

TEA Governance Practices of Public School Heads in Schools Division of Lucena City: Basis for Intervention Scheme

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Abstract: This study aimed to determine the TEA governance level of practice of the School Heads in the public schools of Lucena City including the factors and difficulties experienced by the School Heads in the practice of TEA Governance. A mixed method research design (QUAN-qual) was used in this basic research involving fifty-seven (57) school heads and two hundred eighty-five (285) teachers. Survey-questionnaire which dealt quantitatively was employed. Interview was done to qualitatively determine the TEA governance best practices of the school heads. Based on the results of the study, both the school heads and the teacher-respondents agreed that majority of the principles of TEA governance were highly practiced in the school except for recognizing and scaling-up research-enabled best practices. Both the school heads and the teachers strongly agreed that awareness on DepEd orders, memoranda and policies helped weigh the consequences of their actions and make appropriate decisions as the major factor of practicing TEA Governance. On the other hand, Local School culture and practices done by the school personnel served as the main difficulty and hindrance to better implement TEA governance. The results of the research implied that School heads of Lucena City religiously practiced the principles of TEA Governance. But unfortunately some principles still need to be strengthened. The results also showed that school heads need to innovate in order to come up with best practices on TEA Governance implementation. This study showed a positive implementation of transparent, ethical and accountable governance in every school in the Division. This research also depicts the best practices of the school heads in the implementation of TEA Governance guided by the principles of SCOUTERS ROCK.

Keywords: transparent, ethical, accountable, governance.

1. Introduction

Good governance is almost always a contentious topic. The way public institutions manage public affairs and public resources is something that draws controversy and criticism (Duque, 2014). Spreading globalization, exercise of democratization, explosion of new information and communication technologies – these factors allow the rapid global diffusion of ideas and practices, enabling the public to demand higher standards of transparent, ethical and

accountable public sector. These prerequisite values of good governance and sustainable development not only buttress responsive public policy and high levels of public sector performance but also play a crucial role in preventing the onset of systemic corruption.

The 1987 constitution contains provisions that institutionalize transparency, ethics and accountability within the Philippine Government. The most prominent of these provisions are those enshrined in Article XI Section 1 of the 1987 Constitution stating that “Public office is a public trust. Public officers and employees must at all times be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency, act with patriotism and justice, and lead modest lives.”

Given this mandate of fostering good governance and sound public administration, the Department of Education – CALABARZON implemented TEA Governance, a Transparent, Ethical and Accountable Governance within Region IV-A. Establishing a TEA Governance seeks to safeguard the conduct of DepEd in achieving the desired human service and development. The principles of TEA Governance are enshrined in the rules and regulations (SCOUTERS ROCK) to ensure proper conduct of DepEd officials starting from the Regional office down to Schools and to facilitate efficient service delivery which should translate to educational development of the society. TEA Governance therefore places an obligation on the DepEd CALABARZON to serve in a manner as to ensure the well-being of the Filipino as well as societal progress (Bem, 2014).

To assure good governance coupled with transparency, ethics and accountability in the delivery of service, every school in DepEd CALABARZON are expected to employ this “TEA Governance”. School heads should lead the observance of a transparent, ethical and accountable education system within the entire school guided by the embedded principles in the SCOUTERS ROCK. For years of implementing this rule of good governance, how do we evaluate the efforts of the School Heads in doing such? What are their practices to carry out

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transparent, ethical, and accountable governance within their school all the time? How do they manage all the obstacles that they meet along the way just to carry out this advocacy? And how do they seek support to religiously follow what has been stated in the SCOUTERS ROCK?

2. Research Questions

This study aimed to determine the TEA Governance Practices of the School Heads in the Public Schools of Lucena City which served as the basis in designing and developing an Intervention Scheme to help the School Heads effectively implement transparent, ethical and accountable school governance.

Specifically, it seeks to answer the following questions.

