

**GRIEVANCE MANAGEMENT PROCEDURE AND DISCIPLINE HANDLING  
AWARENESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS:  
AN INFOGRAPHIC MATERIAL**

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Lucban, Quezon

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts in Educational Management

by

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**APPROVAL SHEET**

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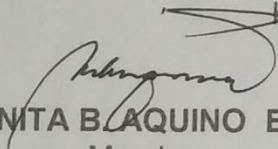
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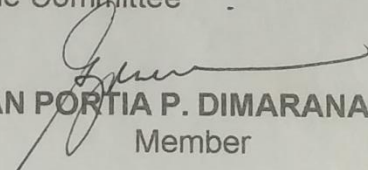
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
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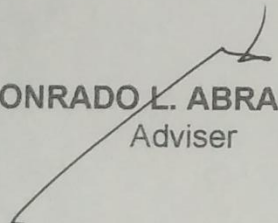
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**ABSTRACT**

Title of Research : **GRIEVANCE MANAGEMENT PROCEDURE AND DISCIPLINE HANDLING AWARENESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS: AN INFOGRAPHIC MATERIAL**

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This study aimed at analyzing the level of awareness toward DepED Grievance management procedure in terms of grounds for grievances, grievance procedure, grievance committee, grievance committee's jurisdiction and responsibilities and Discipline handling in terms of grounds and penalties for disciplinary action and their relationship to demographic profile (age, gender, length of service, present rank/designation, highest educational attainment) of 160 purposively selected public secondary school teacher in Second Congressional District of Quezon when they are grouped according to school with an end view of developing an Infographic Material on Grievance Management Procedure and Discipline Handling. Through mixed method of

research employing checklist survey questionnaire and structured interview. The gathered data were analyzed and interpreted using graphs and tables supported by the use of statistical treatment. Frequency count and percentage, mean and standard deviation, Pearson correlation coefficient, and analysis of variance (ANOVA) were used. Results suggest that teachers are *moderately aware* about DepEd Grievance Management Procedures and Discipline Handling. Further, there is *no significant difference* in the levels of awareness among teacher-respondents from different public secondary schools. Thus, an Infographic Material on Grievance Management Procedure has been developed and is revealed to *highly acceptable* in all its parameters. It is recommended that the Info-graphic Material on DepED Grievance Management Procedure may be adapted by public secondary schools in the Division of Quezon as a communicating tool in disseminating relevant information about DepEd Grievance Management Procedure and Discipline Handling.

## **Chapter I**

### **INTRODUCTION**

Teachers who possess professional and personal characteristics are humans too; they are not perfect and even not exempted from committing mistakes. There are circumstances that may turn them into discomfort and dissatisfaction while at work. These conditions are the reasons why despite sincere dedication of teachers, they still commit an action which are against the existing rules and policies of an educational institution (Lucila 2015).

Considering that the mentioned scenarios are also happening in other government agencies, the Civil Service Commission disseminated Memorandum Circular No. 02, s. 2001 dated January 26, 2001 which clearly states the policies on the settlement of grievances in the public sector. It also mentioned that all agencies should establish their own grievance machinery which will be the best way to address grievance between or among government officials and employees. It should be anchored on its goals which is to promote harmony in the workplace and is expected to poster the productivity of each member of the organization.

Article V (The Teachers and the Profession) Section 5 of Code of Professional Ethics for Teachers emphasized 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 implemented.

As a response, the Department of Education created its own grievance machinery and disseminated it in details through DepED order No. 35, s. 2004 entitled "Revision of the Grievance Machinery of the Department of Education." It is intended to help promote wholesome and desirable employee relations in the Department and to prevent employees' discontentment and dissatisfaction.

Grievance, as defined in DepED Order No. 35, s. 2004, refers to a work-related discontentment or dissatisfaction which had been expressed verbally or in writing and which, in the aggrieved employee's opinion, has been ignored or dropped without due consideration. It is where the management needs to cross the threshold; they should settle it through fair and just grievance procedure and proper discipline handling. It is a challenge for the school administrators to deal with and address these kinds of issues with the intention of resolving it as early as possible.

On the other hand, despite of grievance machinery employed by an educational institution whose primary aim is to resolve complaints against management, still, teachers experience conflict at work and, sometimes consciously and unconsciously, break the institutional rules. It, then, becomes the job of a school administrator to minimize the conflict and get things going back on track. Disciplinary policies and actions play an important role in prohibiting unwanted teachers' behaviors. They should be aware of what they can and cannot do. School administrators should clearly communicate the discipline that will take place if a teacher breaks a rule of an educational institution. For this

reason, a school needs to have a good disciplinary policy in place and should communicate it well to the teachers.

To provide a safe and positive workplace for all, teachers are expected to comply with the standards of conduct and performance while on the job. When standards are not met, disciplinary action will be used as a way of encouraging teachers to meet the standards of their profession.

Disciplinary action serves as a means to deal with problems related to poor performance or inappropriate conduct. It should be administered equitably and consistently, with emphasis on correcting the problem rather than on punishing the teacher. Through disciplinary action, teachers will be reminded about the quality of their current performance and the desired performance.

Discipline is a management complaints against the employees while grievance is an employee's complain against management. Both rooted from employee's dissatisfaction and aiming for the common good of the employee.

Young people need a high quality learning environment in order to grow while teachers and school administrators should fulfill their roles as "agents of change" at all times to provide high quality education. This can be possible if they created a conducive work atmosphere free from any complaints of dissatisfaction or misconduct.

The above notions prompted the researcher to conduct the study to further her knowledge on the level of awareness of public secondary school teacher toward DepEd Grievance Management Procedure and Discipline Handling. The present study serves as an endeavor to see how age, gender, length of service,

present rank or designation, and highest educational attainment may likely influence the level of awareness of public secondary teachers toward DepED Grievance Management Procedure and Discipline Handling.

### **Background of the Study**

Considering the number of public secondary national high schools in the Quezon province and the number of teachers working in each institution, they are all working in fulfilling DepED's mission and vision despite their diversity. It is indeed a big challenge for teachers to complete eight hours of work while conquering their differences and fulfilling their duties with mutual respect. They come from different backgrounds, education and experiences. These, most of the time, become some of the reasons why teachers experience discomfort in the workplace and end up with misunderstanding. Later, this may ruin the established conducive work environment.

According to Mubarak, Aziz, Shariff (2014) on their study entitled "To Study the Causes of Teachers Grievances in Secondary School", the reasons of grievance between teachers include pay scale inequities, leave allowed, management attitude, favoritism, age discrimination, behavior of seniors, work load differences, parent attitudes toward teachers, indiscipline attitude, promotion, injustice, and religious differences.

Aside from the dissatisfaction of teachers when they feel that they are unfairly treated by the administrator, dealing with co-workers or co-teacher is another ground for grievances and needs to be settled by the administrator.



Misconduct and poor performance and other misdeed, which are all against institutional policy, call for administrative discipline.

The researcher noticed that in the public secondary schools, particularly in the Second District of Quezon where four-big schools are established within the province, delinquent bureaucratize practices exist. This is revealed by instances like the case of a public secondary teacher who resigned from the service because of the accusation of sexual harassment and the misconduct repeatedly committed by a seasoned teacher who came on school three to four times every month but still in the service up to present. Common practices like tardiness, frequent absenteeism, not wearing proper uniform and other administrative concerns like poor performance and even misconduct also need instantaneous attention of the administrator.

There are times that these are not properly addressed by the school administrators. These practices are being unconsciously tolerated by the school authorities by keeping matters "within school premises". They choose to protect the person by not raising the issue to the proper authority for the sake of good reputation of an educational institution and the School-In-Charge as well, thus, resulting for the teachers to repetitively commit the unacceptable behavior. In keeping selves out of the process of investigation is one of the reasons why this scenario occurs in today's educational platform.

The attainment of the educational goals primarily lies on the hand of a teacher and the school administrator. If a teacher keeps on committing undesirable behavior or poster dissatisfaction toward work, it will probably affect

his performance professionally and personally. Thus, the successful teaching-learning process will be affected.

Considering the above-mentioned scenarios, the researcher found herself reflecting on varied perceptions referring to the employee who are called “professionals” but keep on committing mistakes and proving that he is not afraid with whatever consequences he may receive. She thinks that, perhaps, the employee is not aware with what will happen next if he keeps on committing those deplorable behaviors or even with the mandated policies of an institution in addressing such offenses.

The researcher asked her colleagues on how much they know about the procedure in handling employees’ misbehavior and the corresponding disciplinary measures on it. Majority of her co-teachers has limited knowledge about the process involved in handling grievances and disciplinary actions. Their answers strengthened the researcher’s desire to conduct this study and to find reliable and consistent answers to her queries about the reasons why a professional teacher keeps on committing undesirable work behavior despite the presence of mandated policies. These policies mostly aim to protect the teachers and help them to perform his task effectively and efficiently.

### **Objectives of the Study**

The main objective of this study was to determine the level of awareness of public secondary teachers in the Second District of Quezon about DepED

Grievance Management Procedure and Discipline Handling with an end view of developing an infographic materials for the School Year 2016 – 2017.

Specifically, it sought to achieve the following objectives:

1. Determine the demographic profile of teacher-respondent in terms of:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Length of service
  - 1.4 Present Rank or Designation
  - 1.5 Educational Attainment
2. Asses the level of awareness of the public secondary school teachers toward DepED Grievance Management Procedure in terms of:
  - 2.1 Grounds for grievances
  - 2.2 Grievance procedure
  - 2.3 Grievance committee and its jurisdiction
  - 2.4 Grievance committees' responsibilities
3. Evaluate the level of understanding of the public secondary school teacher toward Discipline Handling of DepED in terms of:
  - 3.1 Grounds for disciplinary action
  - 3.2 Penalties for disciplinary action
4. Find out if there is a significant relationship between the respondents' level of awareness toward DepED Grievance Management Procedure and Discipline Handling when they are grouped according to demographic profile.

5. Assess if there is a significant difference on the level of awareness of public secondary school teacher toward DepED Grievance Management Procedure and Discipline Handling when they are grouped according to school.
6. Develop info-graphic materials to strengthen teachers' awareness toward DepED Grievance Management Procedure and Discipline Handling.
7. Find out the acceptability of the info-graphic material.

### **Hypothesis**

The following were hypothesized about the study:

1. There is a significant relationship on the respondents' level of awareness toward DepED Grievance Management Procedure and Discipline Handling when they are grouped according to demographic profile.
2. There is a significant difference on the respondents' level of awareness toward DepED Grievance Management Procedure when they are grouped according to school.

### **Significance of the Study**

Grievance management procedure and Discipline handling are equally important for employees as they give support and security of job. These are made not just to secure teachers, but also to remind them on how to become effective and efficient employees. It is a hope of the researcher that the findings of this study will be helpful to the following:

To the **teachers**. The study would give them knowledge and awareness about the existing grievance management procedures in the DepED. Thus, they would be warned with the scenarios that trigger grievances. This will also uplift their awareness with the instances which will be acted upon through DepED grievance management and discipline handling.

The info-graphic material which is an eye catching medium of communication may also help them to absorb, synthesize, and preserve important information easily about DepED grievance management procedure and Discipline handling.

To the **administrators**. It would provide them a good basis of what is grievance management procedure on teachers' perspective and how effective it is in handling conflicts in the workplace/school.

The info-graphic material may serve as a reference for them in developing or improving existing grievance machinery and discipline handling in the school level.

To the **District Grievance Committee**. The findings of this study would guide the committee in determining what particular part of the DepED Grievance Machinery most of the teachers are not aware with; thus, serves as an aid in formulating future course of action to address the problem.

The info-graphic material would be a good communicating tool on the part of District Committee in disseminating relevant information about the existing grievance management procedure and discipline handling employed by DepEd.

To the **Division Grievance Committee**. The result of the study would serve as a basis in revisiting, determining the lapses or gaps (if any) in disseminating the mandated DepED Order.

The info-graphic materials would be a good communicating tools on the part of School Division Committee in fulfilling their main duty to disseminate relevant information about the existing grievance management procedure and discipline handling employed by DepEd.

To the **future researchers**. The outcome of this study could be a basis for conducting further studies on determining the effectiveness of grievance machinery and system of discipline employed by DepED.

The info-graphic materials may also be used as a reference in developing new grievance machineries and discipline handling techniques.

### **Scope and Limitation**

This study was focused to determining the level of awareness of teachers in public secondary high school in the Second District of Quezon toward DepED Grievance Machinery and Discipline Handling.

This was limited on the selected big schools among the total number of school per municipality. These schools are Quezon National High School (Lucena), Lutucan National High School (Sariaya), Sta. Catalina National High School (Candelaria), and Recto Memorial National High School (Tiaong).

The respondents of this study were composed of 160 selected public secondary teachers from the different schools mentioned above. A self-made

questionnaire was used as an instrument in gathering information. It consisted of two parts. The first part was limited in determining the demographic profile of the respondents as to age, gender, length of service, present rank or designation and index of social position. While the second part gauged the level of awareness of the respondents toward DepEd Grievance Management Procedure in terms of Grounds for grievances, Grievance procedure, Grievance Committee and Its jurisdiction, Grievance Committees' responsibilities and Disciplinary Action in terms of; Grounds and Penalties for disciplinary action.

The time frame of this study was from January 2017 to June 2017.

### **Definitions of Terms**

For clarity and better understanding of the study, the following terms were defined conceptually and operationally.

**Age** is defined as the number of years a person has lived (Kowalczyk 2015). Operationally, it is a personal related variable of the respondent that was correlated to teacher's level of awareness.

**Discipline Handling** is a way to tell the employees that their performance of conduct is not up to the expected standard and also to encourage them for improvement (Habib 2014). Operationally, it is one of the main variables of the study which was measured through level of awareness of public secondary school teacher.

**Educational Attainment** refers to the highest degree that the manager acquired during the conduct of this study (Igloso 2016). Operationally, it is one of the

main variables of the study which was measured through level of awareness of public secondary school teacher.

**Gender** pertains to the social identity of men and women (Brown & Robert 2014). Operationally, it is a personal related variable of the respondent that was correlated to teacher's level of awareness.

**Grievance committee** refers to voluntary arbitrators or panel of voluntary arbitrator (Sarmiento 2009). Operationally, it is a specific part of DepEd grievance management procedure which serves as a basis in assessing teachers' awareness on DepEd Grievance Management.

**Grievance Committees' jurisdiction** is the original and exclusive jurisdiction to hear and decide all unresolved grievance arising from the interpretation or implementation of the personnel policies (Sarmiento 2009). Operationally, it is a specific part of DepEd grievance management procedure which serves as a basis in determining teachers' awareness on DepEd Grievance Management.

**Grievance management procedure** is a system of communication between workers and managers of potential trouble and provide outlet for complaints (Melchades 2013). Operationally, it is one of the main variables of this study and was measure through level of awareness on it.

**Grievance committee's responsibility** is the task of the committee to ensure that grievances are dealt with effectively in accordance with the Grievance Procedures set out for the implementation of company policies (Gomathi 2014). Operationally, it is a specific part of DepEd grievance management



procedure which serves as a basis in measuring teachers' awareness on DepEd Grievance Management.

**Grounds for grievance** denotes any dispute or controversy involving the terms and conditions of employment which an employee or group of employee may present to the employer (Sarmiento 2009). Operationally, it is a specific part of DepEd grievance management procedure which serves as a basis in measuring teachers' awareness on DepEd Grievance Management.

**Grounds for disciplinary Action** is defined as an undesirable event or situation that follows an instance of unacceptable behavior and is intended to decrease the frequency of that behavior (Scheepers 2016). Operationally, it is a specific part of DepEd Discipline Handling Procedure which serves as a basis in measuring discipline handling awareness of public secondary school teachers.

**Information Graphic (Info-graphics) Materials** are visual representation of information, data or knowledge (Ross 2009). Operationally, it is the output of this study. It includes consolidated and valid information about DepED Grievance Management Procedure and Discipline Handling.

**Length of Service** refers to longevity, duration of services or employment (Sarker 2014). Operationally, it is a professional related variable of the respondent and was correlated to teacher's level of awareness.

**Level of Awareness** is the degree of knowledge and attentiveness of an individual towards a particular thing (Sante2013). Operationally, it is the main variable of this study, it is what intended to measure and determine

which will be the main source of information in making info-graphic materials on DepEd Grievance Management Procedure and Discipline Handling.

**Penalties for Disciplinary Action** refer to management course of action used to correct behavior which contradicts organizational goals and brings about labor peace in the workplace (Knight &Ukpere2014). Operationally, it is a specific part of DepEd Discipline Handling Procedure which serves as a basis in measuring discipline handling awareness of public secondary school teachers.

**Present rank/designation** refers to present job rank/position (Street 2010). Operationally, it is one of the demographic variables of the respondent that was correlated to teacher's level of awareness.

