



Department of Education Principal
Empowerment in Relation to Shared
Governance:

A Comparative Study

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Background

Several laws, policies, and programs are made to ensure maximum participation process to continuously improve the school conditions to attain higher learning outcomes.

- DECS Order 17, s. 1997 - Adopting a Policy of Empowering School Principals.
- RA 9155 (2001)
- DO. 83 s. 2015. Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT). Publications and Media Relations Division
- A Manual on the Assessment of School-Based Management Practices (2009)
- SGC Manual.
- DO. 44 s. 2015. Guidelines on the enhanced school improvement planning (SIP Process and the school report card (SRC)

Principal Empowerment



The Department of Education responded with the creation of DECS Order 17, s. 1997: Adopting a Policy of Empowering School Principals. It adopted “a policy of empowering all public school principals as the means for the schools to achieve higher learning outcomes. All school principals have been vested with instructional, administrative, and fiscal autonomy for more effective and efficient delivery of quality basic education.”

DECS Order 17, s. 1997

Shared Governance

Shared governance as a principle recognizes that “every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and of which it is principally accountable for outcomes.”

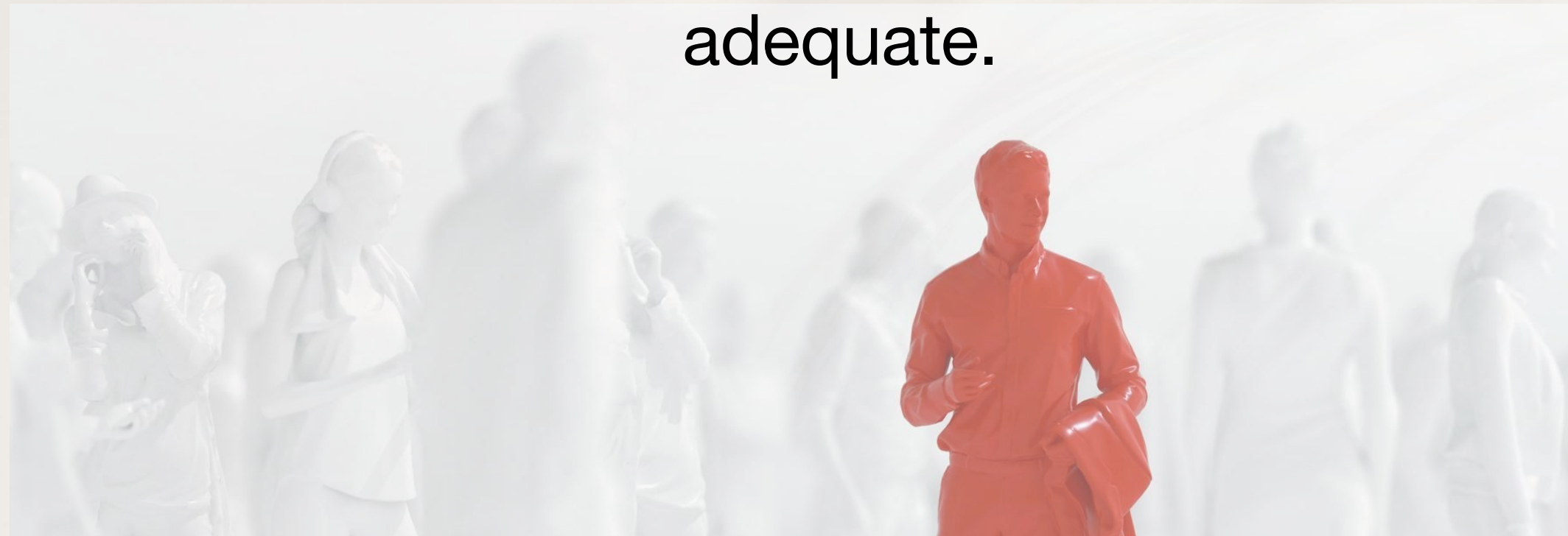


IRR RA 9155, 2001

SBM Assessment

If most of the schools remained at the lowest level in the SBM process, then all these successful implementations, according to several studies, have relative meaning.