1. What is the Level of Practice of the School Heads in SDO Lucena City on TEA Governance's SCOUTERS ROCK as viewed by the:
 - a. School Head-Respondents
 - b. Teacher-Respondents
2. What are the FACTORS that help the School Heads in practicing the TEA Governance based on the perception of the:
 - a. School Head-Respondents
 - b. Teacher-Respondents
3. What are the difficulties and hindrances encountered by the School Heads in practicing TEA Governance based on the perception of the:
 - a. School Head-Respondents
 - b. Teacher-Respondents
4. Is there a significant difference on the perception of the two groups of respondents on:
 - a. TEA Governance Practices
 - b. Support factors in TEA Governance Implementation
 - c. Difficulties and hindrances
5. How the respondents qualitatively view the implementation of TEA Governance in their respective school in terms of:
 - a. TEA Governance Practices
 - b. Support factors in TEA Governance Implementation
 - c. Difficulties and hindrances
6. What Intervention Scheme could be developed in order to improve or sustain the implementation of TEA Governance in the Division of Lucena City?

3. Method

A mixed method research design (QUAN-qual) was used in this action research. According to Creswell and Plano (2011), mixed method focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study. The central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problem than either approach alone. And since this study provided assessment on the TEA Governance practices of the school heads as viewed by the School Heads themselves and selected teachers, survey-questionnaire which was dealt

quantitatively was employed. To qualitatively validate their responses, interviews was done for the School Heads where data was sliced, transcribed, grouped and coded. With this two combined action, mixed method is the most appropriate.

Purposive sampling technique will be applied to select the school head-respondents since all the public school heads both elementary and secondary will be part of the study. It will include all the school heads which comprise forty-four (44) in elementary and thirteen (13) in secondary. Moreover, in the selection of teacher-respondents, stratified random sampling will be used. Two hundred eighty-five (285) teachers will be selected as respondents (computed using Slovin's Formula at 5% margin of error). They will be composed of 70 from north district, 45 from east district, 55 from west district, 50 from south district, and 65 from secondary schools.

Questionnaires with rating scale of 4 in the form of checklist will be answered by the two groups of respondents – the School Heads and the Teachers. Indicators from the questionnaires will be derived from the SCOUTERS ROCK. Since this tool has been used to effectively evaluate the observance of TEA Governance in every school, it is proper to anchor the questionnaires to this tool in order to reveal the TEA governance practices of the School Heads. Prior to the administration, validation of the questionnaire will be conducted. Interview was also been done among selected respondents to validate their practices revealed in the quantitative assessment. To gather the most reliable data needed for the study, assurance of avoidance of the exposure of the respondents' identity was keenly observed. Since responses to interviews was part of the analysis, then issue on anonymity should be addressed carefully. To get around the dilemma, codes was used and respondents was named as SH1, SH2, SH3 and so on for school heads. Confidentiality of the responses of the participants to this research was also be observed and treated with utmost privacy.

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4. Results and Discussion

From the data, the following findings were obtained:

A. TEA Governance Level of Practice of the School Heads

The top principle that were agreed by the respondents to be highly practiced by the school heads were "Render regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS", "Keep schools and offices safe and eco-friendly.", "Create and nurture productive partnerships with all stakeholders in implementing various education programs and activities." and "Take active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes." attaining average weighted means of 3.64, 3.58, and 3.56 respectively.