## **Chapter II**

### **REVIEW OF LITERATURE AND STUDIES**

This chapter presents the different literature perused to gather insights for the study. This also includes the studies considered to strengthen the concepts. Moreover, the chapter provides the conceptual framework that led to formulation of hypothesis.

#### **Grievance Management Procedure**

To be effective in any leadership role in the modern workplace requires that a person should be proficient in all three functional areas: coaching -shaping and developing people, managing – shaping work, projects and outcomes and leading-shaping the workplace by moving people emotionally to make that vision a tangible reality (Blount 2012).

Managing grievances within the workplace is one of the grave hindrances in fulfilling all three functional areas. It is where the management should hear, investigate and decide on matters that arise dissatisfaction on the part of employee.

An effective grievance management will create conducive working environment. It is very important in fulfilling organizational goal. It directly affects the behavior of a worker as well as on his working performance in terms of effectivity and efficiency. Proper management or handling grievances will result to favorable outcome for both management and employee.

## **Grounds for Grievances**

Considering the theory of how employees feel toward the treatment of the management, procedural-distributive justice theory, or organizational justice theory is important. It is about how they judge the management whether they have been treated fairly. The consequences of this for organizational functioning in areas include job satisfaction, commitment and withdrawal(Olson-Buchanan and Boswell 2008). It is important for an individual to feel that they are treated fairly. Their “possessed concepts” reflect on their behavior. If they feel that they are accepted and treated positively, then expect for positive outcomes on their job performance. On the contrary, if they feel that they are treated negatively, then expect for complaints and other expressions of discontentment like grievances.

Kottawatta&Piyasen (2016) revealed that the traditional reasons for grievance are disciplineand discharge. They added contract interpretation as another ground for grievance. Sometimes, employee fails to obey existing rules and regulations of an institution and most of the time they show disrespectful behavior toward his/her employer or co-employee. Such undesirable behavior can be a ground for disciplinary action which will be initiated by the management. Thus, dispute or discontentment will be expressed through grievances. Their dissatisfaction may trigger unwanted behavior toward their co-employee or even to the management.

In the book, entitled “Education Law and the Private Schools” by Sarmiento (2009),grounds to be considered within the scope of grievance

machinery are enumerated. These include unsatisfactory working conditions, improper, tedious or laborious work assignment, faulty tool or equipment, unsatisfactory personnel and/or work process, improper placement and selection or personnel, arbitrary

Same findings were found in the studies conducted by Gupta & Shukla (2011) and Mubarak, Aziz, Shariff (2014). But they added individual nature of a teacher, lack of medical facilities and economic instances like pay scale as another grounds for grievance. There are number of causes of teacher's dissatisfaction on their workplace. They are concerned with things related to their salary as well as with the availability of medical facilities which may help them in times of need.

Sometimes, employee failed to obey the existing rules and regulations of an institution. Most of the time, they show disrespectful behavior toward employer or even co-employee. Such undesirable behavior can be a ground for disciplinary action which will be initiated by the management. Thus, dispute or discontentment arises and will be expressed through grievance.

### **Grievance Procedures**

Grievance procedure refers to as a process that permits personnel the opportunity to express a complaint to their administrator without a fear of reprisal. It provides due process which in turn allows for the complaint and grievant to be heard by successively from lowest level to higher levels of management (Sorenson & Goldsmith 2009) and Tatham (2005) added that it

may help to promote good employment relation. An effective handling of grievance procedure may prevent an issue from intensifying to a labor protest or in administrative complaint. It is important that grievant issues should settle as early as possible in the lowest level if individual wants to avoid the prescribed proceedings and investigation.

On the other hand, DepEd Order No. 49 series 2006 stated the employee/aggrieved party can present his grievance orally or in writing to his immediate supervisor and handled by school grievance committee. If not settled, he can appeal to the higher supervisor and express his grievance by writing and wait for five (5) days for its decision. If the aggrieved party was not convinced with the decision of district grievance committee, he can elevate the grievance into division grievance committee where the board will investigate and conduct hearing before rendering its decision. If the aggrieved party, still not satisfied with the decision of the committee, he may elevate his grievance within five (5) working days from the receipt of the decision to the Office of the Secretary who shall make the decision within ten (10) days after the grievance and if the aggrieved party still not satisfy with the decision of top management after those conducted procedure, he may appeal or elevate his grievance to the Civil Service Commission Regional Office. The aggrieved party is required to submit Certification on the Final Action on the Grievance (CFAG) together with the appeal in accordance with existing civil service law, rules and regulations. The above grievance procedure was disseminated and served as a basis of all public

schools in the Philippines in handling grievances from the date of its effectivity up to present.

On the other hand Budd & Colvin (2008) conducted a research which primarily aimed to determine the effectivity of employed grievance process. He found out that the most important criteria in determining effectivity of grievance process were speed and satisfaction. Speed refers to the duration of committees' respond to the claim, investigation, and hearings, while the final decision of committee or arbitrator toward the dispute may measures satisfaction. Complying with the prescribed number of days and posters fairness in rendering decision is in need for grievance committee and can be considered as a rubric in measuring effectivity of grievance procedure.

Doyle (2005) added that the primary benefit of effective grievance procedure is that it serves as conflict management and dispute resolution mechanism. It means that grievances and alike is one of the top priority of management with the aim of increasing employees' productivity.

Since settling conflict and dissatisfaction within the organization is one of the major concerns of manager, employers are required by the law to provide their employees a method of dealing with grievances in a timeous and proper fashion. The procedure itself must be followed properly and fairly (Mc Connell 2014). It is a must in every organization to employ a specific grievance procedure which may address employees' dissatisfaction. It is being agreed by Cohen (2015) and noted that having a specific grievance procedure is very important in developmental management process. Employees will be guided with

the existing process or procedures if conflict arises. They will be directed to the restrictions and be warned about the corresponding penalties of any offenses they may commit. It is important also that the set of procedure and process are followed continuously based on the its sequence.

### **Grievance Committee and Its jurisdiction**

Memorandum Order No. 35, s. 2004 signed by Luz, ordered the establishment of separate grievance committee in the central, regional and division and district offices and in schools. It also included that only permanent officials and employees shall be appointed or elected as members of the grievance committee and in the appointment or election of the committee members, their integrity, probity, sincerity and credibility shall be considered.

There are five Grievance Committees presented in hierarchical position. These include School Grievance Committee composed of principal or head teacher, president of the faculty club, and a teacher. It has original jurisdiction over grievances of teachers and non-teaching personnel in the school. It is followed by the District Grievance Committee composed of district supervisor, principal of the school where the grievance originated and president of the District Teachers' Association. It has original jurisdiction over grievances of employees in the district that were not orally resolved in the School Grievance Committee. Next is the School Division Grievance Committee composed of school division superintendent, district supervisor/chair/coordinator of the district and the president of the School Division Teachers Association.



Committees possessed original jurisdiction over grievances of employees in the division that were not orally resolved. If dispute is not settled by the committees, the aggrieved party can raise an appeal to the Regional Grievance Committee which composed of regional director, chief or head of Administrative Division, two (2) division chiefs, two (2) members of the rank and file. It has original jurisdiction over grievances of employees in the region. The higher committee level is the Department Grievance Committee who has original jurisdiction over grievances of employees in the different bureaus/services/center and offices in the Central Office that were not orally resolve. It is composed of highest official responsible for Human Resource Management, two (2) Division Chiefs, two (2) members of the rank and file, and designated Bilis Aksyon Partner. The appointment and jurisdiction of Grievance Committees may vary depends of the grievance machinery employed by a particular department (DepEd Memorandum Order No. 35, s. 2004)

Terms, qualification and jurisdiction of an arbitrator/s or committee were not standardized. These can vary depending on the discretion of governing body or what is written on the employee handbook. In relation, Skier (2014) said that establishing and determining proper jurisdiction is paramount in any type of case. It is important because it's one of the predictor in determining the power and limitations of the committee to hear and decide on a specific issue. Different level of grievance committee has its own set of committees to accept, investigate, and decide on the grievances and other issues alike.

### **Grievance committees' responsibilities**

The primary responsibility of grievance committee is to secure at the lowest level possible and provide equitable solutions to a claim of the aggrieved person. Grievance committee aimed to settle dispute in the lowest level as possible which will be sealed by a due arbitration process. Committees were expected to settle the conflict by rendering acceptable and reasonable decisions for the settlement of a particular dissatisfaction raised by the person involved.

Olson-Buchanan & Boswell (2008) stated that an effective grievance procedure should be aligned with organizational justice which is concerned to fair and orderly grievance procedures. Timeliness and impartiality in the dissemination should observe at all times. In recognizing grievance complaint, grievance committee should consider and entertain complains disregarded the profile of the person who raise the issue. Committees are also responsible in conducting thorough investigation and release its decision on the prescribed time.

DepED Memorandum Order No. 35, s. 2004 enumerated responsibilities of grievance committee. These include establishing its own procedures and strategies, developing and implement pro-active activities, conducting continuing information drive, conducting dialogue between parties involved, preparing documentation of grievance, issuing CFAG (Final Action on the Grievance) and submitting quarterly report to Civil Service Commission Regional Office. Groves (2013) also enumerated the duties of a grievance committee and included duty to follow rules of natural justice, act fairly to both parties, decide according to law,

decide all matter referred, and perform duty not to accept hospitality. Of all the duties and responsibility of a grievance committee, fairness and honesty should be on top consideration. They should render their decision anchored on these two.

Another responsibility of committee is to discuss issues on both parties for them to understand how they come up with such decision. This statement was supported by (Mateo 2008) when he stated that the role of grievance committee was to discuss issue in a manner that would cover the summary of points of both sides and the explanation on how one had an advantage over other. Discussing issues at hand, letting persons involved to talk and sharing their point of view and allotting time to listen before rendering a decision is very important for the grievance committee.

Wigne (2012) said that the powers and duties of grievance committee are derived from the agreement of parties even though they perform judicial functions. The grievance committee is generally under a legal and moral obligation to perform his functions in a careful manner. It is important that the member of the committees is honest and trustworthy. Their decision should depend on the natural law and should not weigh cases with personal assertion.

### **Discipline Handling**

People are all different and every employee is different. Each has a part personal, and each is a collection of attitudes among staff. This marks some short-called problem employee. A problem employee is usually a worker whose

performance, both functionally and interpersonally, fails in the mid-range and surpasses a short average (Gatchalian 2008). Wilson (2016) added that the problem employee is tough to motivate and generally troublesome to handle. Problem employee puts additional task on administrators' workload. Instead of working for the attainment of organizational goal, they are consuming administrators' time and effort in correcting their misdeeds. So, disciplinary action is on top priority of each administrator.

Most of the time, employee's conducts that warrant discipline are unacceptable behavior, poor performance and violation of the company's policies, practices or procedures. These are the reasons for management to review and impose discipline to the employee who commit offensive behavior. Disciplining employees is a difficult part of supervision and management.

Employees are uncomfortable with disciplinary action like an instance that their manager tells them that their performance does not meet the standard (Budd & Colvin 2008). Disciplinary action on the perception of employee is a threat or ground for losing their present job or career. It also denotes being uncompetitive in the workplace.

On the study conducted by Heathfield (2016), she found out that managers want to devote their time on realizing company's goal rather firing an employee. Imposing discipline is not easy on the part of higher authorities. It calls for serious analysis of the complaint before imposing it. Obviously, imposing discipline is not an easy job. Today's employers must implement consistent and fair disciplinary

policies anchored with disciplinary guidelines as a basis for handling employee misconduct. Disciplining process is not easy on both part of the employer and employee but effective disseminating will result for the improvement and realization of company goals and aspirations.

### **Grounds for disciplinary Actions**

The primary objective of discipline is to bring an employee back, where possible, to an acceptable standard of performance and behavior rather than to punish an employee (Mintah, 2011). One of the most prevalent errors some people make about discipline is based on the idea that discipline is a punishment. The manager who perceives discipline as a punishment process tends to apply negative sanctions, expecting that those negative sanctions will have some sort of positive effect. Discipline can be considered as requiring an administrator and a subordinate or a staff member to work together to solve a problem. The fundamental task, when possible, is to create a situation which encourages the administrator to work with a subordinate in mutual terms in order to identify causes of problematic behavior and to take action to correct those problems (Murray and 2007).

Article VI of Code of Ethics of Professional Teacher elaborated that a teacher should make an honest effort to understand and support the legitimate policies of the school and the administration regardless of personal feeling or private opinion and shall faithfully carry them out.

Educators are expected to obey above mentioned statement. It is the key responsibility that he should observe and fulfill during his service; failing to do so may result to the authorities to impose corresponding actions for the misdeed.

Eby (2005) noted that it is important for workers to be aware of their company's tardiness policies and make sure to be honest with their manager if they are going to be late. Punctuality is valued differently depending on the work environment or culture but still employee should be aware with this as a ground for disciplinary action.

Wedaga (2012) itemized grounds for disciplinary actions, namely dishonesty, oppression, neglect of duty, misconduct, disgraceful and immoral conduct, being notoriously undesirable, discourtesy in the course of official duties, inefficiency and incompetence in the performance of official duties, conviction of a crime, unauthorized solicitation, violation of existing Civil Service Law, falsification of official documents, unauthorized absences or tardiness, habitual drunkenness, gambling prohibited by law, refusal to perform official duty, immoral or dishonest, physical or mental incapacity, borrowing money by superior officers from subordinates, lending money at usurious rates of interest, willful failure to pay just debts or to pay taxes due the government, and engaging in partisan political activities. Scheepers (2016) added that a proved negligence of duty is punishable by dismissal from the service. The same disciplinary action was render by different institutions worldwide.

Breed (2014) said that employees cannot be disciples for misconduct committed by them if they were unaware and totally oblivious to the fact that the

misconduct committed by them was punishable and that it was a rule within the workplace that has been contravened. It denotes that awareness toward grounds for disciplinary action is very important and employees should poster full awareness on this aspect.

### **Penalties for disciplinary actions**

One primarily requirements of disciplinary action is that the employee has the opportunity to correct the unaccepted behaviors. Disciplining employee is a necessary matter in an organization. Effective discipline may help to correct employee behavioral issues and may result to increase employees' productivity.

Progressive discipline is a process for dealing with job-related behavior that does not meet expected and communicated performance standards. It provides feedback to the employee so he or she can correct the problem (Heathfield, 2016). Many public and private companies are taking an innovative approach to employee discipline that is non-punitive. Positive discipline approach is being used when informal conversations with employees fail to solve the existing problem. It involves dealing with employee issues with coaching or counseling sessions before moving into a disciplinary process. This process usually involves four steps: oral/verbal warning, written warning, suspension and termination (Watson 2014).

Oral/verbal warnings are a less confrontational way for a supervisor to correct an employee problem (Kelchner 2012). It is an informal meeting to discuss issues with the worker struggling with poor performance. Written warning

provides notice to the employee of the consequences for failure to improve and meet those expectations(Wright 2013). Most of the time, it identifies misconduct and performance deficiencies of the employees and request improvement within a certain period of time. It was given when an employee violates company policy and poster inadequate performance. If an employee continues to fail meeting the expectations after receiving written warning and did not comply with agreed improvement in a certain period of time, the management will impose suspension as disciplinary action. Albuero (2015) added that suspension is also called lay off which is among the step taken in employee discipline, as punishment for some major offenses. Suspension may be for a certain period ranging from one to several days. During the suspension period, the principle of “no work, no pay” applies, and thus, the employee concerned does not receive his wage for each and every day he/she is suspended.

Sunga (2006) classified offenses with corresponding penalties into grave, less grave or light offense, depending on the gravity and effects on the government service. With his Department Order No. 49, he declares that upon committing offenses for the first time and it was proven by the authority, the employee will be penalized with dismissal or removal from service on the grounds like dishonesty, gross neglect of duty, grave misconduct, conviction to crime, falsification of document, physical or mental incapacity due to immoral or vicious habits, engage in partisan political activities, nepotism, and disloyalty to the country.



In the study conducted by Wedaga (2012), he identified schedule of offenses and relevant punishment of AngloGold Ashanti, a global gold mining company located at South Africa. AngloGold Ashanti, Obuasi Mine has developed a code of disciplinary which contains schedule of offences and relevant punishments or actions. The code consists of three schedules with their respective sections and these schedules include schedules 1, 2 and 3. Schedule 1 Cases require Security Investigations. The offences under schedule 1 are classified as serious misconduct and are dismissible offences but this can only be done after investigation. Schedule 2 also follows suit as schedule 1 in terms of procedures but punishment can sometimes be waved to suspension for a period of not more than three months or final warning for any of the offences under schedule 1 or 2 where Management considers there are mitigating circumstances. Under schedule 3, all cases are handled at overseer/ Head of Department level and offenders are awarded with official warnings when found guilty of the offenses.

