

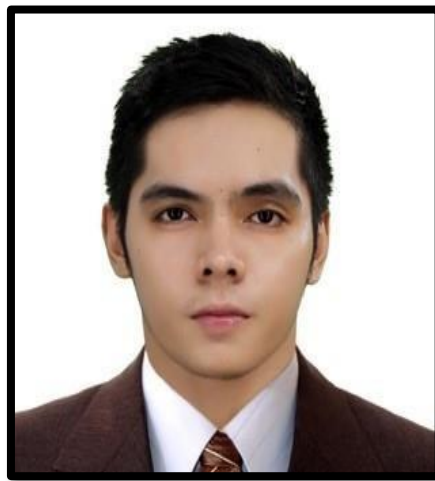


Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**GRIEVANCE MACHINERY AWARENESS AND IMPLEMENTATION AMONG
SCHOOL PERSONNEL: KEY INPUTS FOR AWARENESS AND
INTERVENTION PROGRAM**



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ABSTRACT

Article V (The Teachers and the Profession) Section 5 of the Code of Professional Ethics for Teachers states that “It shall be the responsibility of every teacher to seek correctives for what he may appear to be an unprofessional and unethical conduct of any associates. However, this may be done only if there is incontrovertible evidence for such conduct.” Thus, grievance machinery must be established and employed. Moreover, Civil Service Commission circulated Memorandum Circular No. 02, s. 2001 dated January 26, 2001 which clearly states the guidelines on the settlement of grievances in the public sector. The ideal approach to handle complaints amongst or among government employees and officials will be for each agency to set up its own grievance mechanism, which was also highlighted in the said circular. It must be

anchored in its goals which are to foster harmony in the workplace and to foster the productivity of each employee of the organization.

In line with the circular of CSC, the Department of Education crafted its own grievance machinery and circulated it in detail through DepED order No. 35, s. 2004 entitled “Revision of the Grievance Machinery of the Department of Education.” It is envisioned to help foster healthy and desirable member relations in the Department and to prevent personnel discontent and dissatisfaction.

Biñan Elementary School and Biñan Integrated National High School, the two of the largest public schools in City Schools Division of Biñan have more than a hundred school personnel for Academic Year 2022-2023. Considering the number of personnel in the said schools, they are all working in fulfilling the DepEd’s mission and vision despite their adversity. Since they all come from diverse backgrounds, education, and experiences, it is quite difficult for teachers to complete their daily work while overcoming these differences and carrying out responsibilities in a respectful manner. Due to these mentioned problems, the proponents are impelled to conduct a study on the grievance machinery awareness and implementation among school personnel and provide inputs for proposed awareness and intervention plan which could serve as an enhancement for more efficient dispute resolution.

The results of the study could provide a cascading effect in the following order: further review on the quality management system, specifically the quality support process in school grievance machinery; increase individual awareness on school grievance machinery; and establish a proactive institutional dispute resolution mechanism.

The study utilized descriptive-correlational research design. The proponents employed a researcher-made survey instrument. The closed-survey questionnaire was used in which the respondents can select their answers to questions by placing a checkmark. The questionnaire was divided into three parts: Scale 1 covers the profile of the respondents, Scale 2 covers the respondents’ grievance machinery awareness level, and Scale 3 covers the respondents’ perception on the implementation of grievance machinery on their school community.

Findings revealed that the school personnel of Biñan Elementary School and Biñan Integrated National High School are aware about grounds in grievances, grievance committee, grievance committee’s jurisdiction, and grievance committee’s responsibilities with an exception to the grievance procedure which obtained “Extremely Aware”. This means that the respondents are very much aware with the grievance procedure such as in indicators, “grievance committee may accept and hear grievance/s presented orally or in written form” and “disciplining authorities are responsible in handling serious complain like sexual harassment”. However, the dissemination of information regarding grievance management procedures and discipline handling by responsible officials is not thorough.

