Partnership Programs of the School Governance and Operations Division in Batangas Province

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Abstract: This study aimed to assess the status of partnership programs of the School Governance and Operations Division in Batangas Province with the end view of proposing a management plan to effectively implement partnership programs to stakeholders. It assessed the status of SGOD relative to human resource training and development, planning and research, school management, monitoring and evaluation. The differences in the assessments by the middle level and top-level managers were taken. Further, this study also looked into the assessments on the partnership programs relative to resource generation, capability building program, research productivity, and environmental factor. Moreover, significant relationship between the conduct of activities and aspects of environment in the partnership program as assessed by the respondents was also identified. Results were used in the development of the management plan. The descriptive method of research was utilized in the study with the use of a questionnaire as the main data gathering instrument. Interview and focus group discussion were conducted to enrich the findings of the study. Respondents used were 491 top level and middle level managers from the four divisions in the province of Batangas. The findings revealed that both groups of respondents assessed SGOD partnership programs manifested high implementation in terms of human resource and training development, planning and research, school management monitoring and evaluation thus the null hypothesis of no significance is failed to be rejected underscoring no significant differences on the assessments on the status of SGOD partnership. As assessed between top-level management and middle level management as to manifestation of the SGOD partnership programs, respondents rated high manifestation among resource generation, capability building program, research productivity, and environmental factor. The management program was planned, developed, in accordance with the findings of the study with its composite framework including areas of concern, objectives, programs and projects, description, strategies/activities, time frame, budget, and partner institutions.

Keywords: School governance and operations division, partnership programs, management plan, resource generation, environmental factor, monitoring and evaluation, human resource development.

1. Introduction

The landscape of school governance and operations is now shifting from the traditional concept into an educational and proactive- type where school managers have a much broader sphere of responsibility encompassing multiple schools and educational well-being across wider geographical boundaries within the system. Here, the theoretical underpinnings of school partnership are complex, encompassing a wide range of different types of both formal and informal collaborative activities where it involves schools of different types and contexts. Moreover, schools collaborate for several of reasons over the different time frame and with varying degrees of achievements in terms of impact and sustainability.

Globally, shared governance is an emerging trend where it intends to highlight inter-school collaborative works. Through this, several studies reported improvements in some related areas such as professional development for the staff and career opportunities; sharing good practice and innovation; reductions and realignments in head teacher workload and organizational and financial efficiency as consequences of inter-school collaboration.

To strengthen the governance level, DepEd adopted EO No. 366, 2004 with which the Schools Division Offices are divided into three functional divisions as per DO No. 53, s.2013 to effectively do their functions. The Office of the Schools Division Superintendent (OSDS) is in-charge of all administrative works; the Curriculum and Implementation Division (CID) for the academic performances of the learners and the School Governance and Operations Division (SGOD) for the management and governance of basic services. The paradigm shift in education governance was changed. Parallel efforts are undertaken to strengthen the planning and research, monitoring and evaluation practices and clarify the vertical and lateral accountabilities of the different governance units of its respective functional division. In this way, the system may improve in terms of tracking performance and responding to challenges affecting learning outcomes and organizational effectiveness. Furthermore, it is in the SGOD where partnership is most done to ensure what improvements can still be done to further hasten the services and deliverables in the department.

Prior to these developments, the DepEd has been implementing several projects, programs, and activities (PPAs) that realize various sound philosophical and legal frameworks of the department. Locally, it has been observed that although the schools are doing their best in linking with the different school stakeholders, still declining results has been reported by schools on some of the school-initiated activities. Hence, this study investigated the partnership programs of the SGOD in the

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Province of Batangas to determine the effects of the level of participation of the different stakeholders to school activities resulted from various departments' initiatives such as SFI, SBM, ACCES, BESRA, EFA, SDG, MDG and many others.

On the other hand, aside from the currently felt divides, challenges remain in terms of meeting the goals and achieving the education millennium development goals (MDGs) specifically the universal primary education and gender equality for basic education.   These two MDGs are among those where the country has been off track in meeting the targets in terms of participation, access, completion, and learning performance of learners.

In view of the aforementioned legal bases, the researcher was inspired to know how each level of governance performs partnership programs. Furthermore, the researcher believes that this study along with the developed management may better serve the clienteles and stakeholder partners thus enabling better implementation of programs of SGOD. It is in the light of these reasons why this study was conducted.

2. Objectives

This study aimed to assess the status of partnership programs of the school governance and operations division in Batangas Province with the end view of proposing a management plan to effectively implement such partnership.