Other grounds for penalties are entitled for six months' suspension upon first offense and dismissal on his second offense. These are oppression, disgraceful and immoral conduct, inefficiency and incomplete in the performance, frequent absences or tardiness, refusal to perform official duty, gross insubordination, simple neglect of duty, simple misconduct, gross discourtesy in the course of official duties, violation of existing Civil Service Law, habitual drunkenness, and failure to file sworn statements of assets, liabilities and net worth. On the light offenses like discourtesy, unauthorized solicitation, violation of

reasonable rules and regulations, habitual tardiness, gambling prohibited by law, and refusal to render overtime service will be punishable by a reprimand on first offense, suspension on second and dismissal for the third time offense.

R.A No. 4670 or known as Magna Carta for Public School Teachers declares that an administrative case against a teacher shall be heard initially by a committee composed of the corresponding School Superintendent of the Division or a duly authorized representative who should at least have the rank of a division supervisor. Any case file against teacher should be heard and resolve in accordance with the law.

## **Demographic Profile`**

### **Age**

It is a popular belief that age matters. Man's physical, psychological and cognitive usually weaken and retrogress as age progresses. It is a determinant in the world of work which affects the perception of an individual.

Developmental Tasks Theory (Havighurst 2013) asserted that the development of a person is continuous throughout the life span, occurring in stages, where the individual moves from one stage to the next by means of successful resolution of problems or performance of developmental task. It includes infants and early childhood (birth to 5 years old), middle childhood (6 to

12 years old), adolescence (13 to 17 years old), early adulthood (18-35 years old), middle age (36-60 years old), and late maturity (above 60 years old).

Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction as well as satisfaction with various aspects of the job experience by workers in various positions. Job Descriptive Index measures level of job satisfaction of an employee in terms of the work itself, technical help, social support, social harmony and respect, adequate pay, and further advancement. Acceptance and awareness to company policies were obviously related to these means.

This can be related to the behavior of a newly hired teacher who is very ideal on all aspects of his profession. As a newly hired employee, he/she is well motivated; thus, keep on obeying orders, rules, and school policies. Another reason is he/she wants to establish "good image" toward his/her school head.

Patel, Rajderkar, Naik, Behere (2014) found on their study that job satisfaction was highly present in the employee ages 25-35 compared to their counterpart between 36 and 45 years old and 46 to 55 years of age. It denotes that in the stage of early adulthood, employee poster satisfaction on different aspects of a job itself including compliance in a specific company policies.

Pushpakumari (2008) and Berube (2010) stated that older employees are more satisfied than the younger employees in private sector organization. This was supported by Nifadkar&Dongre (2014) who found out on their study that employee who are older are likely to be committed to their organization and verse versa. Therefore, employees stayed in an organization for a long time are

expected to be more aware on what policies and regulations exist on their organization. Since they stayed long on a particular organization, it denotes that just like the duration of their stay is the same duration they exposed with organizational' rules and policies, thus, awareness toward those are assured.

A person who is on his old age was expected to learn lot of things in his life and can be a source of evident and real life learning but his physical state hinders him in some aspect like performing and practicing his uphold wisdom. On the contrary, younger employee is also expected to become more productive and involved in realizing organizational goals considering his uphold motivation and ideals upon entering to a new working environment.

According to Gardner (2013), the older the teacher has become, the better he/she to her students. It means that if a teacher stays on a teaching for a long period of time, he/she will learn how to deal with the diversity of students; thus, he/she will learn how to adopt and accept students' behavior at any means. Mahnaz et al (2013) said that among the demographic factors, age is one of the significant predictors of obedience and loyalty of an employee. As people aged, his/her perception changed, widens level of understanding on the occurrence of instances and learns a lot on how to behave toward other people. Older people learn lot of things in life particularly in human relation compare to the young ones.

## **Gender**

It is a biological fact that categorizes man into masculine and feminine. Gender roles are learned patterns of behavior expected in any society. Because the social status of male is superior to that of female, gender roles both reflect and reinforce a pattern of man dominance and female domination. The work experience by men is called “technical” but management and male workers says that women do require “little technical skills”. The general cross-sectional tendency has been for men to have more domineering and that woman to be more passive and nurturing than men (Umali2010).

Johnson (2005) found out on his study that male respondents were found to be stronger supporters of existing progressive employee disciplinary policies than their female counterparts. It means that male worker supports the dissemination of company policies; thus, obeying those rules and policies is not that hard for them.

On the study conducted by Camgoz, et. al. (2016)entitled “Job Insecurity and Turnover Intentions: Gender Differences and the Mediating Role of Work Engagement, they concluded that female is more afraid to lose a job compared to men. If women are more afraid to lose a job, then, there is a tendency that they are aware of the existing rules and procedures of a company where they work for and follow every single detail of it.

According to the study conducted by Groyberg (2013), companies with more women on their board perform better in corporate governance and ethical behavior. It explains the advantages of having female in a workforce. Female

perform desirable result of a specific job compared to men and are more ethical behavior conscious like they keep on choosing to obey company policies. Female teachers tend to be more patient in their work which positively influences their performance. This can be concluded that women are more easily to manage compare to men because ethical behavior plays a big role in handling human resource in an organization.

The book entitled "The Essential Aristotle" quoted that "men are praised for knowing both how to rule and how to obey". Contradictory to upper mentioned facts, he claimed that men in nature are good leaders and obedient followers of authority. It is one reason why lot of articles claiming that men are good in management compared to women like what Hull (2010) said that men are best bosses than women.

Sarfaty, et. al. (2007) conducted a study among 20 academic medical faculties at eleven different medical schools in the National Faculty Survey. The said study revealed that faculty members were relatively unaware of the possible uses of negotiation to advance their work in academic and proved that male faculty member see negotiation as important to an academic career. For male employees, settlement of any discontentment and conflict is very important and should be settled as early as possible. The mentioned literatures and results of studies are contradicting whether who is more obedient between the two sexes. However, on the study conducted by Nifadkar&Dongre (2014), they found out that there is no significant relationship between gender and organizational

commitment. It means that the gender of the employee was not a predictor of being obedient or committed to an institution.

### **Length of Service**

A study conducted by Tillman (2008) showed that the length of service of teachers in Upstate South Carolina was not positively correlated with job satisfaction. The number of years a person is engaged in a particular job has nothing to do with his/her contentment toward work. Job satisfaction is not a predictor of ones' commitment and obedience toward different aspect of his/her job.

Kelarijani, et. al, (2014) found out in their study that length of service was related to continuous and occupational commitment of an employee. This means that the number of years spent by an employee in an organization directly affects how an employee behave toward company's rules and regulations. The longer their stay in a company is the deeper their attachment to it. So, the longer an employee stays in an organization may affect level of awareness toward company's policies. Contradictory to the aforementioned findings, studies of Chungtai& Zafar (2006) revealed that there is no significant relationship between tenure and commitment on awareness toward rules and regulations of an institution. The lack of significant relationship between tenure and commitment in determining institutional rules and regulations could, perhaps, be as a result of the fact that, employee who stays longer with the organization may find the workplace boring and therefore develop the feeling of leaving the institution.

It is in relationship with what Gonzales (2015) implies that the teacher who stayed in the profession for a long time makes it ideal for performing and teaching their students well. He continues that length of service in teaching is one of the factors of work success.

### **Present Rank or Designation**

Brown (2008) found out that satisfaction level of well-being depends on the ordinal rank of an individual. A representation of one's satisfaction may be seen on how people act toward his work, co-employees or even in dealings with company rules and regulations. Being high rank personnel or having highest designation contributes to the self-esteem of an individual. It gives security and assurance. Being aware with organization's goals and its rules and regulation is another predictor of employees' satisfaction in a way that it is one of the integral part of an institution.

Another study conducted by Eyupoglu & Sane (2009) unproved that present rank/designation was a reliable predictor of job satisfaction. Thus, even the highest rank employee poster dissatisfaction toward work and other matters related to work itself like awareness toward company rules and policies. Dissatisfaction may be rooted from different aspects of a job like its workplace, colleagues and higher authority, and even policies existed in an organization.

### **Educational Attainment**

By "successful teaching", it means that the learner actually acquires some reasonable and acceptable level of proficiency from what the teacher is engaged



in teaching (Berlimer, 2005). Being an effective teacher means that the content taught was accorded with the prescribed standard of competence and completeness of a learning content. It is employing appropriate teaching strategies which are intended to enhance the totality of learners. Gonzales (2015) revealed in their study that educational attainment is one of the important factors which affects teaching competency and effectiveness of a teacher. Being a competent and effective teacher does not solely rely on how effective his/her teaching strategies is but it also fastened on how a teacher dealt with the prescribed institutional rules and regulation like on grievances and discipline handling.

There is an expectation on the higher educational attainment of a teacher. It is more expected that he/she is more efficient and effective in the field of teaching and poster better job performance. Meanwhile, in the study conducted by Igloso (2016) where she intended to determine the predictors of achievement and job satisfaction of women, it shows that profile-related factors such as educational attainment, length of service and family income significantly related to job satisfaction and achievement of women managers. Having higher educational attainment means having favorable high level of awareness on institutions' rules and regulations as well as being obedient toward the said rules and regulations.

Nifadkar&Dongre (2014) conducted a study entitled "Impact of job satisfaction and demographic factors on organizational commitment among Girls' College, Pune, India" where they found out that an employee who is highly

educated is less likely to be committed to his organization and vice versa. The implication of these findings is that teachers who are highly educated may not find it difficult in securing another teaching job at other school or in industry. Therefore, they are less likely to be committed in familiarizing themselves with the existing rule and regulations of the institution because they don't have any barrier when leaving the institution.

The different literature and studies presented in this chapter have direct bearing to the present study since it talks about grievance management procedure and discipline handling employed in an institution.

### **Grievance Management Procedure**

Teachers and school administrators in public schools are all duly licensed professional teachers. Hence, they should act properly in accordance with their oath and should always adhere to the policy guidelines mandated by the department and the profession they belong. But given that these professionals are humans, too, that commit mistakes, there are various cases wherein some of them experience discomfort, biases, inequalities, and unpleasant attitude of administrator or employee towards work. Thus, this may lead them to have grievances.

Grievances are commonly results of attitude towards work, discomfort and dissatisfaction of either the employee or the management while at work. Kottawatta&Piyasen (2016) stated that discipline and discharge were the traditional reasons grounds of grievance. They added that the conflicts between

employer and employee within the workplace as an additional reason. Moreover, the grounds for grievances were summed up by Sarmiento (2009) in his book "Education Law and the Private Schools; A Practical Guide for Educational Leaders and Policy Maker" as he revealed them as follow: unsatisfactory working conditions, improper, tedious or laborious work assignment, faculty tool or equipment, unsatisfactory personnel and/or work process, improper placement and selection or personnel, arbitrary. They were all the same with the findings of Gupta & Shukla (2011) and Mubarak, Aziz, Shariff (2014) but they added individual nature of a teacher, lack of medical facilities and economic instances like pay scale as another grounds for grievance. All and all, these grounds for grievances cause discomfort to the employee and employer as well. In this matter, everybody must be well informed about the aforementioned grounds so as to help them avoid committing such things.

To resolve issues immediately and to ensure fairness between two parties facing the grievant complaints, fairness in disseminating investigation should be observed. It supports the idea of Sorenson & Goldsmith (2009). Mc Connell (2014) and Cohen (2015) added that employers are required by the law to provide their employees with a method of dealing with grievances in a timeous and proper fashion and the procedure itself must be followed properly and fairly. Both believed that it is very important in the developmental management process.

Integrity and credibility are in great significant to the members of grievance committee. This is to ensure that there are no imperfections on their characters

and that their honesty is proven to assure that the investigation of the case was reviewed well and that they have rendered reliable and fair decisions. This is supported by the Memorandum No. 35 s. 2004 signed by Luz as stipulated in the memorandum, he had made that in the appointment and election of the members of grievance committee, their characters, specifically, their integrity, probity, sincerity and credibility shall be considered.

When it comes to jurisdiction of grievance committees, this varies in different institution. Just like in the Department of Education, jurisdiction of grievance committees is in hierarchical position and is divided into central, regional, division and school level. As Skier (2014) said, different level of grievance committee has its own set of committees to accept, investigate, and decide on the grievances and other issues alike. Grievances should be solved in the lowest level as possible and avoid escalating to higher committee. Dispute or dissatisfaction should be settled as early as possible in order to regain harmonious relationship within the workplace.

Concerning the responsibilities of the members of grievance committees, they should deviate themselves from their personal opinions and judgment that favors a person known to him concerning the issue. Fairness and honesty were pointed by Groves (2013) as the top considerations in decision-making of the grievance committees. Wigne (2012) supported this statement as he mentioned in his study that the decision of the grievance committee should depend on the natural law and did not weigh cases with personal assertion. Groves (2013) presented the responsibilities of grievance committee in general, applicable in

any institution and was enumerated by Luz specifically as to: form their own procedures and strategies and implement them; ensure the continuing information drive, conduct dialogue between parties involved, prepare documentation of grievance, issuing CFAG (Final Action on the Grievance) and submit quarterly report to Civil Service Commission Regional Office. Given the aforementioned responsibilities, members of grievance committee should see to it that they adhere to the set standards and process in dealing with the case assigned to them.

### **Discipline Handling**

Most commonly, those who underwent grievance procedures are the problem employees who tend to show untoward actions, concerning work dissatisfaction, problems with colleagues or even administrator. These types of employees are subjected to disciplinary action not to punish them but rather to lead them in becoming efficient and effective employee.

But doing this is not easy as what Wilson (2016) believes that the problem employee is tough to motivate and generally troublesome to handle. This is the same with the thoughts of Budd & Colvin (2008) which stated that disciplining employees is one of the most difficult parts of supervision and management. It is because employees are uncomfortable with disciplinary actions. They speculate that it may lead them to losing their jobs. Effective discipline handling should be observed at all times in the workplace because it contributes to the success of realizing the goals and aspiration of the institution.

Though employees display undesirable behavior, Heathfield (2016) found out in her study that managers want to devote their time on realizing company's goal rather firing an employee. So, it means that administrator wants to implement disciplinary actions in a positive way which aims to redirect his employee to regain efficiency and competitiveness. This was supported by Mintah (2011) and noted that the primary objective of discipline is to bring an employee back, where possible, to an acceptable standard of performance and behavior rather than to punish him.

As Murray and Strauss (2007) believes, the fundamental task in discipline is to create a situation which encourages the administrator to work with a subordinate in mutual terms in order to identify causes of problematic behavior and to take action to correct those problems. Proper communication between the parties is advised to avoid misunderstanding and to assure positive result of the disciplinary action. As a response, the teacher under the disciplinary action should adhere to Article VI of Code of Ethics of Professional Teacher which states that regardless of personal feeling or opinion, he/she shall carry out the legitimate policies of an educational institution.

Specifically, the grounds for disciplinary actions were pointed out by Sunga (2006) and Wedaga (2012) on their works. These are unpleasant behaviors towards colleagues, administrator or vice versa, misconduct, and unsatisfactory actions towards work. All of these may result to dismissal from work or service. Consequently, both teachers and administrator can be subjected for disciplinary action if found guilty. Sunga (2006) also presented the

levels of offenses and categorized as grave, less grave and light offenses with reprimand, suspension, and dismissal in the present work as the corresponding penalties.

### **Demographic Profile**

Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction as well as satisfaction with various aspects of the job experience by workers in various position including their level of awareness and compliance with the rules and regulations of an educational institutions. Pushpakumari (2008) and Berube, (2010) stated that older employees are more satisfied than the younger employees in private sector organization. This was supported by Nifadkar&Dongre (2014) who found out on their study that employees who are older are likely to be committed to their organization and verse versa. Therefore, employees stayed in an organization for a long time are expected to be more aware on what policies and regulations implemented on their organization.

While on the study of Camgoz, et. al. (2016) proved that female is more afraid to lose a job compared to men. If women are more afraid to lose a job, then there is a tendency that she is aware of the existing rules and procedures of a company where she works and follows every single detail of it. But, a study conducted by Tillman (2008) showed that the length of service of teachers was not positively correlated with job satisfaction. It is not a predictor of ones' commitment and obedience toward different aspect of his/her job like being

aware of grievance management procedure and discipline handling. However, Chungtai & Zafar (2006). Kelarijani et. al. (2014) contradicts with their ideas and said that length of service is related to continuous and occupational commitment of an employee. This means that the number of years spent by an employee in an organization directly affects how an employee behave toward company's rules and regulations.

With regards to present rank/designation, Brown (2008) claimed that the satisfaction level of a well - being towards work depends on the ordinal rank of an individual. Being aware of the organization's goals and its rules and regulation is another predictor of employees' satisfaction for it is one of the integral parts of an institution. Eyupoglu & Sane (2009) contradicted it when they claimed that present rank/designation is a reliable predictor of being obedient with rules and regulations of an institution. Even the highest ranked employee poster dissatisfaction towards work and other matters related to work itself like awareness toward company rules and policies.

Specifically, highest educational attainment was believed by Gonzales (2015) as one of the important factors which affects teaching competency and effectiveness of a teachers. Being a competent and effective teacher does not solely rely on how effective his/her teaching strategies are. But it is also fastened on how a teacher dealt with the prescribed institutional rules and regulation like on grievances and discipline handling. This was supported by Igloso (2016) who said that educational attainment was significantly related to employee's



satisfaction with all aspects of his/her work including the mandated grievance management procedure and discipline handling.

