capacity can make an important contribution to public value, as competent education managers will more likely interpret performance information, apply it to their decision making, identify issues, make improvements, and invest time in areas to improve (Degen et al., 2025). Prior research also shows that having performance information does not necessarily lead to better public management. The (Vidè et al., 2025)) study identified that organizational conditions, leadership support, goal clarity, and managerial capacity affect the purposeful use of information about performance. Likewise, (Johnsen et al., 2024) indicate that public managers' use of the information derived from the performance depends on how the information is used in their operations and services. The results support the current explanation, as they illustrate that the use of information and organizational capacity are interdependent and not independent processes. From the perspective of Public Value Theory, purposeful information use may be seen as a way of linking organizational capacity with public outcomes, as managers are using information to assess current practice and allocate organizational resources to activities that can have a positive impact on public services. The present findings extend the theory by showing how the capacity to implement can be transformed into public value by managerial action based on information.

The study further revealed that algorithmic performance management exists between purposeful use of performance information and public value creation in education. It is a finding which

indicates that algorithmic systems can help to generate public value if the information generated in monitoring, goal setting, performance evaluation, scheduling and other actions related to this are used actively in managerial decisions. The evidence presented in this research is corroborated by earlier studies which have found that performance measurement systems do not necessarily lead to improvements in public services, merely because the information is gathered. (Shahzad et al., 2025) purposeful performance information use as a managerial behaviour which involves the transformation of available evidence to action. In the same vein, research about public organisations shows that knowledge about performance can facilitate learning, decision-making and improving services provided by public organisations, if managers actively make use of this information, rather than it being seen as a reporting duty. This result is especially important for the growing number of algorithmic systems in public organizations, as these systems can be used to capture a great deal of performance information but the impact of that information is contingent on how it is interpreted and utilized. This relation is part of the Public Value Theory, in which it is shown that technological and information resources can contribute to the achievement of public value when they enhance purposeful managerial action, which is part of the strategic triangle of (Benington & Moore, 2010).

Education policy implementation capacity, public value creation, and algorithmic performance management, in turn, did not significantly moderate the relationship between education policy and its salience. This indicates that these relationships in the current circumstances were not systematically enhanced or undermined by the level of political attention given to education policy. It is important to note here that this does not mean that politics is irrelevant to the governance of education. There is evidence that political and institutional pressures affect the interpretation and application of performance information including through the accountability, oversight and legitimacy processes of public organizations. The above influences may also be indirect in nature, however. For instance, performance data could serve various functions when used with the management's response to operational requirements, accountability requirements, and political aspirations. Thus, the results indicate that the role of implementation capacity and algorithmic performance management in public value might be more closely related to the internal organizational process and meaningful information use than to political salience. The overall results affirm the theory's core tenet: the political context does not automatically serve as a strengthening condition for all public value relationships, while at the same time underscoring the significance of organizational capacity and managerial action.

Implications

Theoretical implications

This research makes a significant contribution to Public Value Theory by extending the use of the theory to the context of implementation of education policy and by elucidating how organizations and information-based mechanisms can help create public value. The results validate Moore's (1995) strategic triangle in that public value is not only related to the development of socially desirable goals, but also with the organizational capacity needed to transform policy goals into real

public results. The study also contributes to the theoretical debates by introducing the concept of purposeful use of performance information as key means that can help in achieving public value through implementation capacity and algorithmic performance management. This emphasizes the need for managers' interpretation and intent to create public value, not so much organizational capacity or technological systems. The findings also reveal a more complex relationship between the political salience and these other variables, as political salience does not necessarily boost the connections between implementation capacity, algorithmic performance management, and public value creation. The study is therefore a contribution to Public Value Theory, as it combines implementation ability, the use of performance information and management using technology into one explanatory frame that enables public value creation in education to be understood.

Practical implications

The findings have a number of implications for education administrators, policymakers, and school leaders. Education authorities need to improve their implementation capacity by improving the knowledge, problem solving ability, proactive orientation, perseverance and performance standards of managers. Training needs should also include understanding and applying performance information for planning, monitoring, resource allocation and improving services. Reliance on algorithmic performance management, then, should not be considered an end in itself, but rather a managerial capability. Education departments can establish clear procedures to transform performance information into practical decisions and actions for improvement. The increased political salience of the examined relationships did not enhance the relationships, so policy makers should not be solely dependent on political attention to achieve positive policy results. Rather, greater attention needs to be paid to enhancing organizational capacities and effective information-use practices directly related to the improvement of public service.

Limitations and Future Directions

There are several limitations in this research that are suitable for further research. The cross sectional design restricts the capacity of examining the changes in capacity to implement education policy, use of performance information, and changes in public value over time. Longitudinal studies would be able to investigate changes in these relationships over time as policies are implemented. The study was conducted in the government schools of the major cities of South Punjab and hence the results may not be generalisable for other regions, private schools, teachers, students or other stakeholders of education. There is potential to expand the geographic scope and number of stakeholders to gain a deeper understanding of public value creation. Qualitative or mixed-method studies might also be used to gain an understanding of the experiences of these relationships. Other contextual factors may be explored in future research, including institutional support, leadership, organizational culture, resource availability, and/or accountability pressures.

Conclusion

The purpose of this research was to understand how public value creation in education is facilitated by education policy implementation capacity and algorithmic performance management and make purposeful use of performance information and political salience as important research mechanisms. Results show that implementation capacity is a key component of public value, and that thoughtful application of performance information is a key way in which both organizational capacity and algorithmic performance management can lead to positive public effects. The results highlight the need for more than just policy design and technological system in the context of effective education policy. It also demands competent education managers who are able to analyse performance data and turn it into effective action. The results also suggest that the relationships do not necessarily get stronger when the political salience is high. In general, the research builds on Public Value Theory, linking the capacities of implementation, technology-driven performance management, and purposeful information use in education, and offers a framework for understanding how public organizations can convert policy and performance resources into public value.

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