That empowerment exists, but the authority vested in the stakeholders is not usually adequate.

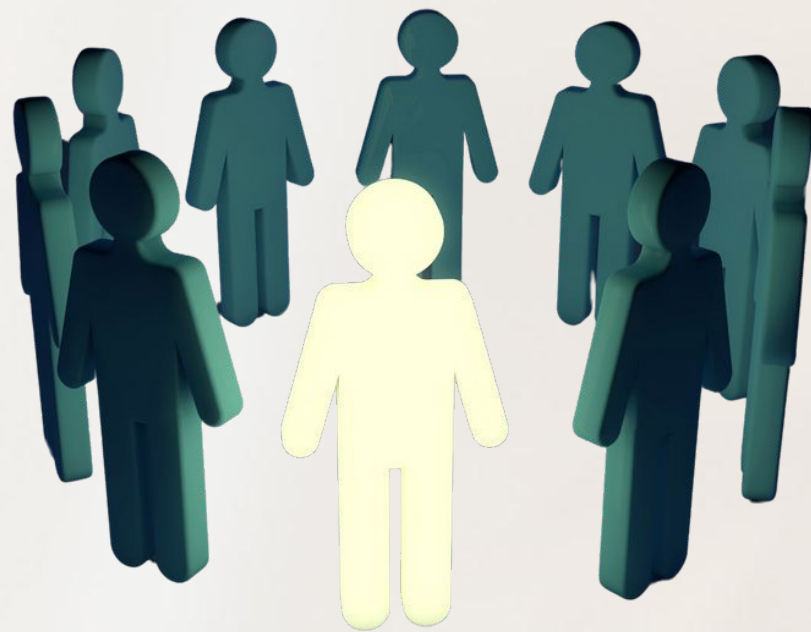


12 AAR

Consistent with the national educational policies, plans and standards, the school heads shall have authority, accountability and responsibility.

- Setting the mission, vision, goals, and objectives of the school.
- Creating an environment within the school that is conducive to teaching and learning.
- Implementing the school curriculum and being accountable for higher learning outcomes.
- Developing the school education program and school improvement plan.
- Offering educational programs, projects and services which provide equitable opportunities for all learners in the community.
- Introducing new and innovative modes of instruction to achieve higher learning outcomes

12 AAR



- Administering and managing all personnel, physical, and fiscal resources of the school.
- Recommending the staffing complement of the school based on its needs.
- Encouraging staff development.
- Establishing school and community networks and encouraging the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers community associations.
- Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers'/learning facilitators' competencies, improving...
- Performing such other functions as may be

Theoretical Framework

The model developed by Clarence Shubert, of the United Nations Children's Fund (UNICEF), is used in this study. Despite this model being initially intended to determine the levels of community participation in development projects, its importance is still applicable to schools since the SBM process is intended to attend to the local needs of every school.



3 Factors on Participation



- Participation by Functions (types of activities): overall management, planning, implementation, maintenance, distribution, and utilization.
- Intensity of Participation (level of involvement): initiating action, decision-making, consultation, and information sharing.
- Extent of Participation (beneficiary coverage): All households, all interest groups, all women, and all leaders only.

Populations

The sample population is divided into 3 sizes based on the number of their teachers.

- Schools A and B are Small Schools since their population is 40 and below.
- Schools C and D are medium Schools because the school teachers' population is between 41-80.
- Schools E and F are Mega Schools since their population is more than 120 teachers.