The findings of different researchers regarding grievance management procedure and discipline handling and the aim of the Department of Education which is to protect their employee from committing unlawful course of action are the reasons that motivated the researcher to pursue the study on determining the teachers' level of awareness on grievance management procedure and discipline handling.

### **Theoretical Framework**

This study is anchored to the Social Contract Theory which states that "morality consists in the set of rules governing behavior that rational people would accept, on the condition that others accept them as well". Considering this theory, teachers' moral and/or political obligations depend upon a contract of agreement among them to form the society in which they live in. It means that teachers' compliance toward their work responsibilities was based on their agreed circumstances.

This also suggests that people tend to commit mistakes in the absence of rules and regulations that should be governing them. Ignorance is not an excuse, but is one of the key reasons why human is kept on doing and repeating actions incongruence to the law set by an institution. Teachers who are not aware of the existing rules and regulations of an institution may commit actions which are against the prescribe standards of an institution.

The Social Rule System Theory was also considered in this study. It states that the implementation of rules – and the maintenance of some order – always calls for cumulative experience, adjustment, adaptation, and others. In such ways, normative and institutional innovation is generated. This is very bold in some institutions which exemplify excellent management procedure and keep on working out toward the enhancement of their existing rules and regulations. Persons involved in a given institution use their institutional knowledge of relationships, roles, norms, and procedures to guide and organize their actions and interactions in order to cope with the changes made for the enhancement and betterment of an employed institutional rules and regulations.

Encouraging others to follow or obey the newly implemented institutional rules and regulations is not easy. Administrator or law implementer should be flexible enough to cope up with the demands in implementing the said rules and regulations successfully.

Another theory that was considered in this study is the Deontological Theory (Immanuel Kant) which was described as "duty-based" or "obligation-based" ethics because Deontologists believe that ethical rules bind people to their duty. For example, a teacher is being subjected into a case wherein a student got accidentally injured while moving around the classroom. It was an accident but still, it may be taken against the teacher due to the substitute parental authority given to them by the law. This theory implies that a teacher has a duty to act in accordance with a moral norm. Even those responsibilities were not written black and white; still, they assume the responsibilities because their

conscience told them to do so. Just like on how teachers follow rules and regulations of an institutions where they worked, there are times that some of them refuse to commit those deplorable behaviors because they are aware that it is not morally upright and is against the moral conduct. Though sometimes, there are few who, even despite the presences of rules and regulations of an institution, keep on employing those undesirable work behaviors.

Awareness on the existing law or institutional rules/regulations put boundary on the action of the person or a teacher to avoid being subjected in grievance management procedure and discipline handling. If teachers possessed high level of awareness toward handling grievances and discipline, there is big possibility that he/she may not commit behavior which is against to it because they know which acceptable and unacceptable course of action is. Teachers' awareness toward grievance management procedure will serve as their guide and protection in fulfilling their duties and moral obligations as an agent of change.

## Research Paradigm

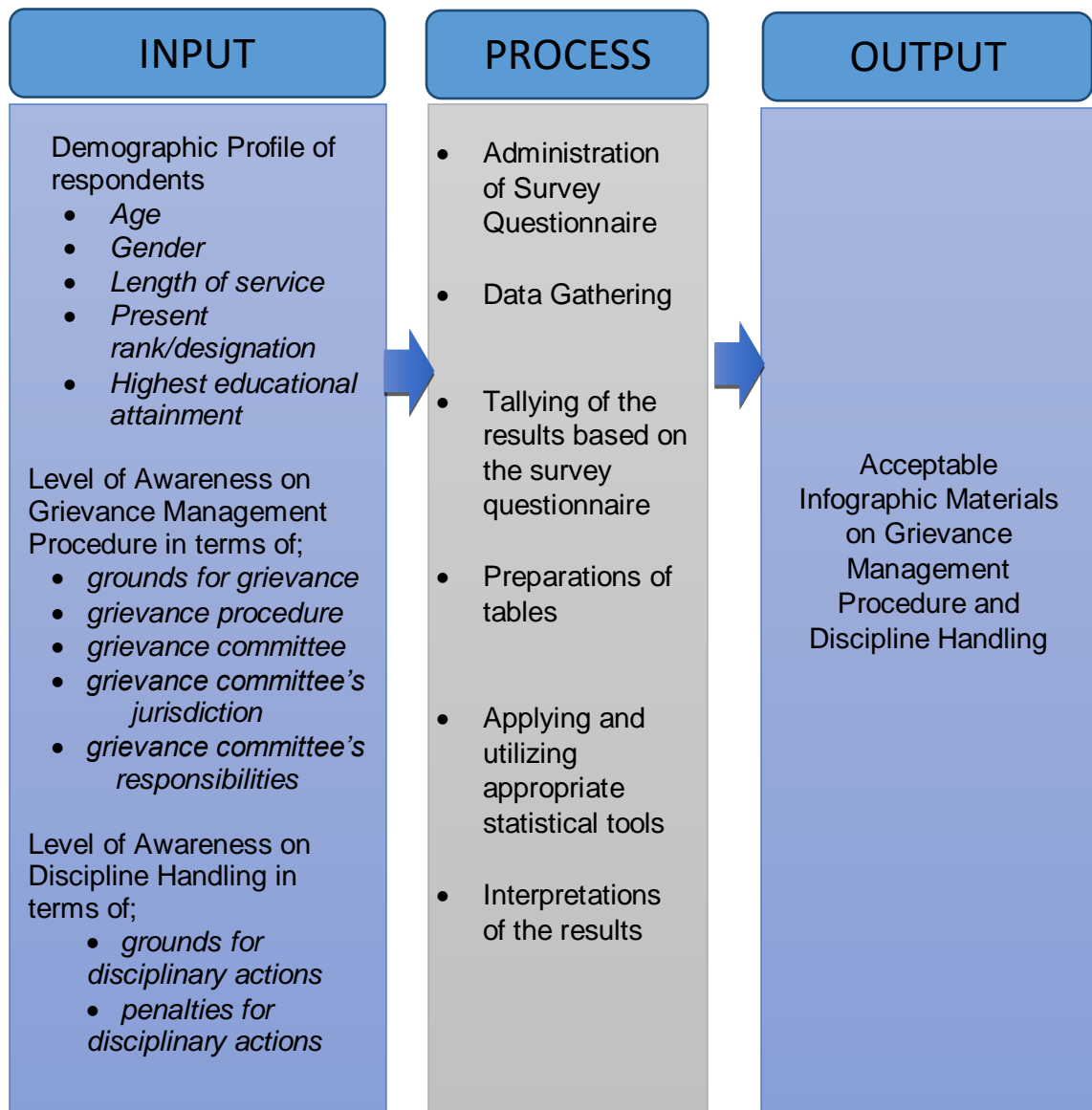


Figure 1. A Schematic Diagram in determining the level of awareness of public secondary school teachers on Grievance Management Procedure and Discipline Handling.

Figure 1 describes the general structure and guides for the direction of this study. It follows the Input-Process-Output (IPO) model wherein it examines the relationship between variables of the study (input), their interaction (process) with each other and the subjective and objective outcomes of this interaction (output).

In this study, the inputs include Demographic profile of the respondents (age, gender, length of service, present rank/designation and highest educational attainment), Level of Awareness on DepEd Grievance Management Procedure (grounds for grievance, grievance procedure, grievance committee, grievance committees' jurisdiction as well as responsibilities) and the respondents' Level of Awareness on Grounds and Penalties for disciplinary action. It intended to measure the Level of awareness of public secondary school teachers on Grievance Management Procedure and Discipline Handling.

In order to make the study possible, a systematic process followed. This involved administration of the survey questionnaire, gathered, and analyzed data. Based on the result, an Infographic Material on Grievance Management Procedure and Discipline Handling was developed as an output which was also subjected to acceptability test.

## **Chapter III**

### **METHODOLOGY**

This chapter provides the research design and statistical treatment used in the study. Likewise, this identifies the respondents and the sampling techniques employed. Validation techniques for the instrument, data gathering, and evaluation of the output complete the procedures.

#### **Locale of the Study**

This study was conducted in the selected public secondary schools in the Second District of Quezon. These schools are Quezon National High School (Lucena), Lutucan National High School (Sariaya), Sta. Catalina National High School (Candelaria), and Recto Memorial National High School (Tiaong). These locales were chosen since they are the immediate environment where access of data is greatly possible.

#### **Research Design**

The descriptive research design was used to facilitate the study. Salaria (2012) defined descriptive research as devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of method is not simply tabulating facts but includes proper analysis, interpretation, comparisons, identification of trends and relationship. In addition, Kowalczyk (2015) noted that descriptive research is design to depict the participants in an accurate way. The researcher used

descriptive research because of its appropriateness. Moreover, her readings proved that it is the most applicable design to get accurate findings for the study.

Specifically, the descriptive survey was utilized since the researcher administered survey questionnaire to the participants in order to determine the level of awareness of public secondary school teacher toward Grievance Management Procedure and Discipline Handling.

### **Population and Sampling**

A total of 160 teachers from the identified and categorized big schools per municipality in the Second District of Quezon namely Quezon National High School, Lutucan National High School, Sta. Catalina National High School, and Recto Memorial High School were used as respondents of the study. They were chosen purposively in order to achieve the objective of the study which is to determine the awareness of public secondary teachers in the Second District of Quezon about DepED Grievance Management Procedure and Discipline Handling.

### **Research Instrumentation**

A checklist questionnaire was used as the main instrument in gathering the data. This was drafted by the researcher, scrutinized and discussed with the researcher's adviser before modification. A cover letter indicating the purpose of the survey and assurance of the confidentiality of the data was with the questionnaire. Part I of the questionnaire was designed to provide the

demographic profile of the respondents. Part II aimed to determine the level of awareness of the respondents toward Grievance Management Procedure while Part III sought to ascertain respondent's level of awareness on Discipline Handling.

### **Validation of Instrument**

Validity is defined as the extent to which a concept is accurately measured in a quantitative study (Heale 2015). It assesses how an instrument measures what it intends to measure. In order to assure the correctness of the developed questionnaire, the researcher sought for the assistance of experts to authenticate its content.

To further justify the instrument's validity and reliability, it was piloted to 15 public secondary school teachers from the Second District of Quezon. They were non-respondents who provided valuable information on questionnaire's design, word construction and reliability of measurement scales. Pilot testing provides an opportunity to validate the wording of the tasks, understand the time necessary for the session, and, if all goes well, may even supply an additional data point for study (Schade, 2015). It helps to fine-tune usability of the study and leads to more reliable results. All recommendations gained from validation of instrument were implemented and reflected in the questionnaire. Then, it was submitted to researcher's adviser for approval to distribute the instrument for administration.



The output of this study underwent content evaluation as well. The researcher prepared a questionnaire for content validation to assess the objectives, content, usefulness, and educational significance of the developed Infographic Material on Grievance Management Procedure and Discipline Handling. It was distributed to 15 teachers who were composed of school grievance committee, ICT Coordinator, Head Teacher and public secondary school teachers.

### **Data Gathering Procedure**

The researcher first asked for the approval of School Division Superintendent for the administration of the questionnaires. Upon approval, another letter of request was given to the principals of the respondent schools for the researcher to administer the survey questionnaire. The researcher personally administered questionnaire and explained the reason for conducting the study. After the retrieval, the gathered data were tallied, tabulated, statistically analyzed and interpreted. The results of the collected data revealed the level of awareness of public secondary school teacher toward Grievance Management Procedure and Discipline Handling. The gathered data served as the basis of developing an Infographic Material.

### **Statistical Treatment**

The gathered data were analyzed and interpreted using graphs and tables supported by the use of statistical treatment. For part I of the questionnaire which

identified the demographic profile of the respondents, frequency count and percentage were used. While on Part II and III, mean and standard deviation were utilized to identify the level of awareness of the respondent toward Grievance Management Procedure and Discipline Handling.

To test the significant relationship between level of awareness of the teacher-respondents toward Grievance Management Procedure and Discipline Handling when they are grouped according to demographic profile, Pearson correlation coefficient (Pearson r) was used. To determine and to test the significant difference in the level of awareness of among teacher-respondents toward DepEd Grievance Management Procedures and Discipline Handling, the analysis of variance (ANOVA) was used.

#### Statistical Formula

1. 
$$\mu = \frac{\sum x}{N}$$
 Mean
2. 
$$\sigma = \sqrt{\frac{\sum (x - \mu)^2}{N}}$$
 Standard Deviation
3. 
$$SS_{\text{total}} = \sum (X_{ij} - \bar{X})^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$
 One Way ANOVA
4. 
$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$
 Pearson r

#### Likert Scale

3.25 -4.00

2.50 – 3.24

#### Descriptive Rating/Description

Fully Aware

Moderately Aware

1.75 – 2.49

Merely Aware

1.00 – 1.74

Not Aware

## Chapter IV

### RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the gathered data, which are presented in the form of figures and tables, followed by its inference and justification from gathered literatures and studies.

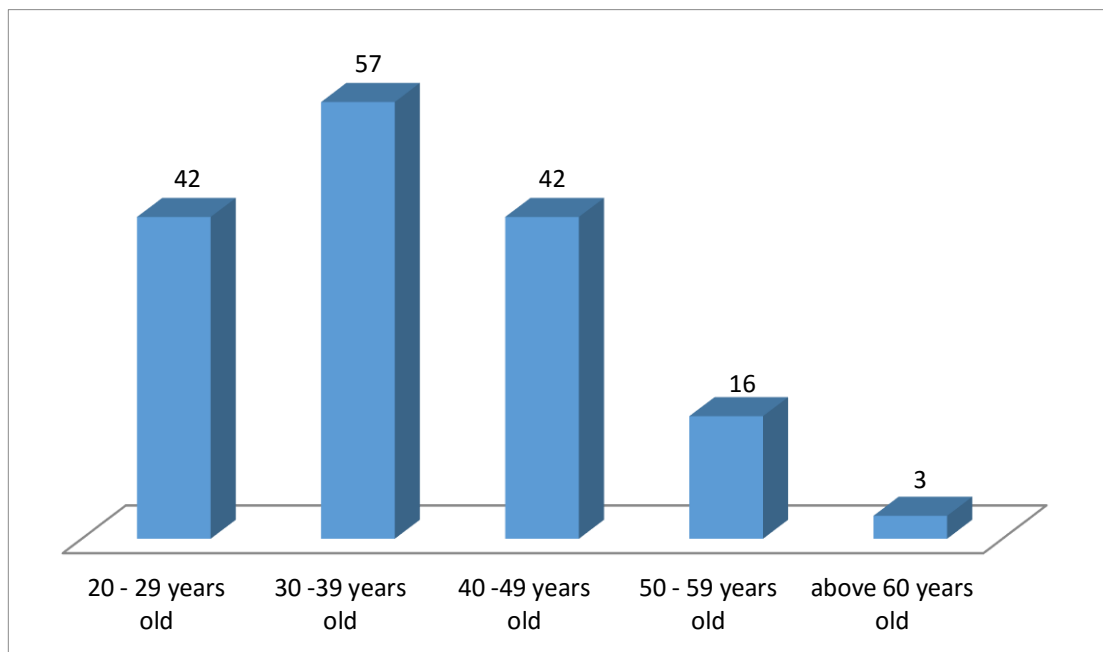
Table 1

**Distribution of the Respondents According to Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-29	47	26.25
30-39 years old	57	35.63
40-49	47	26.25
50-59	6	10
Over 60 years old	3	1.88
<b>Total</b>	<b>160</b>	<b>100</b>

Figure 2

**Distribution of the Respondents According to Age**



As presented, 57 or 35.63% of the 160 respondents are in the age bracket 30 to 39 years old. It is followed by age ranging between 20-29 with 47 or 26.25 and 40-49 years old with 47 or 26.25% as well. Six or 10% have ages ranging from 50 to 59 years old and only 3 or 1.88% are over 60 years old. The youngest respondent is 21 years old while the oldest is 63 years old.

The graph further shows that majority of the teachers are below 49 years of age which corresponds to 141 respondents or 88.13% of the distribution. Moreover, the average age of the respondents is 36.98 years. This implies that the teachers in this study are not too young or too old.