As to level of grievance machinery implementation, the respondents’ school community implementation is satisfactory with a composite mean of 3.20. These schools implemented grievance by accepting and hearing grievance/s presented orally or in written form, formulating their own grievance management procedures and strategies, and composing of Principal, Faculty President and a Teaching personnel who is

acceptable to both the aggrieved party. School-related matters such as grievances and discipline management are not frequent occurrences within the school, so officials and staff do not invest significant efforts in enforcing the DepEd Order on Grievance Machinery. Teachers, who are primarily involved in this matter, are not adequately educated about grievance management procedures and discipline handling because they do not perceive a compelling reason to be involved in these processes.

Keywords: *Grievance, Awareness, Implementation*

INTRODUCTION

Problems between or among personnel are common in every organization. This is an inevitable truth. Working in an environment where everything is peaceful is non-existent as there is no such thing as a conflict-free work environment, this also includes an educational institution where intellectual and moral excellence is always being upheld.

Even as highly intelligent and morally upright professionals, teachers sometimes make mistakes too. There are situations that might cause them to feel uneasy and dissatisfied at work. These circumstances account for the fact that, despite their earnest commitment, teachers sometimes take actions that violate the regulations and standards of their profession (Lucila, 2015).

Article V (The Teachers and the Profession) Section 5 of the Code of Professional Ethics for Teachers states that "It shall be the responsibility of every teacher to seek correctives for what he may appear to be an unprofessional and unethical conduct of any associates. However, this may be done only if there is incontrovertible evidence for such conduct." Thus, grievance machinery must be established and employed. Moreover, Civil Service Commission circulated Memorandum Circular No. 02, s. 2001

dated January 26, 2001 which clearly states the guidelines on the settlement of grievances in the public sector. The ideal approach to handle complaints amongst or among government employees and officials will be for each agency to set up its own grievance mechanism, which was also highlighted in the said circular. It must be anchored on its goals which are to foster harmony in the workplace and to foster the

productivity of each employee of the organization.

In line with the circular of CSC, the Department of Education crafted its own grievance machinery and circulated it in detail through DepED order No. 35, s. 2004 entitled "Revision of the Grievance Machinery of the Department of Education." It is envisioned to help foster healthy and desirable member relations in the Department and to prevent personnel discontent and dissatisfaction.

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The results of the study could provide a cascading effect in the following order:

1. further review on the quality management system, specifically the quality support process in school grievance machinery;

2. increase individual awareness on school grievance machinery; and
3. establish a proactive institutional dispute resolution mechanism.

METHODOLOGY

The study utilized descriptive-correlational research design. The researcher collected data using closed questionnaire from 191 school personnel of Biñan Elementary School and Biñan Integrated National High School. The number of respondents was computed using Raosoft Sample Size Calculator with a confidence level set to 95%. The respondents were selected using available sampling technique. A total of 191 respondents were surveyed through Google Forms.

The proponents utilized a researcher-made survey instrument. The closed-survey questionnaire was used in which the respondents can select their answers to questions by placing a checkmark. The questionnaire was divided into three parts: Scale 1 covers the profile of the respondents, Scale 2 covers the respondents' grievance machinery awareness level, and Scale 3 covers the respondents' perception on the implementation of grievance machinery on their school community.

The first scale collected information on the profile characteristics of the respondents in terms of age, gender, years in service, position, and educational attainment.

On the other hand, the second scale measured the level of grievance machinery awareness of the respondents in terms of grounds in

grievances, grievance procedure, grievance committee's jurisdiction, and grievance committee's responsibilities. The indicators provided are adapted from the study of Delos Reyes (2017) and based on DepED order No. 35, s. 2004 entitled "Revision of the Grievance Machinery of the Department of Education. The following numerical rating, categorical response, and verbal description was used for the grievance machinery awareness of the respondents:

The last part of the instrument determined the respondents' perception on the implementation of grievance machinery of their school community. The indicators provided are adapted from DepED order No. 35, s. 2004 entitled "Revision of the Grievance Machinery of the Department of Education. The following numerical rating, categorical response, and verbal description were used for the respondents' perception on the implementation of grievance machinery in their school community.