No Large Schools with a population of 81-120

Findings & Conclusions

Overall Weighted Mean of Principal and Teaching and Non-Teaching Personnel Assessment on Authority, Accountability and Responsibility of School Principal in terms of all 12 Indicators

Table 13

School	Principal WM	Verbal Interpretations	Teachers and Non-Teaching WM	Verbal Interpretations
A (small)	4.90	Always	3.69	Very Often
B (small)	4.96	Always	3.62	Very Often
C (medium)	4.57	Always	4.15	Very Often
D (medium)	5.00	Always	4.17	Very Often
E (mega)	4.42	Very Often	4.55	Always
F (mega)	4.26	Very Often	3.35	Sometimes

Table 20 Overall Frequency of Power of the Principal Shared with the Teaching and Non-Teaching Personnel in 6 Schools of Caloocan

AAR	SMALL SCHOOL								MEDIUM SCHOOL								MEGA SCHOOL							
	A				B				C				D				E				F			
	Teaching	Non-Teaching	Both	Total	Teaching	Non-Teaching	Both	Total	Teaching	Non-Teaching	Both	Total	Teaching	Non-Teaching	Both	Total	Teaching	Non-Teaching	Both	Total	Teaching	Non-Teaching	Both	Total
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	36.67	3.33	60.00	100	44.83	0.00	55.17	100	33.96	7.6	58.49	100	51.85	5.56	42.59	100	48.94	3.19	47.87	100	49.31	4.17	46.53	100
2	53.33	3.33	43.33	100	44.83	0.00	55.17	100	58.49	3.77	37.74	100	44.44	5.56	50.00	100	37.23	8.51	54.26	100	56.94	6.25	36.81	100
3	70.00	0.00	30.00	100	58.62	0.00	41.38	100	45.28	0.00	54.72	100	61.11	3.70	35.19	100	44.68	4.26	51.06	100	64.58	4.86	30.56	100
4	60.00	3.33	36.67	100	62.07	0.00	37.93	100	20.75	11.32	67.92	100	55.56	9.26	35.19	100	69.15	1.06	29.79	100	55.56	7.64	36.81	100
5	70.00	3.33	26.67	100	62.07	3.45	34.48	100	45.28	5.66	49.06	100	51.85	1.85	46.30	100	65.96	4.26	29.79	100	52.08	11.81	36.11	100
6	66.67	0.00	33.33	100	89.66	3.45	6.90	100	47.17	11.32	41.51	100	70.37	1.85	27.78	100	68.09	5.32	26.60	100	57.64	8.33	34.03	100
7	36.67	10.00	53.33	100	51.72	13.79	34.48	100	52.83	7.55	39.62	100	50.00	9.26	40.74	100	55.32	15.96	28.72	100	39.58	18.06	42.36	100
8	40.00	13.33	46.67	100	62.07	13.79	24.14	100	58.49	5.66	35.85	100	48.15	12.96	38.89	100	58.51	12.77	28.72	100	40.97	15.97	43.06	100
9	36.67	16.67	46.67	100	58.62	6.90	34.48	100	30.19	20.75	49.06	100	40.74	16.67	42.59	100	54.26	11.70	34.04	100	41.67	17.36	40.97	100
10	50.00	6.67	43.33	100	48.28	6.90	44.83	100	35.85	9.43	54.72	100	51.85	7.41	40.74	100	54.26	8.51	37.23	100	44.44	12.50	43.06	100
11	46.67	3.33	50.00	100	31.03	10.34	58.62	100	47.17	1.89	50.94	100	57.41	5.56	37.04	100	62.77	9.57	27.66	100	40.28	14.58	45.14	100
12	50.00	3.33	46.67	100	44.83	3.45	51.72	100	41.51	0.00	58.49	100	53.70	5.56	40.74	100	50.00	7.45	42.55	100	38.89	14.58	46.53	100

Note. Numbers in bold font are the highest frequencies given to the teaching and non-teaching personnel by the principal based on the assessment of the teaching and non-teaching personnel.

Semi-Structured Interviews

2. How would you describe the authorities, accountabilities, and responsibilities of a principal in terms of the following?

7. Tell me about a time when a constituent disagreed with the idea of the principal. What did you do?

8. When deciding what to do with local funds for the improvement of the school, the teachers and the non-teaching staff are.

10. Do you think that teachers are well represented, heard, and/or consulted about the programs, projects, and plans that affect the school?