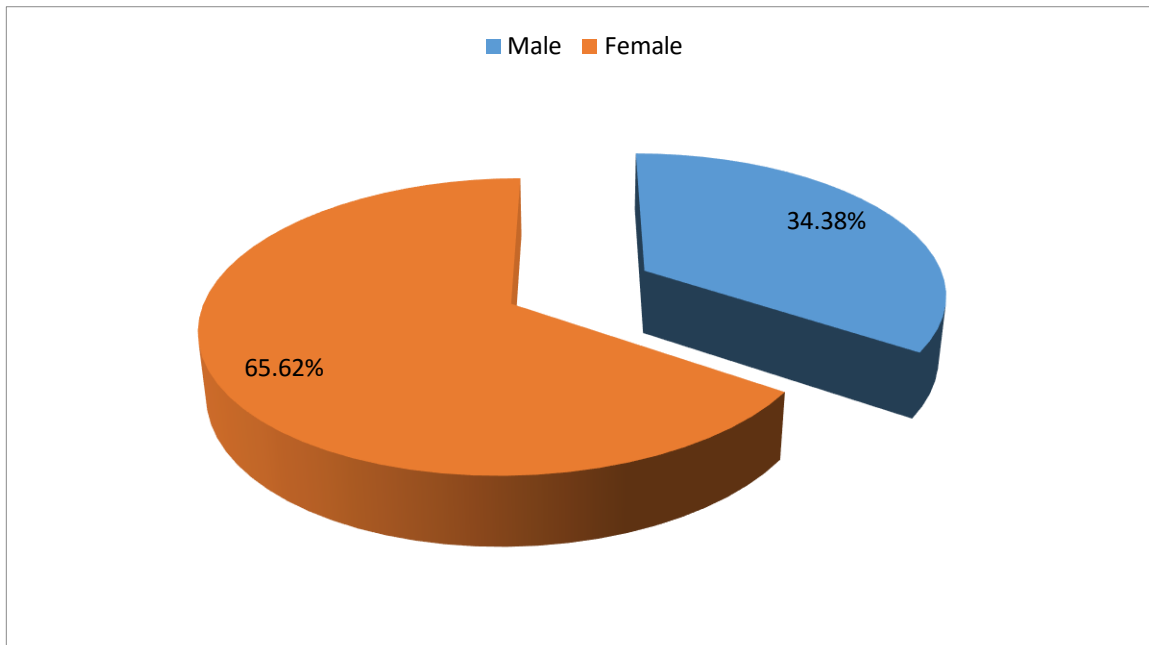
According to Gardner (2013), the older the teacher the better he /she becomes to his /her students. Older teachers who have seen and heard much things about their students and their experiences inclined understanding on the behavior of their students, colleagues, and even on the nature of their work including rules and regulation implemented. Old employee who worked in an institution tend to become contented with their present employment because they think that their age hinders them considering that some institution set age requirements in hiring employee.

Table 2

**Distribution of the Respondents According to Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	55	34.38
Female	105	65.62
<b>Total</b>	<b>160</b>	<b>100</b>

Figure 3

**Distribution of the Respondents According to Gender**

As shown, out of 160 respondents, 105 or 65.62% are females and 55 or 34.38% are males. The graph further shows that majority of the respondents are female teachers. This implies that the distribution of the respondents according to age is dominated by female teachers.

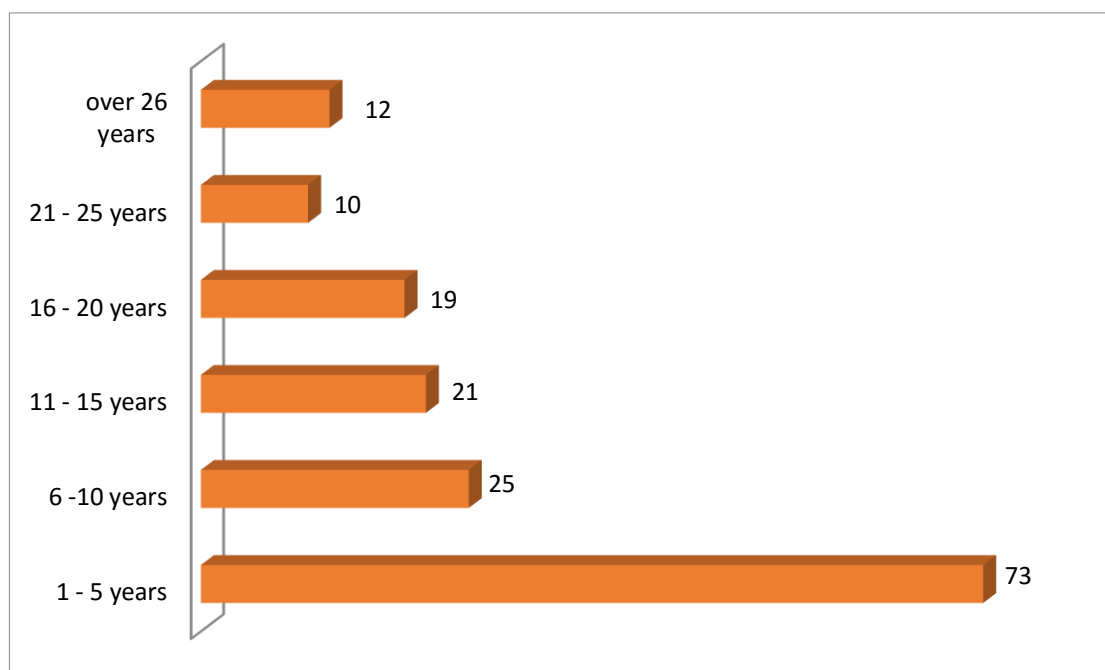
Camgoz, et. al. (2016) explains that female teachers tend to be more patient in their work which positively influences their performance and being obedient to institutional policies and regulations. Unlike male who is in nature possessed "short temper", majority of the women poster patience in terms of fulfilling their work. So, talking about patience which is mostly possessed by women, it is understandable that there would be more female teachers than male.

Table 3

**Distribution of the Respondents According to Length of Service**

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	73	45.63
6-10	25	15.63
11-15	21	13.12
16 -20	19	11.87
21-25	10	6.25
Over 26 years	12	7.50
<b>Total</b>	<b>160</b>	<b>100</b>

Figure 4

**Distribution of the Respondents According to Length of Service**

Of the 160 respondents, 73 or 45.63% are in the service for 1 to 5 years, 25 or 15.63% already spent 6 to 10 years in the service, 21 or 13.12% have 11 to 15 years of experience, 19 or 11.87% have 16 to 20 years of teaching

experience, 12 or 7.50% are over 26 years in the teaching profession and only 10 or 6.25% are in the service for 21 to 25 years.

The figure further shows that majority of the teacher-respondents have at most 10 years in the service. This accounts for 98 respondents or 61.25% of the distribution. The youngest in the service only spent a year and the oldest spent at least 26 years. The average length of service of the respondents is 10 years. This indicates that teachers are not anymore neophytes in the service. Also, teacher-respondents are already used with the grinds of the teaching profession. They are most probably aware with the existing rules and regulations of the institution considering the years of their service and the duration of their exposure to it.

Length of service or teaching experience is a barometer of teacher's competence and performance. In the study of Gonzales (2015), it was implied that the teachers who stayed in the profession for a long time makes it ideal for performing and teaching their students well. He further explained that length of service in teaching is one of the factors of work success. Teacher may obey rules and regulations of an institution where he is employed to become successful to his/her work. Teaching experiences bring a pool of necessary and practical skills, perceptions, insights and mental modes which may facilitate performance of teachers.



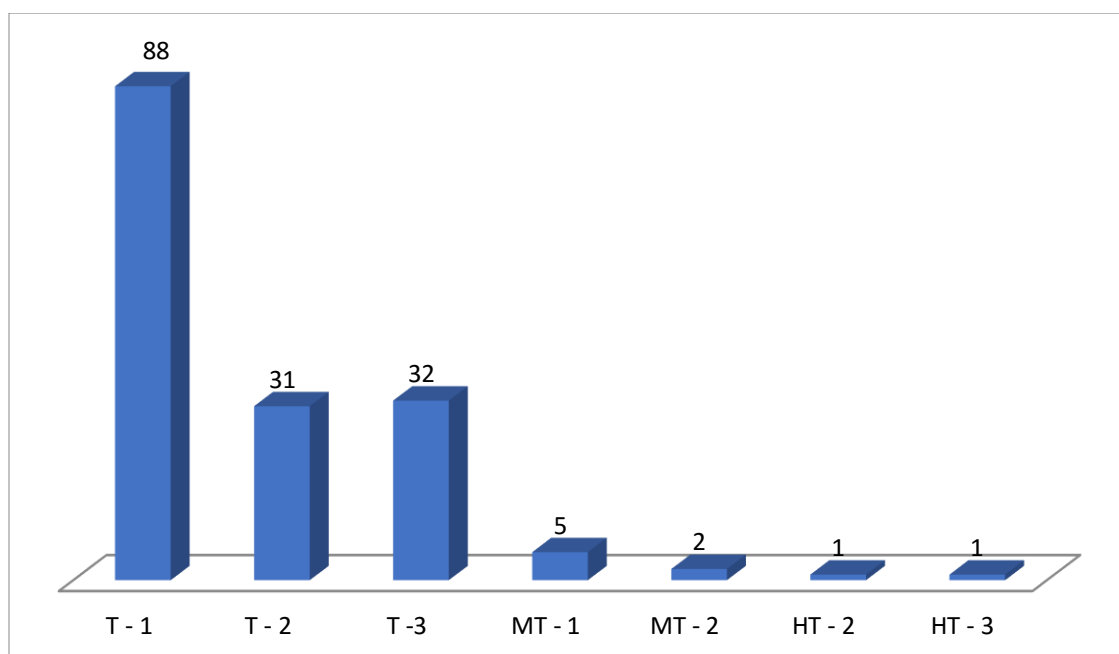
Table 4

**Distribution of the Respondents According  
to Present Rank or Designation**

Present Rank or Designation	Frequency	Percentage
Teacher I	88	55
Teacher II	31	19.38
Teacher III	32	20
Master Teacher I	5	3.12
Master Teacher II	2	1.25
Head Teacher II	1	0.62
Head Teacher III	1	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

Figure 5

**Distribution of the Respondents According  
to Present Rank or Designation**



As shown in the figure, 88 or 55% are in the Teacher I position, 32 or 20% hold the Teacher III position, 31 or 19.38% are designated as Teacher II, and 7 or 4.38% are master teachers. Five (5) of which are Master Teacher I while the

other two (2) are Master Teacher II. Among the respondents, only 2 or 1.25% are head teachers - one (1) Head Teacher II and one Head Teacher III. It can be gleaned from the graph that majority of the respondents hold Teacher I position. This comprised more than half of the distribution. This implies that respondents of this study are dominated by Teacher I.

Eyupoglu& Sane (2009) argued that rank/designation was not a reliable predictor of job satisfaction. An employee holding highest or lowest position in an educational institution also experienced and may express dissatisfaction on things related to his/her employment. It does not mean that a high ranking employee will be contented with all the things brought by his/her employment and just accept and deal with it. Even a designated Master Teacher or a teacher holding the lowest position may poster dissatisfaction toward work and other matters related to the work itself like awareness toward company rules and policies.

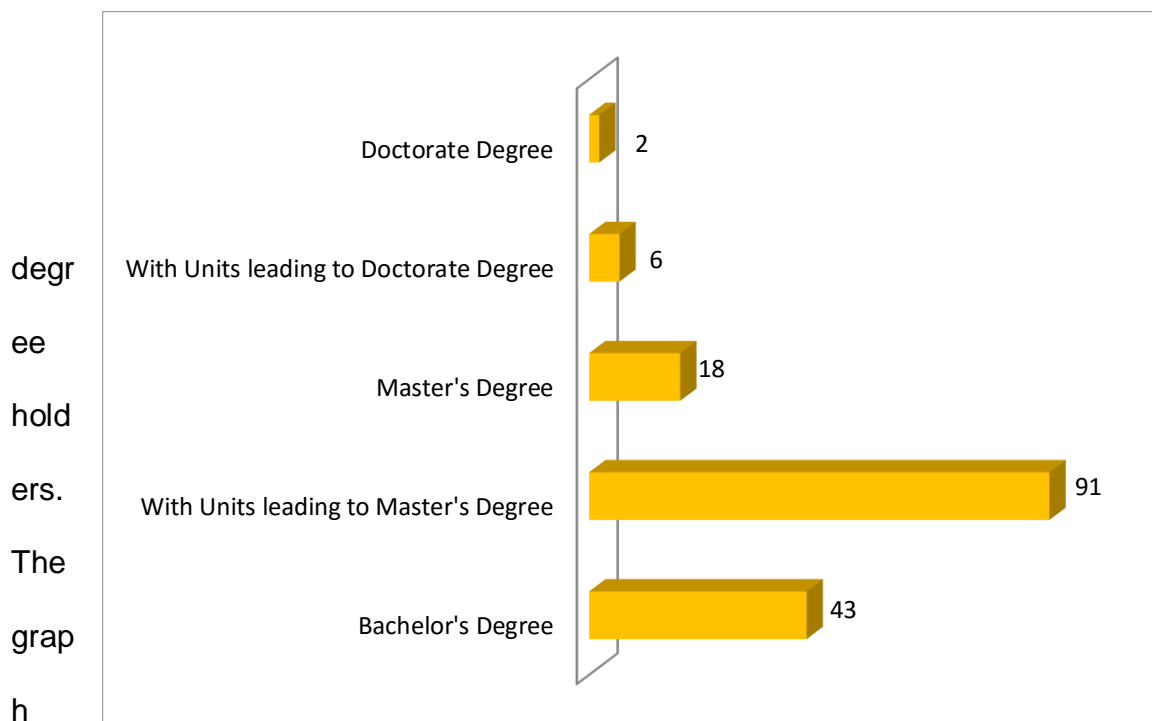
Table 5

**Distribution of the Respondents According to Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Doctorate Degree	2	1.25
with units leading to Doctorate Degree	6	3.75
Master's Degree	18	11.25
with unit leading to Master's Degree	91	56.87
Bachelor's Degree	43	43.88
<b>Total</b>	<b>160</b>	<b>100</b>

Figure 6

### Distribution of the Respondents According to Educational Attainment



further reveals that 134 respondents or 83.75% of the distribution have at most units leading to master's degree. This implies that 16.25% of the teacher-respondent are at least master's degree holders. Likewise, this suggests a positive response of teachers to one of the very recent order from DepEd which is to enroll in the postgraduate studies for continuous professional growth. This further means that teachers are now more positive on the idea of attending school after pursuing their bachelor's degree.

Educational attainment is another barometer of teacher competence and effectiveness. In the study of Gonzales (2015), it was revealed that educational attainment is one of the important factors that affect the teaching competency and effectiveness of teachers. There is an expectation on the higher educational

attainment of a teacher, it is more expected that he/she is more efficient and effective in the field of teaching and poster better job performance. In teaching profession, updating knowledge in the field and consistent professional growth widens teacher's knowledge toward teaching strategies and methodologies. Hence, it is encouraged that teachers pursue their graduate studies for they are expected to have increased knowledge and updated methodologies as they attain higher degrees. It may help them to widen and uplift their perspectives toward their profession.

Table 6

**Level of Awareness of the Teacher-Respondents toward DepEd  
Grievance Management Procedure in terms of  
Grounds for Grievances**

No.	<b>GROUND S FOR GRIEVANCE</b>	<i>WM</i>	<i>Interpretation</i>
1.	Physical working condition?	3.05	Moderately Aware
2.	Proper handling of financial issues like salaries and overtime pay?	3.04	Moderately Aware
3.	Proper handling of procedure on recruitment and promotion?	2.86	Moderately Aware
4.	Proper handling of procedure in claiming entitled benefits and incentives?	2.90	Moderately Aware
5.	Proper handling of procedure in termination and retirement?	2.91	Moderately Aware
6.	Support of school head on professional growth?	2.97	Moderately Aware
7.	Management approach of a school head?	2.97	Moderately Aware
8.	Sufficiency of school facilities?	2.92	Moderately Aware
<b>Overall Weighted Mean</b>		<b>2.95</b>	<b>Moderately Aware</b>

Table 6 shows the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure in terms of Grounds for Grievances.

As revealed, teachers are moderately aware that grievance/s is/are derived from teacher's dissatisfaction in terms of physical working condition

(WM=3.05), proper handling of financial issues like salaries and overtime pay (WM=3.04), support of school head on professional growth (WM=2.97), management approach of a school head (WM=2.97), sufficiency of school facilities (WM=2.92), proper handling of procedure in termination and retirement (WM=2.91), proper handling of procedure in claiming entitled benefits and incentives (WM=2.90) and proper handling of procedure on recruitment and promotion (WM=2.86).

The table also shows that indicator #3 received the lowest weighted mean of 2.86 which implies that proper handling of procedure on recruitment and promotion should be given proper attention since this is the area where teachers are least aware of. The eight indicator under grounds for grievance obtained an overall weighted mean of 2.95 which means that teachers are moderately aware about grounds for grievance.

Sarmiento (2009), Mubarak, Aziz, Shariff (2014), and Kottawatta&Piyasen (2016) enumerated grounds for grievances and these are physical working condition, improper placement and selection process, discharge from the services and contract interpretation. The grounds enumerated by the above-mentioned authors and the grounds presented to the respondents are the same. The result of this study implies that none of the teachers are ignorant or have no knowledge about grounds for grievance. They make an honest effort to understand and support the legitimate policies of the school as ordered on Article VI of Code of Ethics of Professional Teacher. But the results also mean that they are not one hundred percent aware with the grounds of grievances where they

are expected to be fully aware with it and being aware with the existing rules and regulations of an institution is one way of showing support to the educational institution where he/she employed.