On the other hand, only the principle of "Recognize and scale-up research-enabled best practices of exemplary performance to sustain a culture of excellence." got the mean of

Table 1
Summary of the TEA Governance Practices based on the SCOUTERS ROCK

STATEMENTS	Weighted Arithmetic Mean (WAM)				Average WAM	DESCRIPTION
	School Heads	Rank	Teachers	Rank		
To practice TEA Governance, as a School Head, I::						
1. Strengthening the merit system and support open ranking procedures	3.56	7.5	3.41	8	3.49	Highly Practiced
2. Create and nurture productive partnerships with all stakeholders in implementing various education programs and activities.	3.61	3.5	3.51	4	3.56	Highly Practiced
3. Open all channels of communication (suggestion boxes, online and other media) to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedback for enhanced delivery of services.	3.46	10	3.37	10	3.42	Highly Practiced
4. Uphold the norms of conduct for public servants (commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living.)	3.58	5	3.49	5.5	3.54	Highly Practiced
5. Take active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes.	3.56	7.5	3.55	1	3.56	Highly Practiced
6. Enable every school-aged child and youth to benefit from high quality of basic education service.	3.50	9	3.43	7	3.47	Highly Practiced
7. Recognize and scale-up research-enabled best practices of exemplary performance to sustain a culture of excellence.	3.25	12	3.19	12	3.22	Satisfactorily Practiced
8. Systematically push higher levels of practices in School-Based Management	3.44	11	3.27	11	3.36	Highly Practiced
9. Render regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS.	3.74	1	3.54	2	3.64	Highly Practiced
10. Optimize the utilization of ICT in improving access to and quality of basic education services.	3.57	6	3.49	5.5	3.53	Highly Practiced
11. Conserve water, energy and other resources while performing tasks.	3.61	3.5	3.39	9	3.50	Highly Practiced
12. Keep schools and offices safe and eco-friendly.	3.62	2	3.53	3	3.58	Highly Practiced
AVERAGE	3.54		3.43		3.49	Highly Practiced

3.22 equivalent to satisfactorily practiced. This result only means the weak existence of research among the school. There was still problem on establishing culture of research in the entire school.

B. Factors that Help the School Heads in Practicing TEA Governance in their Own Perception

Among the fifteen (15) indicators, the major factors that helped them implement a TEA Governance in their respective school are “Awareness on DepEd orders, memoranda and policies help me weigh the consequences of my actions and make appropriate decisions.”, and “Sustaining the sense professionalism by following the Code of Conduct.” both gained an average weighted mean of 3.81. These were followed by “Cooperation and teamwork among faculty members”, “Involvement and support from internal and external stakeholders in the planning, implementation and evaluation of the programs and projects implemented in the school”, and “Understanding my roles and responsibilities as SH help me as do my function well.” all got an average weighted mean of 3.75.

On the other hand, “Constant monitoring of the CID and SGOD Personnel” was considered as the least factor that helped them practiced a TEA TEA governance in their school having an average weighted mean of 3.30 although still under the range of strongly agree.

C. Factors that help the School Heads in practicing TEA Governance on Teachers' Perception

Among the fifteen (15) indicators, the teachers viewed the following as the the major factors that helped the school heads implement a TEA Governance in their respective school: “Awareness on DepEd orders, memoranda and policies help him/her weigh the consequences of my actions and make

appropriate decisions. .”, “Understanding of his/her roles and responsibilities as SH help him/her do their function well.”, “Sustaining the sense professionalism by following the Code of Conduct.” and “Involvement and support from internal and external stakeholders in the planning , implementation and evaluation of the programs and projects implemented in the school” which attained average weighted means of 3.63, 3.62 and 3.60 respectively.

On the other hand, “dealing issues with calmness and firmness and willingness to admit failures and mistakes” and “being flexible” were considered as the least factors that helped the school schools practiced a TEA TEA governance in their school having an average weighted mean of 3.48 although still under the range of strongly agree.

D. Difficulties and Hindrances Encountered by the School Heads in Practicing TEA Governance

From the given factors, the following are the statements that they considered as challenges: “Local School culture and practices done by the school personnel” (WAM = 3.21), “Pessimism and negative attitude of the teachers.” (WAM = 3.16), “Problem with regards to ICT (e.g. internet connectivity), school facilities and other equipment.” (WAM = 3.11) and “Lack of cooperation and poor involvement of parents in the school activities.” (WAM = 3.09) all equivalent to an agree description.