Prior to administering the survey questionnaire to the study's respondents, it was presented first to the School Research Coordinator for initial checking. For further validation, it was checked by experts in Educational Leadership and Management, Language, and Statistics who provided comments and possible recommendations. Reliability testing was also conducted to ensure that the data was the accurate representation of the respondents' answers.

After securing the approval of the research proposal, permission to conduct the study was sought first from the school principals of Biñan Elementary School and Biñan Integrated National High School. Subsequently, the

proponents also explained the purpose of the study. After the permission is granted, dissemination of information through school memorandum was forwarded to the respondents.

Upon establishing the instrument's validity and reliability, the research instrument was encoded and administered to the respondents through Google Form. Google Form was utilized to make the data gathering procedure efficient and easy since it allows the respondents to answer the survey at their convenience. Hard copy of the questionnaire was given also to the respondents who do not usually have access to the internet.

Should there be a need for clarifications, key points in the instrument were clarified with the respondents to ensure full understanding of the study. Respondents accomplished the survey questionnaire at their own pace within the data collection period. The researchers then tabulated the answered questionnaires and the data gathered were analyzed and interpreted using appropriate statistical treatment.

RESULT

Findings revealed that the school personnel of Biñan Elementary School and Biñan Integrated National High School are aware about grounds in grievances, grievance committee, grievance committee's jurisdiction, and grievance committee's responsibilities with an exception to the grievance procedure which obtained "Extremely Aware". This means that the respondents are very much aware with the grievance procedure such as in indicators, "grievance committee may accept and hear grievance/s presented orally or in written form" and "disciplining authorities are responsible

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As to level of grievance machinery implementation, the respondents' school community implementation is satisfactory with a composite mean of 3.20. These schools implemented grievance by accepting and hearing grievance/s presented orally or in written form, formulating their own grievance management procedures and strategies, and composing of Principal, Faculty President and a Teaching personnel who is acceptable to both the aggrieved party. School-related matters such as grievances and discipline management are not frequent occurrences within the school, so officials and staff do not invest significant efforts in enforcing the DepEd Order on Grievance Machinery. Teachers, who are primarily involved in this matter, are not adequately educated about grievance management procedures and discipline handling because they do not perceive a compelling reason to be involved in these processes.

Based on the findings laid out, the following future directions are hereby offered by the researchers. On the grievance machinery awareness of the respondents, it is recommended that school personnel should be given intervention about the school personnel awareness grievance committee's structure, jurisdiction and responsibilities and grounds for grievance. School personnel could be given more detailed ideas through seminar/infographics. Infographic Material on DepED Grievance Management Procedure may be adapted by schools as a communicating tool in

disseminating relevant information about DepEd Grievance Machinery. It could be recommended also to encourage them to exert additional time and effort to preserve and/or uplift their awareness about grievance management procedure and discipline handling of an institution where they are employed. This may be done through readings and familiarization with the memorandum and orders issued by DepEd.

As to implementation of grievance machinery in schools, it is recommended that schools should give attention to implements employee assembly, "Talakayan" or counseling at least once every quarter, conducts continuing information drive on the Grievance Machinery and employs procedural due process of complaints.

ACKNOWLEDGEMENT

The completion of this research study endeavor will not reach the realms of possibility without the divine guidance and provision of Heavenly Father, the fountainhead of knowledge and wisdom, to Him the researchers wish to return all the glory. Also, gratitude is extended to the following persons whose invaluable contributions are implanted on the pages of this research.

To Senior Education Program Specialist in Planning and Research, Mr. Edward Manuel for the prosperous recommendations;

To Biñan Elementary school principal Ms. Pilar De Castro, Biñan Integrated National High current school principal Mr. Oliver P. Caliwag and former school principal Julie Ann D. Natividad for signing and supporting this study;

To Biñan Elementary School Research Coordinator, Dr. Catherine A.

Costoy, for mentoring and inspiring the researchers;

To Statistician, Ms. April Rose Biglete, for statistical support;

To Content Validators, Mr. Arveeh Aviles, and Ms. Catherine Salazar, for providing constructive criticism in instrument of this study; and

To the respondents, for their time and cooperation.

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