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School Governance Council: Functionality in Shared Governance and Feedback Mechanism of Dayap National High School Through Analysis of Result of Functionality Assessment Tool

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Abstract

Aim: This study aims to describe the functionality of DaNaHay (Dayap Nasyonal Hayskul) School Governance Council (SGC), focusing on shared governance techniques and feedback mechanisms in the School Year 2023-2024.

Methodology: This study employed descriptive research to assess DaNaHay SGC functionality. The study targeted 14 SGC members and utilized the School Governance Council Functionality Assessment Tool (SGC FAT) from the Department of Education Central Office with 12 indicators and 19 sub-indicators. Data collection involved respondents evaluating indicators as "YES" or "NO," submitting supporting Means of Verifications (MOVs) for satisfied indicators, level of functionality, and effectiveness, and considering SGCs functional if meeting 10/12 ($\geq 80\%$) of indicators.

Results: The DaNaHay SGC achieved 7/8 (88%) Highly Functional in shared governance, exhibiting strengths in organizational structure, regular meetings, comprehensive documentation, and active participation in School Improvement Plan (SIP) and Annual Improvement Plan (AIP) development. The DaNaHay SGC also demonstrated 3/4 (75%) Highly Effective in feedback mechanisms, showcasing established communication channels, systematic feedback collection, and stakeholder engagement forums. Key areas for improvement include ineffective communication with the Local Government Unit (LGU) and community and insufficient transparency due to underutilized communication platforms.

Conclusion: The Department of Education's Central Office considers School Governance Councils (SGCs) functional if they meet at least 10 out of 12 or 80% of set indicators. The DaNaHay (Dayap Nasyonal Hayskul) School Governance Council (SGC) stands out as one of the two prime examples in the Schools Division of Laguna, achieving 10/12 (83%), which demonstrates high functionality and effectiveness in functionality indicators, comprising 7/8 (88%) in shared governance indicators and 3/4 (75%) in feedback mechanism indicators. The DaNaHay SGC exhibits strengths in organizational structure, regular meetings, documentation, school development participation, stakeholder engagement, and feedback mechanisms. However, limitations exist in LGU communication and transparency.

Keywords: School Governance Council, Shared Governance, Feedback Mechanism, Education Quality, stakeholder engagement, decentralization, Philippines.

INTRODUCTION

Every unit in the education bureaucracy is accountable for continuously improving learning outcomes (Republic Act 9155, 2001). This law provides direction for decentralizing management and governance at the school level, recognizing local government units and stakeholders as education service delivery partners (Department of Education, 2024).

In compliance, outlining guidelines for establishing School Governance Councils (SGCs). The policy aims to empower school stakeholders and Local Government Units (LGUs) in providing accessible, quality education, upholding children's rights, and promoting respectful learning environments for effective education service delivery (Department of Education, 2022).

The School Governance Council serves as a shared governance structure and feedback mechanism at the school level.



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A study by Race (2018) revealed that 80% of schools lack a School Governance Council (SGC), and existing SGCs demonstrate poor compliance with guidelines. Key challenges include the availability of officers and members for regular meetings and ineffective SGC operationalization. To address these issues, constant monitoring, training, and guideline revisions are necessary. The School Governance Council aims to enhance stakeholder roles in providing quality education, upholding children's rights, and implementing School Improvement Plans.

Dayap National High School established its School Governing Council on November 22, 2021, under the initiatives of Dr. Socorro R. Fundivilla, Principal IV. The council was realigned during Dr. Nenita A. Evasco's term due to the DepEd Order 2022 and has since operated smoothly under current Principal IV, Dr. Evelyn P. Navia. The DaNaHay (Dayap Nasyonal Hayskul) School Governance Council (SGC) was recognized as one of the two prime examples in the Management Committee (MANCOM) meeting in July 2024 for its functionality within the Schools Division of Laguna.

This study's conceptual framework is based on the convergence of feedback loop theory, systems theory, and shared governance theory. Effective governance requires shared accountability and cooperative decision-making among stakeholders, according to Fasano's (1992) Shared Governance Theory. Senge's (1990) Systems Theory highlights how crucial it is to comprehend how different parts of a system—such as the school community, administrators, teachers, and students—are interconnected. To enhance the overall performance of the system, Forrester's (1961) Feedback Loop Theory emphasizes the necessity of ongoing feedback and modification. Through the integration of these theories, this study suggests that systems thinking, collaborative decision-making, and ongoing feedback and adaptation can all contribute to effective school governance, which in turn improves student outcomes and academic achievement.