On the other hand, the least challenges that they considered were, “Unupdated school data.” and “Lack support from Barangay Officials” attaining average weighted means of 2.67 and 2.61 respectively.

In terms of the perception of the teachers, the following are the statements that they considered as challenges to their school heads: “Problem with regards to ICT (e.g. internet

connectivity), school facilities and other equipment.” (WAM = 2.92), “Poor Living Condition/Environment of the clientele” (WAM = 2.91), “Local School culture and practices done by the school personnel.” (WAM = 2.90) and “Pessimism and negative attitude of the teachers.” (WAM = 2.81) all equivalent to an agree description.

On the other hand, the least challenges to the school heads that they considered were, “Unupdated school data.”, “Problem on punctuality of the submission of reports and poor responses of teachers with regards to accomplishing assigned tasks.” and “Lack support from Barangay Officials” attaining average weighted means of 2.55 respectively.

E. School Head-Respondents Qualitatively View the Implementation of TEA Governance in their Respective School

From the responses of the school heads during the online interview, the following reveal as their best practices in each of the strands of the SCOUTERS ROCK.

For strengthening the merit system and support open ranking procedures, the school heads implement PRAISE in school by giving the Gawad Pununguro or Gwad Parangal sa Guro. They also do annual recognition of teachers in the categories of Best Adviser, Best Classroom Structure and Perfect Attendance Teacher.

In creating and nurturing productive partnerships with all stakeholders in implementing various education programs and activities, school heads practiced the School-Based Education Summit, conduct SOSA or State of the School Address, do School-to-School visit, and Holding Alumni Gathering. Schools also implement Project SEE or Stakeholders Effective Engagement which sought resource management and helped on determining whose stakeholders are appropriate to projects. At the same time, they also conduct regular “Kapehan sa Paaralan” with stakeholders where school programs, projects and activities are discussed.

Under opening all channels of communication to keep everybody updated on all policies and opportunities for professional growth and to gather constructive comments and feedbacks for enhanced delivery of services, aside from the usual having an FB group to disseminate information, school-based hotline, distributing report cards, there are school heads who use google apps in checking DLPs/ providing comments/ feedback.

For upholding the norms of conduct for public servants, school heads strictly follow the No gift policy in offices, Child protection policy, attending flag ceremony and show nationalism, implementing school mantra, implement Project WATCH- We Advocate Time Consciousness and Honesty, and above all being a role model School Head.

With regards to the strand of taking active part in monitoring and supervising teaching-learning activities as well as in providing technical assistance towards better outcomes. School heads do implement Intensified Instructional Supervision, monitor learner’s performance through FGD and one-on-one Interview, Classroom Walkthrough and Peer Teaching /Coaching, and conduct school-based TIP an LAC session.

To enable every school-aged child and youth to benefit from

high quality of basic education service, school heads strictly implement “No Child will Left Behind” through ALS and Inclusive Education. They also do enrolment campaign, child mapping, home visitation and school marketing with the help of the barangay authorities. And lastly, they also implement numeracy intervention and reading interventions.

To recognize and scale up research enabled best practices of exemplary performance to sustain a culture of excellence, school heads form a team area action research. They also conduct CIP, inset and seminar in research and encourage teachers to do research.

To systematically push higher levels of practices in School-Based Management, school heads conducts continuous improvement projects, the conduct online benchmarking, tap potential stakeholders and involve the SGC in the planning of school activities.

To render regular and accurate financial reports on MOOE and other funds generated from other sources and keep an updated and reliable e-BEIS, school heads post financial reports and other transaction operations in TEA Governance Ambassadors Group as well as in the FB group files where all the teachers, students and parents could see. They assign faculty/personnel to keep and update dat of e-BEIS and deed of donations issued only by the school head.

To optimize the utilization of ICT in improving access to and quality of basic education services, school heads upgraded the internet connectivity so that the teachers could utilize the ICT easily in strengthening learners skills in computer through hands- on activity and in doing reports. Teachers also initiated to have TV in every classroom with the help of PTA.