Specifically, it aimed to achieve the following objectives:

1. Describe the implementation of SGOD partnerships as assessed by top level managers and middle level managers relative to:

  1.1 human resource training and development
  1.2 planning and research
  1.3 school management monitoring and evaluation

2. Find the differences in the assessments by the two groups of respondents.

3. Determine the assessment on partnership programs with respect to the following aspects:

  3.1 resource generation
  3.2 capability building
  3.3 research productivity
  3.4 environmental factor

4. Find the significant relationship between the status of SGOD and assessment of partnership program.

5. Propose management plan for schools' divisions of Batangas on partnership programs.

3. Hypotheses

The study tested the following null hypotheses.

There are no significant differences in the assessments of the two groups of respondents regarding the status of SGOD partnership.

There is no significant relationship between the status of SGOD and assessment of partnership program

4. Scope, Delimitation and Limitation of the Study

This study covered assessments on the status of SGOD partnership relative to human resource training and development, planning and research, and school management monitoring and evaluation. It also identified the differences in the assessments of the two groups of the respondents.

Moreover, the study likewise determined the assessment on partnership programs with respect to resource generation, capability building program, research productivity, and environmental factor after which a hypotheses was tested to find out relationship between the partnership program. Data were contributory to the proposed management plan which aimed to enhance the implementation of the partnership. The study was limited to the aforementioned variables. Further limitations were data gathered from the researcher-constructed questionnaire and to the responses provided by the respondent groups to the unstructured interview and focus group discussion (FGD).

5. Theoretical Framework

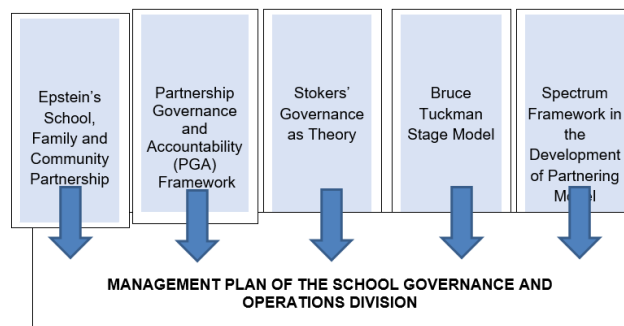Figure 1 shows the theoretical paradigm of partnership programs of SGOD in Batangas Province.

Fig. 1. Theoretical paradigm of partnership programs of SGOD in Batangas Province

6. Conceptual Framework

This study wanted to emphasize various concepts that influenced the crafting of this research.
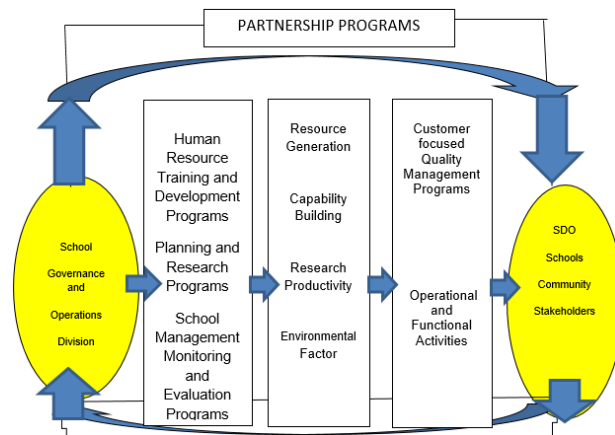

Fig. 2. Conceptual paradigm of the partnership programs of the school governance and operations division in Batangas province

The researcher developed the conceptual framework following the system of QMS - the SIPOC. The flow starts from the SGOD as supplier of inputs that institutionalizes partnership

stakeholders. During the implementation phase, it determined the various programs of the 3 sections of the SGOD in relation to the different terms of predictors as presented. The expected output is a customer focused quality management programs that was carefully thought for implementation by each SGOD sections for the benefits of the clienteles.

7. Methodology

A. Research Design

The study used the descriptive method of research. Menoy (2013), cited that the descriptive method of research investigates situations and subject data to statistical treatment and with accuracy and reliability as important considerations. Considering the characteristic description of this design, the researcher deemed it most appropriate to be used in this study. By employing this method, the researcher was able to determine the status of SGOD partnerships program.

B. Subject of the Study

The study had two groups of population composed of middle level managers such as school heads and top-level managers like SGOD personnel and public schools district supervisors from the four participating schools division in the province of Batangas.