This study aims to describe the functionality of DaNaHay SGC, focusing on shared governance techniques and feedback mechanisms. The Central Office's Functionality Assessment Tool (FAT) assesses the SGC's efficacy in facilitating collaborative decision-making and identifies areas for improvement. The study's findings will enable stakeholders to develop and implement school programs, enhancing quality and supporting the Philippine Education Act's Education for All (EFA) goals (Rodriguez, 2015).

The collaborative efforts of DaNaHay SGC members in SY 2023-2024 will continue to harness local resources and facilitate community involvement in school improvement. This initiative will inspire and motivate other schools to establish internal and external partnerships, delivering quality education to students in the new normal era.

Objectives

This research was conducted to describe the functionality of DaNahay SGC at Dayap National High School, particularly focusing on its shared governance technique and feedback mechanisms in the school year 2023-2024.

Specifically, it answered the following questions:

1. What is the level of functionality of shared governance at Dayap National High School?
2. How well does the feedback mechanism within the DaNaHay (School Governance Council) work?
3. What improvements can be made to enhance shared governance and feedback processes?

METHODS

Research Design

Descriptive research was employed to gather necessary data for this study, focusing on verification means within the Functionality Assessment Tool's shared governance and feedback mechanisms. According to the Association for Educational Communications and Technology (2021), descriptive research combines quantitative and qualitative methodologies. As defined by Sanchez (2023), descriptive research encompasses research questions, design, and data analysis tailored to a specific topic. Additionally, Shrutila (2023) notes it effectively captures traits and habits of targeted subjects or populations.

Population and Sampling

This study are limited to one (1) School Principal and twelve (12) voting councils of DaNaHay (Dayap Nasyonal Hayskul) School Governance Council (SGC) such as two (1) Head Teachers, one (1) School Parents-Teachers Association (SPTA) President, one (1) Supreme Secondary Learner Government SSLG President, one (1) Faculty President, one (1) Alumni President, one (1) School Planning Team SPT Chairperson, one (1) Alternate School Disaster Risk Reduction and Management (SDRRM) Coordinator, one (1) Child Protection Committee (CPC) Vice-Chairperson, one (1) Non-governmental organizations (NGO) Representative, one (1) Elected Secretary, one (1)

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School Governance Council (SGC) Elected Co-Chairperson, and one (1) School Governance Council (SGC) Designated Co-Chairperson of Dayap National High School, S.Y. 2023-2024.

Instrument

The Department of Education's Central Office utilizes the School Governance Council Functionality Assessment Tool (SGC FAT) to evaluate the functionality of School Governance Councils (SGCs) in secondary schools. The SGC FAT serves two primary purposes: providing a structure for shared governance and establishing a feedback mechanism.

The tool comprises 12 functionality indicators, which are grouped according to their respective purposes. Each indicator includes a brief description to guide observation and implementation. Additionally, 19 functionality sub-indicators facilitate the achievement of the indicators, with seven indicators having sub-indicators. These sub-indicators are categorized into Primary Sub-Indicators: Essential for indicator completion and Other Sub-Indicators: Optional, enhancing SGC functionality (Department of Education, 2022, Section VII).

The School Governance Council Functionality Assessment Tool (SGCFAT) is a 12-item instrument evaluating SGC functionality across two domains: Shared Governance (Indicators 1-8) and Feedback Mechanism (Indicators 9-12). Respondents assess each indicator as "YES" (satisfied) or "NO" (not satisfied), uploading supporting Minimum Operational Viabes (MOVs) for satisfied indicators.

Data Collection

Data collection involved respondents evaluating indicators as "YES" or "NO," submitting supporting Means of Verifications (MOVs) for satisfied indicators, level of functionality, and effectiveness, and considering SGCs functional if meeting 10/12 (≥80%) of indicators. School Governance Councils (SGCs) are considered functional when meeting 10/12 (≥80%) of functionality indicators. Specifically, SGCs must: (a) satisfy indicators without sub-indicators (yes to all functionality indicators without sub-indicators), (b) fulfill primary sub-indicators (yes to all primary sub-indicators), (c) submit minimum means of verification (MOVs), and (d) meet the level of functionality and effectiveness. Attaining other sub-indicators enhances functionality.