11. Would you work harder and more efficiently if the principal gave you the power to decide and accountability for performing your duties the way you want

Type of Respondent

Level of Significant Difference in the Assessment of Respondents on Shared Governance in 6 Schools of Caloocan

Table 22

The t-test was conducted to test the level of significant difference in the assessment of principal, and teaching and non-teaching personnel on shared governance.

Weighted mean		t-computed Value	t-critical	P-Value	Decision
Principal	Teaching and Non-Teaching				
4.69	3.92	3.46	2.262	0.004	Reject H0

It was observed that the respondents' assessment of shared governance has a critical value of 2.262 and a p-value of 0.004. Therefore, it is concluded that at a 5% level of significance, there is a significant difference in the respondent assessment of shared

Size of School

Table 23

One-way ANOVA

Schools	Mean	F-Value	F-critical Value	P-value	Decision	Remark
Small	3.695	0.487	9.552	0.656	Accept H ₀	Not Signifi cant
Medium	4.175					
Mega	3.955					

Test of Significant Difference on the Assessment of the Respondents on the Shared Power of the Principal when Respondents are Grouped According to the Size of School

It was observed that the respondents' assessment of shared governance has a critical value of 9.552 and a p-value of 0.656. Therefore, it is concluded that at a 5% level of significance, there is no significant difference in the respondent assessment in the problem about the assessment of the respondents on the shared power of the principal when respondents are grouped according to the

Table 21 The extent of Participation of Teaching and Non-Teaching Personnel in the AAR of Principals as Assessed by the Teaching and Non-Teaching Personnel

Authorities, Accountabilities, Responsibilities	SCHOOL A (small)		SCHOOL B (small)		SCHOOL C (medium)		SCHOOL D (medium)		SCHOOL E (mega)		SCHOOL F (mega)	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1	2.70	S	3.17	S	3.45	GE	3.43	GE	3.82	GE	2.90	S
2	3.43	GE	3.28	GE	3.42	GE	3.45	GE	3.85	GE	2.87	S
3	3.40	GE	3.31	GE	3.47	GE	3.45	GE	3.79	GE	2.97	S
4	3.23	S	3.24	S	3.47	GE	3.39	GE	3.86	GE	2.88	S
5	3.23	S	3.24	S	3.45	GE	3.36	GE	3.86	GE	3.01	S
6	3.10	S	3.10	S	3.47	GE	3.36	GE	3.77	GE	2.92	S
7	3.20	S	3.17	S	3.32	GE	3.30	GE	3.79	GE	2.95	S
8	3.13	S	3.07	S	3.51	GE	3.32	GE	3.82	GE	2.92	S
9	3.37	GE	3.10	S	3.45	GE	3.34	GE	3.83	GE	2.90	S
10	3.27	GE	3.28	GE	3.45	GE	3.34	GE	3.83	GE	2.87	S
11	2.97	S	3.21	S	3.28	GE	3.18	S	3.74	GE	2.84	S
12	3.13	S	3.21	S	3.49	GE	3.38	GE	3.85	GE	2.91	S
OWM	3.18	S	3.20	S	3.44	GE	3.36	GE	3.82	GE	2.91	S

Size of School

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Conclusions

- Power is shared between the teaching and non-teaching personnel, but the principals mostly are unable to empower everyone through different levels of participation.
- Powers are mostly shared with the teaching personnel because its population is greater than that of the non-teaching personnel.
- The extent of participation among the 6 schools is not dependent on the size of the school.
- The satisfaction of the teaching and non-teaching personnel is based on whether the personnel is also empowered.

Conclusions

- It is agreed that participative decision-making, accountability, integrity, good social behavior, and honesty are needed to meet the needs for proper governance.
- There is a significant difference in the assessment of school principals and the teaching and non-teaching personnel on shared governance when respondents are grouped according to the types of respondents.
- There is no significant difference in the assessment of the principals, and teaching and non-teaching personnel on the shared power of the principal when respondents are grouped according to the size of the school.

“Education is molded in democracy, and, in turn, democracy is shaped after education.”

-Dewey



Thank you