It can also be interpreted that as public secondary school teachers, they are expected to possess high level of awareness toward rules and regulations mandated to within the institution where they worked particularly on the grounds or things which triggers their dissatisfaction. It is important to possess high level of awareness toward grounds for grievances for they are not just required to do so but is may serve as their shield in protecting themselves from committing undesirable work behavior.

Table 7

**Level of Awareness of the Teacher-Respondents towards DepEd Grievance Management Procedure in terms of Grievance Procedures**

No.	GRIEVANCE PROCEDURES	<i>Weighted Mean</i>	<i>Interpretation</i>
1.	Grievance procedure hears complaints successively by School Grievance up to Department Grievance Committee?	2.73	Moderately Aware
2.	Grievance procedure allows DepEd employees to freely settle their complaints?	2.76	Moderately Aware
3.	Grievance procedure is an effective tool in resolving dispute and conflicts within the school?	2.80	Moderately Aware
4.	Grievance procedure is a useful aid in strengthening administrators' decision-making skills?	2.86	Moderately Aware
5.	Grievance procedure employs procedural due process of complaints?	2.87	Moderately Aware
6.	Disciplining authorities are responsible in handling serious complain like sexual harassment?	2.99	Moderately Aware
7.	Grievance committee may accept and hear grievance/s presented orally or in written form?	2.93	Moderately Aware
8.	Grievance committee at any level should formulate their own grievance management procedure?	2.79	Moderately Aware
<b><i>Overall Weighted Mean</i></b>		<b>2.84</b>	<b>Moderately Aware</b>

Table 7 shows the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure in terms of Grievances Procedures.

As revealed in the data, the teachers are moderately aware that DepEd disciplining authorities are responsible in handling serious complain like sexual harassment (WM=2.99), that grievance committee may accept and hear grievances presented orally or in written form (WM=2.93), that grievance

procedure employs procedural due process of complaints (WM=2.87), that grievance procedure is a useful aid in strengthening administrators' decision-making skills (WM=2.86), that grievance procedure is an effective tool in resolving dispute and conflicts within the school (WM=2.80), that grievance committee at any level should formulate their own grievance management procedure (WM=2.79), that grievance procedure allows DepEd employees to freely settle their complaints (WM=2.76) and that grievance procedure hears complaints successively by School grievance up to Department Grievance Committee (WM=2.73).

Among the eight indicators of grievance procedures, indicator #6 received the highest weighted mean of 2.99 while indicator #1 obtained the lowest weighted mean of 2.73. Though both are within the moderately aware, attention should be given to indicator #1 that grievance procedure hears complaints successively by School Grievance up to Department Grievance Committee. The eight indicators got an overall weighted mean of 2.84 which indicates that teachers are moderately aware about the procedures of the Grievance Committee. The implication of this is that teachers are knowledgeable about the grievance procedures. It is clear for them but not totally clear that grievance procedure is a means of internal dispute resolution by which an employee may have his or her grievances addressed.

The findings agreed with Mc Connell (2014) who reported that employers are required by the law to provide their employees with a method of dealing grievances in a timeous and must be followed properly and fairly. It also



suggested that there is an existing method of dealing grievances because teachers are knowledgeable with the existing grievance procedure implemented by the educational institution where they employed. Through Luz's DepEd Order No. 35 s. 2004, the Department of Education shown it's obedience by law. Written on this is the grievance management procedure to be implemented by the department where all teachers and persons concern are required not just to understand the content but to put in practice as well. As reported by Tatham (2005) and Burke (2006), grievance procedure may help both employee and employees to maintain a good working relationship. Doyle (2005) also added that it may serve as conflict management and dispute resolution mechanism. This can be possible because dissatisfaction of both parties was raised, talked about and settled as early as possible. The unwanted course of action will be eliminated through an effective grievance management procedure, thus, both parties will be beneficial.

Table 8

**Level of Awareness of the Teacher-Respondents towards DepEd  
Grievance Management Procedure in terms  
of Grievance Committee**

No.	GRIEVANCE COMMITTEE	Weighted Mean	Interpretation
1.	School Grievance Committee is composed of Principal or Head Teacher, Faculty President & Teacher?	2.84	Moderately Aware
2.	District Grievance Committee is composed of District Supervisor, Principal, and President of the District Teachers Association?	2.69	Moderately Aware
3.	Schools Division Grievance Committee is composed of School Division Superintendent, District Supervisor, and President of School Division Teachers Association?	2.63	Moderately Aware
4.	Regional Grievance Committee is composed of Regional Director, Chief/Head of Administrative Division, Two Division Chiefs, Two Members of the Rank in File and Designated BilisAksyon Partner?	2.53	Moderately Aware
5.	Department Grievance Committee is composed of Highest Official, Two Division Chiefs, Two Members of the Rank and File, and Designated BilisAksyon Partner?	2.46	Merely Aware
6.	Department, Regional, Division, District, and School grievance committee should observe sincerity and credibility at all times?	2.58	Moderately Aware
7.	Department, Regional, Division, District, and School committees should create their own appropriate and relevant rules of procedures in solving grievance/s?	2.53	Moderately Aware
8.	Department, Regional, Division, District, School committees' decision should be rendered within 15 days?	2.37	Merely Aware
9.	There will be a separate committee in the central, regional, division, district, and school offices?	2.53	Moderately Aware
<b>Overall Weighted Mean</b>		<b>2.57</b>	<b>Moderately Aware</b>

Table 8 shows the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure in terms of Grievance Committee.

As presented, teachers are moderately aware that school grievance committee is composed of principal or head teacher, faculty president and teacher (WM=2.84), that district grievance committee is composed of district supervisor, principal, and president of district teachers association (WM=2.69), that schools division grievance committee is composed of school division superintendent, district supervisor and president of school division teachers association (WM= 2.63), that department, regional, division, district, school grievance committee should observe sincerity and credibility at all times (WM=2.58), that department, regional, division, district and school committees should create their own appropriate and relevant rules of procedures in solving grievances (WM=2.53), that there will be a separate committee in the central, regional, division, district and school offices (WM=2.53) and that regional grievance committee is composed of regional director, chief or head of administrative division, two division chiefs, two members of the rank in file and designated BilisAksyon Partner (WM=2.53).

On the other hand, teachers are merely aware that department grievance committee is composed of highest official, two division chiefs, two members of the rank and file and designated BilisAksyon Partner (WM=2.46) and that department, regional, division, district, school committees' decision should be rendered within 15 days (WM=2.37).

It can be inferred from the table that as the scope of Grievance committee goes wider/ larger, the level of awareness of the teacher-respondents tends to decrease. This implies that teachers' level of awareness on grievance committee

varies as the scope of committee goes wider. The nine indicators under grievance committee obtained an overall weighted mean of 2.57 which indicates that teachers are MODERATELY AWARE of about the composition of Grievance Committee from school level up to the department level.

The result proved that most teachers are aware with the content of Memorandum Order No. 35. S. 2004 by Luz. On the other hand, public secondary school teachers may exert extra effort to make themselves more knowledgeable with the composition of the grievance committee most specially on the designated personnel in Department Grievance Committee. It also denotes that they are obeying the existing policies on the composition of grievance committee which can be proved through the level of awareness as shown on the result of this study.

Table 9  
**Level of Awareness of Teacher-Respondents towards DepEd Grievance Management Procedures in terms of Grievance Committees' Jurisdiction**

No.	GRIEVANCE COMMITTEES' JURISDICTION	WM	Interpretation
1.	School Grievance Committee has jurisdiction over grievances of teachers and non-teaching personnel in the school?	2.73	Moderately Aware
2.	District Grievance Committee has jurisdiction over grievances of employees in the district that were not orally resolved?	2.66	Moderately Aware
3.	Schools Division Grievance Committee possesses original jurisdiction over grievances of employee in the division that were not orally resolved?	2.64	Moderately Aware
4.	Regional Grievance Committee has original jurisdiction over grievances of employee in the region that were not orally resolved?	2.57	Moderately Aware
5.	Department Grievance Committee has original jurisdiction over grievances of employee in the bureau and offices in the Central Office that were not orally resolved?	2.57	Moderately Aware
6.	solving grievant issues should be in hierarchical processes?	2.73	Moderately Aware
<b>Overall Weighted Mean</b>		<b>2.65</b>	<b>Moderately Aware</b>

Table 9 shows the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure in terms of Grievance Committees' Jurisdiction.

As presented, teachers are moderately aware that school grievance committee has jurisdiction over grievances of teachers and non-teaching personnel in the school (WM=2.73), that solving grievant issues should be in hierarchical processes (WM=2.73), that district grievance committee has jurisdiction over grievances of employees in the district that were not orally resolved (WM=2.66), that schools division grievance committee possesses original jurisdiction over grievances of employee in the division that were not orally resolved (WM=2.64), that regional grievance committee has original jurisdiction over grievances of employee in the region that were not orally resolved (WM=2.57) and that department grievance committee has original jurisdiction over grievances of employee in the bureau and offices in the central office that were not resolved orally (WM=2.57).

It can be inferred from the table that as the grievance committees' jurisdiction goes higher, the level of awareness of the teacher-respondents decreases. This implies that teachers are much aware of the school grievance committees' jurisdiction than districts', divisions', regionals' and departments' jurisdiction. The six (6) indicators under grievance committees' jurisdiction obtained an overall weighted mean of 2.65 which indicates that teachers are moderately aware about the jurisdiction of the grievance committee from the school level up to the department level.

According to Skier (2014), establishing and determining proper jurisdiction is paramount in any type of case. It is important because it is one of the predictors in determining the power and limitations of the committee to hear and decide on specific issue. Different level of grievance committee has its own set of committees to accept, investigate, and decide on the grievances and other issues alike raised by the employee or employer. Based on the result of the study, the DepED grievance management procedure in terms of determining the grievance committee's jurisdiction was disseminated effectively because teacher-respondents are knowledgeable with it.

Table 10

**Level of Awareness of Teacher-Respondents towards DepEd Grievance Management Procedures in terms of Grievance Committees' Responsibilities**

No.	<b>GRIEVANCE COMMITTEES' RESPONSIBILITIES</b>	<i>WM</i>	<i>Interpretation</i>
1.	Establishing its own procedures and strategies?	2.75	Moderately Aware
2.	Developing pro-active activities to prevent grievances?	2.69	Moderately Aware
3.	Implementing Employee Assembly, "Talakayan", and Counseling at least once every quarter?	2.55	Moderately Aware
4.	Conducting continuing information drive on the Grievance Machinery?	2.52	Moderately Aware
5.	Conducting dialogue between and among the parties involved?	2.74	Moderately Aware
6.	Issuing Final Certification on Final Action on the Grievance?	2.61	Moderately Aware
7.	Preparing minutes of proceedings and activities?	2.74	Moderately Aware
8.	Directing documentation of grievance ( <i>like signing of written agreements reached by the parties involved</i> )	2.70	Moderately Aware
9.	submitting quarterly accomplishment report?	2.57	Moderately Aware
<b>Overall Weighted Mean</b>		<b>2.65</b>	<b>Moderately Aware</b>

Table 10 shows the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure in terms of Grievance Committees' Responsibilities.

As revealed in the table above, teachers are moderately aware that grievance committee is responsible: in establishing its own procedures and strategies (WM=2.75), in conducting dialogue between and among the parties involved (WM=2.74), in preparing minutes of proceedings and activities (WM=2.74), in directing documentation of grievance (WM=2.70), in developing pro-active activities to prevent grievances (WM=2.69), in issuing final certification on final action on the grievance (WM=2.61), in submitting quarterly accomplishment report (WM= 2.57), in implementing employee assembly, "Talakayan" and counseling at least once every quarter (WM=2.55) and in conducting continuing information drive on the grievance machinery (WM=2.52).

Generally, the computed overall weighted mean is 2.65 which implies that teachers are moderately aware of the responsibilities of the grievance committee. Since the result shows that respondents are moderately aware of the responsibilities of grievance committee, they still need to equip themselves with the necessary information to strengthen their level of awareness. Dealing with grievance committee only occurs if there's a case or issue at hand that is required to be settled. Consequently, teachers are not fully aware with it because it only happens occasionally in their school.

In relation, Mateo (2008) said that grievance committees are reliable for accepting charges or complaints, discussing issues and settling it in the lowest level as possible. Moreover, they are also morally and legally obliged to perform judicial functions (Wigwe, 2012). The results proved that teachers are aware of the responsibilities of a grievance committees since they poster awareness on the above-mentioned notions. They know that grievance committees are accountable and reliable in dealing with complains and handling issues for its settlement.

Table 11

**Summary of Levels of Awareness among Teacher-Respondents toward DepEd Grievance Management Procedures**

<b>Grievance Management Procedures</b>	<b>Overall Weighted Mean</b>	<b>Interpretation</b>
1. Grounds for grievance	2.95	Moderately Aware
2. Grievance procedures	2.84	Moderately Aware
3. Grievance Committee	2.53	Moderately Aware
4. Grievance committees' jurisdiction	2.65	Moderately Aware
5. Grievance committees' responsibilities	2.65	Moderately Aware
<b>Grand Weighted Mean</b>	<b>2.72</b>	<b>Moderately Aware</b>

As shown in Table 11, among the five aspects, grounds for grievance received the highest weighted mean of 2.95 which means that teachers are moderately aware of the grounds for grievance. It is followed by the grievance procedures which gained an overall weighted mean of 2.84 and is still within the



moderate level of awareness. Tied on the third rank are the grievance committees' jurisdictions and responsibilities which both received an overall weighted mean of 2.65. The area that received the least level of awareness among teacher-respondents is on the composition of grievance committee from the school level up to department level which received a weighted mean of 2.53. This finding suggests that teachers should be oriented on the composition of the grievance committee at each level and that it is from the school level up to department level. Further, a grand weighted mean of 2.72 suggests that teachers are moderately aware about DepEd Grievance Management Procedures.

Table 12

**Level of Awareness of Teacher-Respondents toward Discipline Handling of DepEd in terms of Grounds for Disciplinary Action**

No.	<b>GROUND FOR DISCIPLINARY ACTION</b>	<i>Weighted Mean</i>	<i>Interpretation</i>
1.	Understand and support legitimate policies of the school?	3.23	Moderately Aware
2.	Poster honesty, fulfill duties at all times and obey orders from authorities?	3.26	Fully Aware
3.	Avoid frequent absenteeism and tardiness?	3.34	Fully Aware
4.	Avoid habitual drunkenness?	3.39	Fully Aware
5.	Refrain from falsification of official documents?	3.38	Fully Aware
6.	Refrain from acting violently in the workplace during official duty?	3.41	Fully Aware
7.	Avoid stealing any of the school property?	3.39	Fully Aware
8.	Refuse possessing or using alcoholic beverages and illegal drugs in the school premises?	3.39	Fully Aware
9.	Decline unauthorized solicitation at any means?	3.30	Fully Aware
<b>Overall Weighted Mean</b>		<b>3.34</b>	<b>Fully Aware</b>

As shown in Table 12, teachers are fully aware that they should refrain from acting violently in the workplace during official duty (WM=3.41), that they should avoid habitual drunkenness (WM=3.39), that they should avoid stealing any of the school property (WM=3.39), that they should refuse possessing or using alcoholic beverages and illegal drugs in the school premises (WM=3.39), that they should refrain from falsification of official documents (WM=3.38), that they should avoid frequent absenteeism and tardiness (WM=3.34), that they should decline unauthorized solicitation at any means (WM=3.30) and that they should poster honesty, fulfill duties at all times and obey orders from authorities (WM=3.26). Also, teachers are moderately aware that they should understand and support legitimate policies of the school.

The nine (9) indicators posted an overall weighted mean of 3.34 which indicates that teachers are fully aware about the grounds for disciplinary action. This area obtained the highest level of awareness among teachers basically because these areas involved them. They are informed about what to be avoided or refrained from doing and what should they do for them not to receive any disciplinary action.

Similarly, Breed (2014) said that employees cannot be disciplined for misconduct committed by them if they were unaware and totally oblivious to the fact that the misconduct committed by them was punishable and that it was a rule within the workplace that has been contravened. It is, therefore, imperative that the company implements a disciplinary code. The result proved that teachers are well-informed about the grounds of disciplinary action in the DepED because the

results itself show that they are fully aware of the different grounds mentioned by Sunga (2006) like dishonesty, falsification of official documents, acting violently at work, theft and unauthorized solicitation. The result is in alignment with Article VI of Code of Ethics of Professional Teacher which states that teachers should understand and support the legitimate policies of the school.