Ethical Considerations

The researcher followed standard procedures for conducting a mini-study. Before commencement, authorization was obtained from Dr. Evelyn P. Navia, Dayap NHS School Principal IV, and Dr. Editha V. Atendido, CESO V, School Division Superintendent, through Mr. Nazareth Advento, EPS-SGOD, and Division SGC Focal Person, to utilize Dayap National High School's Functionality Assessment Tool (FAT) results. All data, including MOVs, were treated confidentially (Republic Act No. 10173, 2012).

RESULTS and DISCUSSION

This analysis utilizes data from the Functionality Assessment Tool (FAT) to assess the functionality and effectiveness of the DaNaHay SGC. The following section presents the findings, highlighting strengths, weaknesses, and areas for improvement within the SGC's governance and feedback processes.

Table 1. Functionality Indicator as Structure for Shared Governance

Functionality Indicator	Main Purpose	Indicator Met		MOV's Submitted	Evident	Not Evident	Interpretation
		Yes	NO				
FI1 – Functionality Indicator 1:	Structure for Shared Governance (SG)			Notice of the Meeting (NOM) of the four (4) Regular Meetings/Quarterly Meetings	√		A functional SGC has a members who participate in the decision-making process.
FI1A – Primary Sub-Indicator		√					
FI1B - Other Sub-Indicator		√		Certificate of Membership and Resolusyon ng Pagtatalaga. ng Mamumuno at Kasapi	√		



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FI1C - Other Sub-Indicator		√		Organizational Chart	√		
FI2 FUNCTIONALITY INDICATOR 2:	Structure for Shared Governance (SG)						A functional SGC has a knowledge on the needs of the school as a result of its established connection /relationship with the school committees/ associations/ organizations
FI2A Primary Sub-Indicator		√		Minutes of the Meeting with SPT on SIP/AIP	√		
FI2A.1 - Other Sub-Indicator:		√		DaNaHay SGC Action Plan	√		
FI2A.2 - Other Sub-Indicator:		√		Resolution for Inclusive Education	√		
FI2B FUNCTIONALITY INDICATOR 2:							
FI2B - Other Sub-Indicator:		√		Resolution for Lupon sa Gawain	√		
FI2C - Other Sub-Indicator:		√		Minutes of the Meeting (MOM) with SPT on other DepEd projects And Activities	√		
FI3 FUNCTIONALITY INDICATOR 3:	Structure for Shared Governance (SG)						A functional SGC has understood the process of discussing matters that results to the formulation of Action Plan responsive to school concerns.
FI3A - Primary Sub-Indicator:		√		2 Resolutions With Signature of Voting Council	√		
FI3B - Other Sub-Indicator:		√		Minutes of the Meeting (MOM) with Attendance]	√		
FI3C - Other Sub-Indicator:		√		Minutes of the Meeting (MOM) with Attendance	√		
FI3D - Other Sub-Indicator:		√		Minutes of the Meeting (MOM) Attendance of the Meeting	√		
FI4 FUNCTIONALITY INDICATOR 4:	Structure for Shared Governance (SG)						A functional SGC has ensured the involvement of different school committees and organizations in harmonizing their proposed and existing programs, projects, and activities.
FI4A - Primary Sub-Indicator:		√		Minutes of the Meeting (MOM) with Attendance	√		
FI4B - Other Sub-Indicator:		√		DaNaHay SGC Action Plan	√		
FI4C - Other Sub-Indicator:		√		2 Resolutions With Signature of Voting Council	√		



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		√		Minutes of the Meeting (MOM) with AIP and Attendance	√		
		√		Minutes of the Meeting (MOM) with AIP, Attendance, and Resolution for Lupon sa Gawain	√		
FI5 FUNCTIONALITY INDICATOR 5: FI5A - Primary Sub-Indicator:	Structure for Shared Governance (SG)	√		Communication Letter and Response of School Head	√		A functional SGC has been a conduit between the different school committees and organizations and the school management
		√		Notice of Meeting of Principal	√		
		√		Narrative Report	√		
FI6 FUNCTIONALITY INDICATOR 6: FI6A - Primary Sub-Indicator: FI6B - Other Sub- Indicator: FI6C - Other Sub- Indicator (FI6C):	Structure for Shared Governance (SG)	√		Minutes of the Meeting with AIP and Attendance	√		A functional SGC has supported stakeholder- initiated programs and activities by encouraging active participation of the stakeholders
		√		Accomplishment 1 With attendance	√		
		√		Minutes of the Meeting And Accomplishment Report	√		
FI7 FUNCTIONALITY INDICATOR 7:	Structure for Shared Governance (SG)		√			√	SGC does not informed the LGU/ community of the needs of the school to strengthen relationship and seek support
FI8 FUNCTIONALITY INDICATOR 8:	Structure for Shared Governance (SG)	√		Resolutions ng Lupon sa Gawain,	√		A functional SGC has encourage the participation of school stakeholders from all backgrounds or sectors to ensure inclusivity among members of the council
		√		Official List of SGC, Resolution of Inclusive Education	√		
		√		Resolution for Inclusive Education	√		