Table 1
Population and sample allocation of respondents in batangas province

Division	Top Level Managers	Middle Level Managers	
		Population	Samples
Batangas City	37	142	37
Batangas Province	105	779	203
Lipa City	36	121	31
Tanauan City	35	96	25
Total	213	1138	296

C. Data Gathering Instruments

The study utilized a self-constructed questionnaire as the main data gathering instrument. Focus group discussion and interview were also conducted to enrich the findings of the study.

Questionnaire: The researcher made use of a survey questionnaire as the main instrument to gather the needed data. It underwent the phases of construction, validation, administration and scoring of responses.

Construction: To come up with good questionnaire items, the researcher read and reviewed books, journals, theses, and dissertations to gain insights on concepts related SGOD partnerships program and the development of management plan. The researcher's actual experiences also enriched the content of the items during the construction of the questionnaire. Observations made and feedbacks from SGOD personnel and other significant individuals likewise provided meaningful ideas in the writing of the first draft. The assistance of the adviser greatly helped in the conceptualization of the concepts for inclusion in the questionnaire, and after a series of consultations and item critique by the adviser, the researcher was advised to present the draft to panelists, and external experts for further validation.

Validation: The approved questionnaire was submitted to some practitioners with long years of experience in education. They were asked to evaluate the content and to give more suggestions on the questionnaire. Their comments were considered by the researcher in forming the new draft. For grammatical accuracy and clarity of directions, the copy was also submitted to some English teachers. All corrections were considered before the final copy was made.

The questionnaire was also piloted to some DepEd personnel who were respondents of the study. Utilizing the Cronbach Alpha Formula, the range of values of the reliability test was measured with the scale as poor- <.67; fair-.67-.80; good-.81, 90; very good-.91-.94; and excellent >.94, respectively (WoCTVET 2014). Based on the result gathered, among the 3 sections tested on its implementation, the school management monitoring and evaluation items got .9405 is interpreted as excellent while the planning and research and human resource training and development were both interpreted as very good with .8621 and .9250, respectively. In terms of manifestation, resource generation, capability building, and research productivity items were interpreted as excellent and the environmental factor items was tested very good. In general, it could be said, the items were generally very good.

The researcher administered the questionnaire personally to the SGOD personnel, PSDS and school heads of the four schools division in Batangas Province.

Administration: The researcher provided the needed materials for the survey questionnaire. With the approval of the schools division superintendents of the identified Division with the cooperation and help of her colleagues in the SGOD, the researcher distributed the set of questionnaires. The researcher explained the purpose of the activity to the respondents.

Scoring of responses. The data gathered from the answers of the respondents were given weight values ranging from 1-4, 1 as the lowest and 4 as the highest in value. The responses were given corresponding qualitative descriptions as reflected in the following scale continuum.

Option	Scale	Verbal Interpretation
4	3.50-4.00	Highly Implemented / Manifested
3	2.50-3.49	Moderately Implemented/ Manifested
2	1.50-2.49	Slightly Implemented / Manifested
1	1.00-1.49	Least Implemented / Manifested

D. Data Gathering Procedure

After the approval of the validated questionnaire for its administration, the researcher prepared the final copy and sought the approval of the schools division superintendents of the Schools Division of Batangas Province to administer the questionnaire to top level and middle level managers. The researcher sought the help of the SGOD chiefs and research specialists from four divisions to utilize the use of online google sheet to 491 respondents with which responses were electronically summarized according to groups. The result from the electronically prepared questionnaire were scored, tallied and were subjected to statistical treatment with the help of a statistician.

Statistical Treatment of the Data: The following statistical tools were used in the data analysis.

t-test. This was used to determine significant difference on the assessments made by top level managers and middle level managers.

Weighted mean: This was used in the study to show the typicality of the responses of the respondents on the assessment of SGOD partnership programs.

8. Findings

A. *Status of School Governance and Operations Division (SGOD) partnerships*

1) Human Resource Training and Development

Based on the assessment of top-level managers, there was high implementation in coordinating with pool of trainers from public and private institutions to share expertise to Department of Education (DepEd) employees while the provision of personal and professional training to retirees yielded the lowest mean.

The middle level managers revealed in their assessment that scouting for free training program for division and school personnel from partner HEI's and universities was highly implemented while the coordination to trainers from public and private institution garnered moderate implementation.

This further implies that the two groups of population both agrees that said section is doing good in terms of its partnership programs.

2) Planning and research

Top-level managers noted high implementation both in sending presenters to external research forum and validating the documents both public and private schools. However, the provision of data to external clients was interpreted to be moderately implemented.

Middle level managers revealed high implementation in inviting external participants to national and international trainings, providing technical assistance (TA) to private institutions in terms of Learner's Information System (LIS) and other data gatherings are highly implemented. The lowest assessment indicates moderate implementation was on the provision of data to external clients.