The result of this study showing teachers' level of awareness determined that respondents are knowledgeable with what to do and not to do in order to avoid disciplinary action. As public secondary school teachers who are committed in molding young souls, they are expected to be fully aware on this aspect since grounds for disciplinary actions are linked and reflected to their own set of values as individual.

Working in a conducive environment is very important and this can be possible if teachers possessed high level of respect for each co-teachers and administrators and free from arguments or negative perceptions toward work. Through familiarization with the grounds and penalties of disciplinary action, teachers may protect themselves from committing disagreeable work behavior. Based on the result, this can be interpreted that teachers are fully aware with the things that they should avoid for them to be an obedient government employee. They are also cognizant with those undesirable behaviors that a human being should avoid. It is very clear that public secondary school teacher knowswell how to be physically and emotionally obedient toward rules and regulations mandated by the institution where he worked. They feel the need to be morally

obliged to follow certain rules of an institution in order to meet the standard set by human environment.

Table 13

**Level of Awareness of Teacher-Respondents toward Discipline Handling of DepEd in terms Penalties for Disciplinary Action**

No.	<b>PENALTIES FOR DISCIPLINARY ACTION</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1..	DepED employs “progressive discipline approach” in imposing discipline?	2.99	Moderately Aware
2.	In “progressive discipline approach,” oral warning, written warning, suspension, and dismissal are observed?	2.93	Moderately Aware
3.	Written warning provides notice to the employee of the consequences of his misconduct?	2.99	Moderately Aware
4.	DepED classifies offenses into grave, less grave, and light grave offenses?	2.89	Moderately Aware
5.	Grave offenses are punishable by dismissal or removal from the service?	2.99	Moderately Aware
6.	Less grave offenses are punishable by six months suspension on 1 <sup>st</sup> offense and dismissal on the 2 <sup>nd</sup> offense?	2.73	Moderately Aware
7.	Light offenses are punishable by oral reprimand on the 1 <sup>st</sup> offense, suspension on the 2 <sup>nd</sup> and dismissal for the 3 <sup>rd</sup> offense?	2.79	Moderately Aware
<b>Overall Weighted Mean</b>		<b>2.90</b>	<b>Moderately Aware</b>

As presented in table 13, teachers are moderately aware that DepEd employs progressive discipline approach in imposing discipline (WM=2.99), that written warning provides notice to the employee of the consequences of his misconduct (WM=2.99), that grave offenses are punishable by dismissal or removal from the service (WM=2.99), that in progressive discipline approach, oral warning, written warning, suspension and dismissal are observed (WM=2.93), that DepEd classifies offenses into grave, less grave and light grave offenses

(WM=2.89), that light offenses are punishable by oral reprimand on the 1<sup>st</sup> offense, suspension on the 2<sup>nd</sup> offense and dismissal for the 3<sup>rd</sup> offense (2.79) and that less grave offenses are punishable by six months suspension on 1<sup>st</sup> offense and dismissal on the 2<sup>nd</sup> offense (WM=2.73).

The seven (7) indicators obtained an overall weighted mean of 2.90. This indicates that teachers are moderately aware about the penalties for disciplinary action. The implication is that teachers are aware of the consequences of the disciplinary action if ever they will be sanctioned or penalized.

The result is in congruence with the Department Order No. 49 issued by Sunga (2006) which states that offenses are classified with corresponding penalties into grave, less grave and light offenses. It means that teachers know the corresponding penalties for the specific offenses that they may commit. The result of this study also shows that teachers are moderately aware with what Wright (2013) said that written warning provides notice to the employee of the consequences for their misconduct. It denotes that they know what is meant to receive a written warning and its consequence.

Further, it can be interpreted that when a teacher knows the corresponding penalties for his/her unwanted behavior, there is a high tendency of avoidance in committing such undesirable behavior because teacher is afraid with the consequences of his misdeed. Disciplinary action, in the perception of the employee or teacher is punishment for wrong doings and this can be one of the reasons why they are afraid to any corrective measures coming from the administrator or management.

Table 14

**Summary of Levels of Awareness among Teacher-Respondents  
Toward Discipline Handling of DepEd**

<b>Discipline Handling of DepEd</b>	<b>Overall Weighted Mean</b>	<b>Interpretation</b>
1.Grounds for disciplinary action	3.34	Fully Aware
2.Penalties for disciplinary action	2.90	Moderately Aware
<b>Grand Weighted Mean</b>	<b>3.12</b>	<b>Moderately Aware</b>

As revealed by Table 14, grounds for disciplinary action obtained higher level of awareness among teacher-respondents. It obtained an overall weighted mean of 3.34 and can be interpreted that teachers are fully aware about the grounds for disciplinary action. On the other hand, penalties for disciplinary action gained only an overall weighted mean of 2.90 which indicates that teachers have moderate awareness about it. Moreover, a grand weighted mean of 3.12 indicates that teacher-respondents are moderately aware about the discipline handling of DepEd. As stated by Breed (2014), employees cannot be discipline for misconduct committed by them if they are unaware and totally oblivious to the fact that the misconduct committed by them is punishable. It is in relation to the result that teacher-respondents are moderately aware with the disciplinary action directed by DepED. It can be interpreted that teachers in the public secondary school are aware that they are reliable for whatever misconduct they may commit considering that they know the corresponding penalties and grounds for disciplinary action.

Table 15

**Test of Significant Relationship between Demographic Profiles of Teacher-Respondents and Their Level of Awareness Toward DepEd Grievance Management Procedures and Discipline Handling**

Criterion Variables	Test	Age	Gender	Length of Service	Present Rank	Educational Attainment
Grounds for Grievance	Pearson r	0.130	0.007	-0.024	0.031	0.064
	Computed t-Value	1.624	0.081	0.301	0.388	0.804
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Grievance Procedures	Pearson r	0.128	-0.026	0.018	-0.022	0.019
	Computed t-Value	1.599	0.300	0.388	0.276	0.239
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Grievance committee	Pearson r	-0.077	0.062	-0.080	-0.109	0.047
	Computed t-Value	0.962	0.715	1.002	1.366	0.591
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Grievance committees' jurisdiction	Pearson r	0.018	0.015	-0.013	-0.071	0.162
	Computed t-Value	0.225	0.173	0.163	0.890	2.036
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	<b>Significant</b>
Grievance committees' responsibilities	Pearson r	-0.120	-0.030	-0.156	-0.151	0.034
	Computed t-Value	1.499	0.346	1.955	1.892	0.427
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Grounds for Disciplinary actions	Pearson r	0.189	0.176	0.083	-0.009	0.028
	Computed t-Value	2.360	2.029	1.040	0.113	0.352
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	<b>Significant</b>	Significant	Not Significant	Not Significant	Not Significant
Penalties for disciplinary actions	Pearson r	0.064	-0.011	-0.013	0.018	-0.081
	Computed t-Value	0.799	0.127	0.163	0.226	1.018
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Grievance Management Procedures	Pearson r	0.010	0.010	-0.072	-0.086	0.077
	Computed t-Value	0.125	0.115	0.902	1.078	0.968
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant
Discipline Handling	Pearson r	0.152	0.107	0.047	0.003	-0.021
	Computed t-Value	1.898	1.234	0.589	0.038	0.264
	Critical t-Value	1.970	1.970	1.970	1.970	1.970
	Remarks	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Legend: 0.00 - ± 0.20 very low correlation  
±0.21 - ± 0.40 low correlation  
±0.41 - ± 0.70 substantial or marked correlation  
±0.71 - ± 0.99 very high correlation  
± 1 perfect correlation

tested at 0.05 level of significance  
degrees of freedom vary from 133 to 158  
critical t-value is 1.970

Table 15 shows the test of significant relationship between teacher-respondents' demographic profiles and their level of awareness toward DepEd grievance management procedures and discipline handling. The t-test was applied in testing the significance of the correlation at 0.05 level of significance and degrees of freedom vary from 133 to 158.

As revealed, teachers' level of awareness on grievance committees' jurisdiction and their educational attainment posted a very low positive and significant correlation. This obtained a Pearson R-value of 0.162 indicating that the higher educational attainment a teacher has, the higher is his/her level of awareness on grievance committees' jurisdiction. This implies that educational attainment of teachers is a predictor of their level of awareness on grievance committees' jurisdiction. It can be inferred that a teacher who is a masters' degree holder has higher level of awareness on grievance committees' jurisdiction than a teacher who has no masters' degree.

It is very important that a leader or a head teacher knows how to deal with his/her people. Familiarizing himself/herself with the rules and regulations pertaining to misdeed or misconduct of the teacher is a need. Through this study, the researcher found out that the higher educational attainment of a teacher, the higher his/her awareness toward the composition of grievance committee. This can be attributed to the lessons they have in their graduate studies. Their high level of cognizance about the composition of each grievance committee can be derived from peer discussions, from inputs of the professors and from teachers' professional readings.



Furthermore, both age and gender showed a very low positive and significant correlation with teachers' level of awareness on grounds for disciplinary action. This gained Pearson R-values of 0.189 and 0.176 respectively. For age, the significant correlation indicates that the older the teacher is, the higher is his/her level of awareness on grounds for disciplinary actions. Similarly, the younger the teacher is, the lower is his/her level of awareness on grounds of disciplinary actions. Thus, age is a predictor of level of awareness on grounds for disciplinary actions.

This high level of awareness among older teachers can be attributed to their vast experience. This result agreed with Pushpakumari (2008) and Berube (2010) who stated that older employees are more satisfied with their work than the younger employees. It means that older employees are contented and informed about all aspects of their job particularly in terms of rules and regulation of an institution like the grounds for disciplinary action. The years of their stay on the job or in the institution allow them to be familiarized with the scenarios or instances which typically occur particularly on the grounds for disciplinary action.

In the same way, Mahnaz et al (2013) found that among the demographic factors, age is one of the significant predictors of obedience and loyalty of an employee. As people aged, their perception changes, widens level of understanding on the occurrence of instances and learns a lot on how to behave toward other people. Older people learn lot of things in life particularly in human relation compare to the young one.

For gender, significant relationship indicates that male teachers tend to have higher level of awareness on grounds for disciplinary action than female teachers. This implies that male teachers are more aware about grounds for disciplinary actions than female teachers do. Results agreed with what Aristotle said that men in nature are good leaders and obedient followers of authority. It means that men are naturally born with innate leadership skills who value rules and regulations of an institution. The result of the present study is also in favor with what Johnson (2005) found out on his study. His findings revealed that male are stronger supporters of existing progressive disciplinary policies than their female counterparts. Moreover, Sarfaty, et. al. (2007) proved on his study that male faculty valued negotiation in academic career compared to female. Thus, the results proved that male public secondary school teachers possess a high level of awareness in terms of grounds for disciplinary action and can be concluded that gender is a predictor of teachers' level of awareness on grounds for disciplinary actions. These are the only correlations that are significant as shown by the results of the test.

The rest of demographic profiles showed very low positive /negative and insignificant correlation with the areas of grievance management procedures and discipline handling. This can be verified by the results of the overall test of significant relationship. The teachers' level of awareness on DepEd grievance management procedures and their demographic profiles showed a very low and insignificant correlations. This indicates that teachers' level of awareness on DepEd's grievance management procedures is not affected by their demographic

profile which include their age, gender, length of service, present rank and educational attainment. It can be restated that demographic profile is not predictors of teachers' level of awareness on DepEd's grievance management procedures. Hence, it can be concluded that there is no significant relationship between teachers' demographic profile and their level of awareness on DepEd's grievance management procedures. Therefore, the hypothesis which stated "There is significant relationship on the respondent level of awareness toward DepEd Grievance Management and Discipline Handling when they are group according to demographic profile" is rejected.

Also, the teachers' level of awareness on discipline handling and their demographic profiles revealed a very low and insignificant correlation. This means that teachers' level of awareness on discipline handling is independent of their age, gender, length in service, present rank and educational attainment. Thus, there is no significant relationship between the demographic profile of the teachers and their level of awareness on discipline handling. Thus, the hypothesis which states that "There is a significant relationship on the respondent level of awareness toward DepEd Grievance Management and Discipline Handling when they are group according to demographic profile" is rejected.

The result of the test only suggests that demographic profile of teachers are not predictors of their level of awareness toward DepEd Grievance Management Procedures and Discipline Handling. The result is aligned with what Tillman (2008) claimed that the length of service of a teacher is not positively

correlated with job satisfaction in which obedience of the existing policies are part of it. It means that the number of years of teaching is not a barometer of awareness of teacher in a particular policy or regulation. In terms of present rank or designation of the teacher, the result of the present study agreed with the result of Eyupoglu and Sane (2009) study where they unproved that present rank or designation was a reliable predictor of job effectiveness.

It can be interpreted that age, gender, length of service, rank or position and educational attainment of a teacher have nothing to do with their level of awareness toward DepED Grievance Management Procedure and Discipline Handling. It meansthat whether teachersare young or old, male or female, render service for a long time, holding lowest or highest position and even he/she got doctorate degree, their level of awareness may vary.

Teachers work with different environment, surrounded with diverse people who possessed different perceptions; thus, they may have different interpretation toward rules and regulations mandated by an institution. This may be one reason why teachers' level of awareness is not affected by their demographic profile.

Table 16

**Test of Significant Difference [One-Way Analysis of Variance (ANOVA) in the Levels of Awareness among Teacher-Respondents toward DepEd Grievance Management Procedures and Discipline Handling**

	Source of Variations	Sum of Squares	Df	Mean Square	Computed F-Value	Critical F-Value	Level of Significance	Remarks
Grounds for grievance	Between groups	67.269	3	22.423	0.782	2.600	0.05	Not Significant
	Within groups	4471.075	156	28.661				
	Total	4538.344	159					
Grievance procedures	Between groups	100.119	3	33.373	1.434	2.600	0.05	Not Significant
	Within groups	3629.875	156	23.268				
	Total	3729.994	159					
Grievance committee	Between groups	244.025	3	81.342	2.067	2.600	0.05	Not Significant
	Within groups	6137.750	156	39.345				
	Total	6381.775	159					
Grievance committees' jurisdiction	Between groups	99.475	3	33.158	1.869	2.600	0.05	Not Significant
	Within groups	2767.500	156	17.740				
	Total	2866.975	159					
Grievance committees' Responsibilities	Between groups	34.100	3	11.367	0.340	2.600	0.05	Not Significant
	Within groups	5219.400	156	33.158				
	Total	5253.500	159					
Grounds for disciplinary action	Between groups	78.819	3	26.273	0.762	2.600	0.05	Not Significant
	Within groups	5380.025	156	34.487				
	Total	5458.844	159					
Penalties for disciplinary action	Between groups	163.625	3	54.542	2.856	2.600	0.05	Significant
	Within groups	2979.150	156	19.097				
	Total	3142.775	159					

Presented in Table 16 is the test of significant difference in the levels of awareness among teacher-respondents from different public secondary schools

toward DepEd Grievance Management Procedures and Discipline Handling. The significant difference is tested at 0.05 level of significance.

The table shows that there is no significant difference in the levels of awareness among teacher-respondents from different public secondary schools in grounds for grievance, grievance procedures, grievance committee, grievance committees' jurisdiction, grievance committees' responsibilities and grounds for disciplinary action. Thus, the hypothesis which stated "There is a significant difference in the level of awareness of public secondary school teachers toward DepEd Grievance Management Procedure and Discipline Handling when they are grouped according to school is rejected. This implies that among these areas, teacher-respondents posted same levels of awareness or they have the same perceptions.

The way how an appointee and responsible officials disseminate information about grievance management procedure and discipline handling is not intensive. School-related issues like grievances and discipline handling do not occur every day or every week in the school; thus, officials and staff do not extend too much effort in mandating the said DepEd Order. Teachers, who play the main proponent of this issue, are not well-informed about grievance management procedure and discipline handling because they don't feel the need to engage themselves with it. This only means that compared to other school related issues, dissemination of information on issues about grievances and discipline handling is not the top priority of DepEd officials in the Second District, Division of Quezon.

It may be construed that interpreting particular rules and regulations may vary based on the understanding and perceptions of an individual. Considering that every teacher holds own set of beliefs which is different from one another, specific rules and regulations of an institution may be viewed and interpreted differently.

### **Development of Infographic Material**

Analyzing the grand weighted mean of 2.72 and 3.12 on the level of awareness of the teacher-respondents toward DepEd Grievance Management Procedure and Discipline Handling of DepEd, it can be inferred that there is a need for teachers to be oriented on the composition of the grievance committee at each level, and that it is from the school level up to department level because they are only “moderately aware” on these two concerns. Thus, an infographic material has been developed to improve teachers’ awareness on the said concern. Being teachers, they must be able to fully understand the ground that may ruin their profession so that their work is protected and fulfilled. (**See Appendix**)

Table 17

#### **Acceptability of the Infographic Material on Grievance Management Procedure and Discipline Handling in terms of Objectives**

<b>Objectives</b>	<b>WM</b>	<b>I</b>
1. They are specific and clearly stated.	3.87	Highly Accepted
2. They are consistent with research and updates on DepEd Grievance Management Procedure and Discipline Handling.	3.80	Highly Accepted
3. They are suitable to solve the observed and identified problems.	3.73	Highly Accepted
<b><i>Overall Weighted Mean</i></b>	<b>3.80</b>	<b>Highly Accepted</b>

As shown in Table 17, Infographic Material on Grievance Management Procedure and Discipline Handling in terms of objectives is *highly acceptable* that objectives are specific and clearly stated (WM=3.87), that objectives are consistent with research and updates on DepED Grievance Management Procedure and Discipline Handling (WM=3.80) and that objectives are suitable to solve the observed and identified problems (WM=3.73).