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Total	(SG)	7	1	10	7	1	7/8 (88%)
Level of Functionality							
Highly Functional				7-8/8 Met Indicators (76-100%)			
Partially Functional				4-6/8 Met Indicators (39-75%)			
Non-Functional				0-3/8 Met Indicators (0-38%)			

Table 1 reveals that the DaNaHay SGC demonstrated high functionality in 7 out of 8 (88%) indicators, exhibiting effective shared governance. The SGC's key strengths include clear organizational structure, regular meetings, comprehensive documentation, active participation in School Improvement Plan (SIP) and Annual Improvement Plan (AIP) development, effective coordination with school committees, and vigorous engagement in school programs and projects.

The demonstrated functionality of the DaNaHay SGC is interrelated to studies by Hoy and Miskel (2013) and Leithwood et al. (2010), emphasizing organizational citizenship behavior's role in fostering collaborative cultures, improving student outcomes, and enhancing school effectiveness. Effective leaders inspire stakeholders, promoting collective efficiency and school improvement. Reciprocal relationships drive organizational citizenship behavior, enabling schools to respond to external pressures while maintaining legitimacy through effective governance. Key factors enhancing school effectiveness include organizational coherence through aligned goals, policies, and practices; clear structure; regular meetings and documentation; active participation in school improvement planning (Bush, 2011; Mufford, 2023; King & Boucher, 2011); effective committee coordination (Hargreaves & Fullan, 2012); and community engagement through school programs (Scheerens, 2013). Effective governance enhances student achievement (Auerbach, 2012), and teacher professionalism (Wohlstetter, 2013).

Table 2. Functionality Indicator as Feedback Mechanism

Functionality Indicator	Main Purpose	Indicator Met		MOV's Submitted	Evident	Not Evident	Interpretation
		Yes	No				
FI9 - FUNCTIONALITY INDICATOR 9:	Feedback Mechanism (FM)	√		Minutes of the Meeting with AIP and Attendance	√		A functional SGC has encouraged open communication among school internal and external stakeholders in order to gather feedback essential to making informed decisions and recommendations
		√		Minutes of the Meeting with AIP and Attendance	√		
		√		Attending SPTA Meeting	√		
FI10 FUNCTIONALITY INDICATOR 10:	Feedback Mechanism (FM)	√		Minutes of the Meeting with AIP and Attendance, Issues and Concern Discuss	√		The functional SGC has established a platform for communication where school internal and external stakeholders can engage, participate, and provide feedback which will be used as basis for school improvement
FI11 FUNCTIONALITY	- Feedback Mechanism		√			√	SGC does not promoted



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INDICATOR 11: FI11A - Primary Sub-Indicator:	(FM)						transparency by utilizing various communication platforms to make school data and information accessible to school stakeholders
FI12 FUNCTIONALITY INDICATOR 12:	Feedback Mechanism (FM)	√		2 Resolutions with Signature	√		A functional SGC has communicated feedback and suggestions to school management in order to improve accomplishment of SIP, AIP, and other programs, projects, and activities.
Total	(FM)	3	1	5	3	1	3/4 (75%)
Level of Effectiveness							
Highly Effective				3-4/4 Met Indicators (75-100%)			
Effective				1-2/4 Met Indicators (1-74%)			
Ineffective				0/4 No Met Indicator (0%)			

Table 2 shows that the DaNaHay SGC demonstrated high effectiveness in 3 out of 4 key indicators (75%) regarding the structure for feedback mechanisms. The SGC's effectiveness is evident in established communication channels through stakeholder engagement activities and forums, regular meetings with AIP/SIP and other committees, and systematic feedback collection through meetings. These indicators demonstrate the SGC's commitment to stakeholder engagement, transparency, and accountability, showcasing a well-structured feedback mechanism.