Generally, overall results signified high implementation by the middle-level managers and moderate implementation by the top-level managers in terms of SGOD partnership program by the Planning and Research unit.

3) School management monitoring and evaluation

Top-level managers cited high implementation in collaborating with higher education institutions (HEIs) with their testing program while moderate implementation was on the assistance for bench-marking activities for private schools was revealed.

As for the assessment of the middle-level managers, strengthening partnerships with private schools   with Memorandum of Agreements (MOA)/Memorandum of Understanding (MOU) was highly implemented while moderate implementation was revealed on the monitoring and assessment to quarterly PTCA meetings.

The overall result signified high implementation of SGOD partnership program in terms of school management monitoring and evaluation by the middle-level managers and moderate implementation by the top-level managers.

B. *Differences in the Assessment by Two Groups of Respondents*

The computed t - values of 0.4334, -1.0006, and -1.5279 respectively yielded p – values of 0.3329, 0.3202, and 0.1304 for which were greater than 0.05 level of significance. This indicated that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference on the assessment on the status of SGOD partnership as assessed by top management employees and school heads.

C. *Assessment of the SGOD Partnership Programs*

1) Resource generation

Data revealed that top-level managers had high manifestation rating in inviting pool of trainers and collecting data from stakeholders. Lowest assessment was in submitting feasibility study to partner institutions described as moderately manifested.

The middle level managers assessed that tapping DSWD and Local Government's Community Affairs Office for possible developmental activities for DepEd employees and learners experiencing risks and inviting pool of trainers from private institutions for research fora and capacity building were highly manifested.

Conclusively, SGOD partnership program in terms of resource generation was assessed highly manifested by the two groups of respondents.

2) Capability building program

The assessment of top-level managers revealed that there was high manifestation in leading in the provision of orientation or capacity building to parents based on their needs and bringing training opportunities to internal stakeholders sponsored and organized by the external partners.

Middle level managers assessed that conducting needs assessment among personnel from private institution was highly manifested while moderate implementation was on capacitating parents' organization and community leaders in resource generation.

In summary, there was high manifestation of SGOD partnership program in terms of capability building as assessed by both groups of respondents.

3) Research productivity

High manifestation was noted by top-level managers in forging research authorship with private institutions but moderate manifestation in the conduct of research relating to trainings for parents and community people.

Middle level managers revealed that institutionalizing the crafting of Project Implementation Plan by all school heads with collaboration on critical data available outside the school environment was highly manifested while moderate implementation in motivating public and private school leaders in crafting research.

The composite mean signified high manifestation assessment of SGOD partnership program in terms of research productivity.

4) Environmental factor

Top-level managers gave high manifestation assessment in providing data on the environmental risks in schools via mapping and monitoring how schools coordinate with private agencies on advocacy campaign on environmental education, and reviewing safety protocols of private schools as to their learning environment in the New Normal. Moderate implementation was noted on disseminating advocacy campaign on YES-O.

Middle managers revealed that coordinating with the City Environment and Natural Resources Office regarding training plan for environmental education among school heads and learners was highly manifested.

The composite mean signified high manifestation of SGOD partnership program in terms of environmental factor.

D. Relationship between the Status of SGOD and Assessment of Partnership Program

Significant relationship was manifested on the status of implementation of SGOD and assessment of partnership programs in terms of resource generation, capability building program, research productivity, and environmental factor with unstandardized beta coefficients ranging from 0.2172 to 0.7316 with computed t – values ranging from of -2.1443 to 2.3631, respectively. A p – value (0.0000) less than 0.05 for each variable was observed on the study.

9. Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The School Governance and Operations Division (SGOD) highly implemented and manifested its partnership programs along human resource and training development, planning and research and school management monitoring and evaluation.

2. The top and middle level groups of respondents have similar assessments in the indicators in human resource and training development, planning and research and school management monitoring and evaluation.

3. The top-level managers assessed moderate implementation on the status of activity along Planning and Research (P&R) and Management Monitoring and Evaluation (SMME) Section but had high implementation assessment on all terms and predictors to partnership programs of SGOD. The middle-level managers gave high implementation and manifestation on all groups of indicators on predictors and terms for partnership programs of SGOD.

4. The status of implementation of SGOD and the assessment of partnership programs in terms of resource generation, capability building program, research productivity, and environmental factors are highly related.

5. The proposed management plan focuses on the activities that may improve implementation of SGOD's programs and projects in the aspects of human resource training and development, planning and research and school

management monitoring and evaluation.

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