To conserve water, energy and other resources while performing tasks, school heads posted signages and conservation campaign; conducted regular monitoring on the use of appliances and furniture’s; coordinated with the service provider to conduct inspection; and provided water container in every classroom to conserve water.

To keep schools and offices safe and eco-friendly, school heads installed CCTV cameras for its security; conduct inspection of rooms physical facilities that need repair by the property custodian and immediate action taken; hiring security personnel and utility personnel; conduct orientation on the implementation of WINS Program; close monitoring of school gate with school personnel; implementing No Plastic Policy; forming Anti-bullying and CPP Committee; and provision of emergency exit in case of fire.

5. Conclusion

1. Based on the results of the study, the researchers concluded that on the level of practice of the school heads of Lucena City when it comes to TEA Governance’s SCOUTERS ROCK, both group of respondents (teachers and the school heads) believed that majority of the strands in the SCOUTERS ROCK were highly practiced by the school heads. On the other hand, among the strands only one got a response satisfactorily practiced, the statement “Recognize and scale-up research-enabled best practices of exemplary performance to sustain a culture of excellence.”

2. According to the School Heads' and teachers' perception, there were major factors that helped them practice TEA Governance such as awareness on DepEd orders, memoranda and policies; sustaining the sense professionalism by following the Code of Conduct.; cooperation and teamwork among faculty members; involvement and support from internal and external stakeholders in the planning, implementation and evaluation of the programs and projects implemented in the school, and understanding my roles and responsibilities as SH help me as do my function well.
3. On the difficulties and hindrances encountered by the School Heads in practicing TEA Governance, the teachers and school heads themselves agreed on the following factors as challenges: Local School culture and practices done by the school personnel; Pessimism and negative attitude of the teachers; and Problem with regards to ICT school facilities and other equipment.
4. Data revealed that there is a significant difference on the perception of the school heads and teachers with regards to the Level of Practice, Support Factors and Difficulties in the implementation of TEA Governance.
5. As per the interview conducted among School Heads there's only few unique best practices being implemented by the school heads in their respective school as practice of TEA Governance. Most of their responses were already part of the SCOUTERS ROCK monitoring tool except for some innovation and initiatives such as the Gawad Pununguro, conduct of SOSA, holding Alumni Gathering, Using google App to provide feedback and comments, implementation of Project WATCH, promoting school mantra, Posting of the Financial Reports on the School's Facebook account where all the teachers, students and parents could see, Initiated an activity to provide TV in every classroom with the help of PTA, Posting of conservation campaign, Provision of water container in every classroom to conserve water, Install CCTV cameras for its security and Provision of emergency exit in case of fire.

An intervention scheme, Division TEA Governance Training series was developed highlighting the sustainance and improvement of the best practices of the schools when it comes to TEA Governance.

6. Recommendations

1. In the light of the findings, the researchers recommended that school heads should continue govern their school in a transparent, ethical and accountable manner through practicing the principles of SCOUTERS ROCK specifically on strengthening their capacity to recognize and scale up research-enabled best practices of exemplary performance to sustain a culture of excellence.
2. School heads must possess adeptness on DepEd orders, memoranda and policies to guide them in every action and in making appropriate decisions. They should also model the sense professionalism by following the Code of Conduct. In order to overcome the difficulties and hindrances in practicing TEA Governance, school heads must exert effort in changing and directing the local School culture and practices done by the school personnel into a contributory factor of practicing TEA governance. They should turn the pessimistic and negative attitude of the teachers into optimism and positive attitude.
3. School heads should replicate their best practices and allow other school to benchmark on their unique projects and activities in practicing TEA Governance.
4. School heads should implement the Division TEA Governance Intervention Scheme to better improve and sustain their practice of governing the school in a transparent, ethical and accountable manner.

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