The DaNaHay SGC's effective feedback practices, featuring regular meetings, stakeholder engagement, and documentation, are consistent with the findings of the journal article and research study "Feedback Mechanisms in School Governance: A Study of Effective Practices" (2020).

Table 3. Not Met Functionality Indicator as Structure for Shared Governance and Feedback Mechanism

Functionality Indicator	Main Purpose	Indicator Met		MOVs Submitted	Evident	Not Evident	Interpretation
		Yes	No				
FI7 FUNCTIONALITY INDICATOR 7:	Structure for Shared Governance (SG)		√	No MOVs submitted		√	SGC does not informed the LGU/ community of the needs of the school to strengthen relationship and seek support
FI11 FUNCTIONALITY INDICATOR 11: FI11A - Primary Sub-Indicator:	Feedback Mechanism (FM)		√	No MOVs submitted		√	SGC does not promoted transparency by utilizing various communication platforms to make school data and information accessible to



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							school stakeholders
Total		0	2	0	0	2	2 Areas for improvement

Table 3 identifies 2 key areas for improvement in the DaNaHay SGC shared governance and feedback processes. The SGC has failed to effectively communicate school needs to the Local Government Unit (LGU) and community, thereby limiting potential support and collaboration, inadequately promoting transparency by underutilizing communication platforms (Transparency Board, SRC, reports), and restricting access to school data and information for stakeholders.

Improving the DaNaHay SGC is crucial, as noted by the Journal of Educational Administration (2020). The journal highlights that ineffective communication between SGCs and Local Government Units (LGUs) hinders collaborative governance and resource allocation. Additionally, the American Educational Research Association (2019) emphasizes that transparency measures, including communication platforms, enhance accountability and stakeholder trust.

Conclusions

The Department of Education's Central Office considers School Governance Councils (SGCs) functional if they meet at least 10 out of 12 or 80% of set indicators. The DaNaHay (Dayap Nasyonal Hayskul) School Governance Council (SGC) stands out as one of the two prime examples in the Schools Division of Laguna, achieving 10/12 (83%), which demonstrates high functionality and effectiveness in functionality indicators, comprising 7/8 (88%) in shared governance indicators and 3/4 (75%) in feedback mechanism indicators. The DaNaHay SGC exhibits strengths in organizational structure, regular meetings, documentation, school development participation, stakeholder engagement, and feedback mechanisms. However, limitations exist in LGU communication and transparency.

Recommendations

The following recommendations identify key areas for improvement in the DaNaHay (Dayap Nasyonal Hayskul) School Governance Council's (SGC) shared governance and feedback processes.

1. Communication and Transparency. To foster openness and inclusivity, it shall establish a transparency portal for easy access to minutes of the meetings, reports, and financial records. Leverage social media platforms to share updates, promote events, and solicit feedback. Additionally, establish stakeholder feedback mechanisms, such as surveys, suggestion boxes, or online forums, ensuring diverse perspectives contribute to informed decision-making.
2. Collaboration and Partnership. To strengthen collaborative governance, it shall foster relationships with local organizations, businesses, and government agencies to leverage the resources and expertise. Collaborate with other schools to share best practices and innovative approaches. Invite expert advisors to provide targeted guidance on specific challenges. Formalize partnerships through memoranda of understanding (MOUs), ensuring clear roles and responsibilities. Finally, celebrate success and recognize collective achievements to reinforce stakeholder engagement and ownership, promoting a culture of cooperation and shared accountability.
3. Sustainability and Growth. To ensure long-term viability and growth, it shall implement succession planning to transition leadership seamlessly. Establish mentorship programs pairing experienced members with newcomers. Provide continuous professional development opportunities to enhance SGC members' skills. Regularly evaluate and adapt strategies to address emerging challenges, measuring progress and making data-driven adjustments to optimize governance effectiveness.
4. Technology Integration. To enhance operational efficiency and effectiveness, it shall implement digital meeting tools for remote participation, expanding accessibility. Utilize online feedback systems and digital surveys to capture diverse stakeholders' perspectives. Ensure robust cybersecurity measures to protect sensitive data and maintain confidentiality. Additionally, provide digital literacy training to empower SGC members with essential technological skills, fostering a tech-savvy governance culture.



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