The three indicators obtained an overall weighed mean of 3.80 telling that the Infographic Material on Grievance Management Procedure and Discipline Handling in terms of objectives is highly accepted by the respondents.

Table 18

**Acceptability of the Infographic Material on Grievance Management Procedure and Discipline Handling in terms of Content**

<b>Content</b>	<b>WM</b>	<b>I</b>
1. It is aligned with the objectives	3.73	Highly Accepted
2. It highlights current need of the teachers in enhancing their level of awareness toward DepEd Grievance Management Procedure and Discipline Handling	3.80	Highly Accepted
3. It presents informative, readable, understandable and interesting data.	3.80	Highly Accepted
4. It creatively visualizes data and information	3.80	Highly Accepted
<i>Overall Weighted Mean</i>	<b>3.78</b>	<b>Highly Accepted</b>

As presented in Table 18, the respondents highly accepted that the content of Infographic Material on Grievance Management Procedure and Discipline Handling is aligned with the objectives (WM=3.73), highlights current need of the teachers in enhancing their level of awareness toward DepED



Grievance Management Procedure and Discipline Handling (WM=3.80), presents informative, readable, understandable, and interesting data (WM= 3.80) and creatively visualizes data and information (WM=3.80). The four indicators obtained an overall weighted mean of 3.78.

Since the content was selected based on the result of the level of awareness, the researcher was able to develop the infographic material relevant to their needs.

Table 19

**Acceptability of the Infographic Material on Grievance Management Procedure and Discipline Handling in terms of Usefulness**

<b>Usefulness</b>	<b>WM</b>	<b>I</b>
1. It provides sufficient information for the attainment of objectives.	3.67	Highly Accepted
2. It is goal-directed with specified information which was presented visually creative.	3.93	Highly Accepted
3. It gives long term benefits for the teachers and administrators.	3.80	Highly Accepted
<i>Overall Weighted Mean</i>	<b>3.80</b>	<b>Highly Accepted</b>

As presented in Table 19, Infographic Material on Grievance Management Procedure and Discipline Handling in terms of usefulness is also *highly acceptable* that it provides sufficient information for the attainment of objectives (WM=3.67), that it is a goal-directed with specified information which was presented visually creative (WM=3.93), and that it gives long term benefits for the teachers and administrators (WM= 3.80). The three indicators obtained an overall weighed mean of 3.80 which is interpreted as highly accepted. This means that teachers strongly agreed that Infographic Material on Grievance Management Procedure and Discipline Handling is a great help for them.

Table 20

**Acceptability of Infographic Material on Grievance Management Procedure and Discipline Handling in terms of Educational Significance**

<b>Educational Significance</b>	<b>WM</b>	<b>I</b>
1. The objectives and content of the Infographics are consistent with the national standards.	3.73	Highly Accepted
2. It promotes equity and equal access to knowledge as reflected by the national standards	3.80	Highly Accepted
3. It is of sufficient scope and importance to make significant differences in the level of awareness of teachers toward DepED Grievance Management Procedure and Discipline Handling.	3.93	Highly Accepted
4. It contributes to increase teacher's level of awareness toward DepED Grievance Management Procedure and Discipline Handling.	3.93	Highly Accepted
<b><i>Overall Weighted Mean</i></b>	<b>3.84</b>	<b>Highly Accepted</b>

As presented in Table 20, Infographic Material on Grievance Management Procedure and Discipline Handling in terms of usefulness was *highly acceptable* that objectives and content of Infographics are consistent with the national standards (WM=3.73), that it promotes equity and equal access to knowledge as reflected by national standards (WM=3.80), that it is of sufficient scope and importance to make significant differences in the level of awareness of teachers toward DepED Grievance Management Procedure and Discipline Handling (WM= 3.93), and that it contributes to increases teacher's level of awareness toward DepED Grievance Management Procedure and Discipline Handling (WM= 3.93).

Based on the overall weighted mean (WM=3.84), it was revealed that the developed Infographic Material on Grievance Management Procedure and Discipline Handling is *highly acceptable* in terms of educational significance. Based on the result, it shows that an Infographic Material on Grievance Management Procedure and Discipline Handling is highly accepted in all its parameters.

## **Chapter V**

### **SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings, conclusions drawn and recommendation of the study as a result of the previous chapter.

#### **Summary**

This study explored the level of awareness of public secondary school teachers toward Grievance management procedure in relation to Discipline handling in the Second District of Quezon as basis for developing Info-graphic Materials on Grievance management procedure and Discipline handling. It discussed the level of awareness of public secondary school teachers toward Grievance management procedure in terms of: grounds for grievance, grievance procedure, grievance committees, grievance committees' jurisdiction, and committees' responsibilities and conferred the level of awareness of the public secondary school teachers in the Discipline handling in terms of: grounds and penalties for disciplinary action.

This descriptive study utilized self-made questionnaire as an instrument in data gathering among respondents composed of 160 public secondary school teachers from the Second District of Quezon. A self-made checklist questionnaire utilizing 4 point Likert scale served as the research instrument in data gathering. The instrument was piloted among the 15 non-participants from the public secondary school in the Second District of Quezon. Statistical tools such as weighted mean and One-Way Analysis of Variance (ANOVA) were utilized to compute the gathered data.

## Findings

Based on the data gathered, the following results were revealed:

1. The distribution of respondents according to age revealed the dominance bracket of the 45-49 years old (141 or 65.63%). In terms of gender profile of the respondents, the data revealed that 105 teacher-respondents are female or 65.63% and implies that majority of the respondents are females. Result also show that majority of the respondents have 10 years at most in the service with 98 teacher-respondents or 61.25% of the distribution which implies that majority of the respondents were in service for almost 10 years. When it comes to present rank or designation, majority of the teacher-respondents are Teacher I with 88 teacher-respondents or 55%. More so, findings showed that in terms of highest educational attainment, majority of the teacher-respondents have units leading to Master's Degree with 91 teacher-respondent or 56.87%.
2. As to the level of awareness of public secondary school teachers toward DepEd grievance management procedure, it was revealed that the teacher-respondents are moderately aware on grounds for grievance with 2.95 AWM, grievance procedure with 2.84 AWM, grievance committee with 2.57 AWM, grievance committees' jurisdiction with 2.65 AWM, and grievance committees' responsibilities with 2.65 AWM.
3. In terms of discipline handling, public secondary school teachers are fully aware with the grounds for disciplinary action with 3.34 AWM. On the

other hand, teacher-respondents are moderately aware about the penalties for disciplinary action with 2.90 AWM.

4. The teachers' level of awareness on discipline handling and their demographic profiles revealed a very low and insignificant correlation. This means that teachers' level of awareness on discipline handling is independent of their age, gender, length in service, present rank and educational attainment.
5. In line with the level of awareness of teacher-respondents toward DepED grievance management procedure and discipline handling when they are grouped according to school, results revealed that there is no significant difference in the levels of awareness among teacher-respondents from different public secondary schools on grounds for grievance, grievance procedures, grievance committee, grievance committees' jurisdiction, grievance committees' responsibilities and grounds for disciplinary action. On the other hand, there is a significant difference in the level of awareness among teacher-respondents in penalties for disciplinary action.
6. An info-graphic material about DepEd grievance management procedure and Discipline handling was developed.
7. The infographic material gained a highly acceptable remark in all its parameter as revealed in the overall weighted mean of 3.80, Objectives 3.78, Content; 3.80, Usefulness; and 3.84, Educational Significance.

## Conclusions

Based on the findings, the following conclusions were drawn:

1. Majority of public secondary school teachers are female ages 45-49, has rendered service to DepEd for almost 10 years, earned units leading to Master's Degree and currently holding a Teacher I designation/rank
2. Public secondary school teachers are moderately aware on the grounds for grievances, grievance procedure, grievance committee, grievance committees' jurisdiction and grievance committees' responsibilities. They are knowledgeable about grievance management procedure as well as in penalties for disciplinary action but they do not know every aspect of it.
3. Public secondary school teachers are fully aware with the grounds for disciplinary action.
4. The demographic profiles of teachers are not indicator of teacher-respondents level of awareness toward DepED grievance management procedure and discipline handling.
5. The public secondary school teachers who are employed in the four big schools in the Second District of Quezon have the same level of awareness in terms of grounds for grievance, grievance procedures, grievance committee, grievance committees' jurisdiction, grievance committees' responsibilities and grounds for disciplinary action. But they post different level of awareness in terms of penalties for disciplinary action.

6. The developed Infographic Material on DepEd Grievance Management Procedure and Discipline Handling is ready for validation and initial try-out.
7. The developed Infographic Material is highly acceptable in terms of objectives, content, usefulness, and educational significance.

### **Recommendations**

Based on the findings and conclusions, the following are recommended.

1. To enhance public secondary school teachers' level of awareness on DepED grievance management procedure and Discipline handling, grievance committees at all level may initiate collaborative information drive campaign for the dissemination of essential information and in propagation of mandated rules and regulations of an institution.
2. Public secondary school teachers, regardless of age, gender, length of service, present rank or position and educational attainment, may 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.
3. It is also recommended that the Info-graphic Material on DepED Grievance Management Procedure may be adapted by public secondary schools in the Division of Quezon as a communicating tool in disseminating relevant information about DepEd Grievance Management Procedure and Discipline Handling.



4. Utilization of Information Communication System may be commended for use in the dissemination of information on Grievance management procedure and discipline handling.
5. Future researches may replicate the findings of this study by selecting larger sample and using mixed method approach which could give affluent, more in-depth and well-substantiated conclusion.

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## APPENDICES

**Appendix A**  
**Letter of Communication**



Republic of the Philippines  
Southern Luzon State University  
GRADUATE SCHOOL  
Lucban, Quezon



**Dear Respondent:**

Good Day!

The undersigned is a student of the Graduate School in the Southern Luzon State University currently working on the research title “**GRIEVANCE MANAGEMENT PROCEDURE AND DISCIPLINE HANDLING AWARENESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS: AN INFOGRAPHIC MATERIAL.**”

In this regard, may I request for your valuable support by providing the relevant data necessary in the completion of this undertaking? Your honest assessment of the item in the questionnaire will contribute to the success of the study.

I am hoping that this request will merit your kind approval. Thank you very much.

Very truly yours,

**LECHELLE R. DE LOS REYES**  
Researcher

Noted by:

**CONRADO L. ABRAHAM Ph. D**  
Research Adviser





Republic of the Philippines  
 Southern Luzon State University  
 GRADUATE SCHOOL  
 Lucban, Quezon



## LETTER TO THE PRINCIPAL

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Dear Madam/Sir:

The undersigned is a student of the Graduate School in the Southern Luzon State University currently working on the research title "**GRIEVANCE MANAGEMENT PROCEDURE AND DISCIPLINE HANDLING AWARENESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS: AN INFOGRAPHIC MATERIAL.**"

In this regard, please permit the researcher to distribute her questionnaires for teaching personnel from your institution, rest assured that all information provided by the respondent will be held in strict confidence and will be utilized exclusively for the purpose of the study.

I am hoping that this request will merit your kind approval. Thank you very much.

Very truly yours,

**LECHELLE R. DE LOS REYES**  
 Researcher

Noted by:

**CONRADO L. ABRAHAM Ph. D**  
 Research Adviser



Republic of the Philippines  
 Southern Luzon State University  
 GRADUATE SCHOOL  
 Lucban, Quezon



## LETTER TO THE SCHOOL DIVISION SUPERINTENDENT

**MERTHEL M. EVARDOME, CESO VI**  
 School Division Superintendent  
 Division of Quezon  
 Pagbilao, Quezon

Dear Madam:

Greetings of peace!

The undersigned is a student of the Graduate School in the Southern Luzon State University currently working on the research title "**GRIEVANCE MANAGEMENT PROCEDURE AND DISCIPLINE HANDLING AWARENESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS: AN INFOGRAPHIC MATERIAL.**"

In this connection, she is requesting for your permission to conduct her study among public secondary school teachers at Second District of Quezon and the approval on the distribution of questionnaires.

She is earnestly hoping for your favorable action on this request. Rest assured that any information that will be gathered will be held in strictest confidence and will use solely for the purpose of this study. Your preferential attention and indulgence will merit this research.

Thank you very much.

Very truly yours,

**LECHELLE R. DE LOS REYES**  
 Researcher

Noted by:  
**CONRADO L. ABRAHM Ph. D**  
 Research Adviser

Approved:  
**MERTHEL M. EVARDOME, CESO VI**

School Division Superintendent

## Appendix B Questionnaire



Republic of the Philippines  
Southern Luzon State University  
Graduate School  
Lucban, Quezon



Name (Optional) \_\_\_\_\_  
School: \_\_\_\_\_

**PART I – Demographic Profile of public secondary school teacher. Please mark using “X” the appropriate choice.**

### 1. What is the demographic profile of the respondent in terms of;

#### 1.1 Age

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 20-24 years old | <input type="checkbox"/> 35–39 years old | <input type="checkbox"/> 50–54 years old |
| <input type="checkbox"/> 25–29 years old | <input type="checkbox"/> 40–44 years old | <input type="checkbox"/> 55-59 years old |
| <input type="checkbox"/> 30-34 years old | <input type="checkbox"/> 45–49 years old | <input type="checkbox"/> 60 and above    |

#### 1.2 Gender

Male  Female

#### 1.3 Length of service in the DepEd

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> 0-1 year    | <input type="checkbox"/> 16-20 years        |
| <input type="checkbox"/> 2-5 years   | <input type="checkbox"/> 21-25 years        |
| <input type="checkbox"/> 6-10 years  | <input type="checkbox"/> 26 years and above |
| <input type="checkbox"/> 11-15 years |   |

#### 1.4 Present rank/designation

- |  |   |
|--|---|
| <input type="checkbox"/> Teacher I         | <input type="checkbox"/> Master Teacher III |
| <input type="checkbox"/> Teacher II        | <input type="checkbox"/> Head Teacher I     |
| <input type="checkbox"/> Teacher III       | <input type="checkbox"/> Head Teacher II    |
| <input type="checkbox"/> Master Teacher I  | <input type="checkbox"/> Head Teacher III   |
| <input type="checkbox"/> Master Teacher II | <input type="checkbox"/> Head Teacher IV    |
|  | <input type="checkbox"/> Others: _____      |

*(please specify)*

#### 1.5 Highest Educational Attainment

- Bachelor's Degree  
 with units leading to Master's degree

- Master's Degree  
 with units leading to Doctoral degree  
 Doctorate Degree

## Part II. Grievance Management Procedure and Discipline Handling.

Please put a check mark (√) on the space provided for your answer. Use the given scale below.

Point Score		Descriptive Rating
4	-	Fully Aware (FA)
3	-	Moderately Aware (Mod. A)
2	-	Merely Aware (Mer. A)
1	-	Not Aware (NA)

No.	<b>FOUNDATIONS FOR GRIEVANCE</b> <i>Are you aware that grievance/s is derive from teacher's dissatisfaction in terms of...</i>	<i>FA</i> <b>(4)</b>	<i>Mod. A</i> <b>(3)</b>	<i>Mer. A</i> <b>(2)</b>	<i>NA</i> <b>(1)</b>
1.	physical working condition?				
2.	proper handling of financial issues like salaries and overtime pay?				
3.	proper handling of procedure on recruitment and promotion?				
4.	proper handling of procedure in claiming entitled benefits and incentives?				
5.	proper handling of procedure in termination and retirement?				
6.	support of school head on professional growth?				
7.	management approach of a school head?				
8.	sufficiency of school facilities?				
No.	<b>GRIEVANCE PROCEDURES</b> <i>Are you aware that DepEd...</i>	<i>FA</i> <b>(4)</b>	<i>Mod. A</i> <b>(3)</b>	<i>Mer. A</i> <b>(2)</b>	<i>NA</i> <b>(1)</b>
1.	grievance procedure hears complaints successively by School Grievance up to Department Grievance Committee?				
2.	grievance procedure allows DepEd employees to freely settle their complaints?				
3.	grievance procedure is an effective tool in resolving dispute and conflicts within the school?				
4.	grievance procedure is a useful aid in strengthening administrators' decision-				

	making skills?				
5.	grievance procedure employs procedural due process of complaints?				
6.	disciplining authorities are responsible in handling serious complain like sexual harassment?				
7.	grievance committee may accept and hear grievance/s presented orally or in written form?				
8.	grievance committee at any level should formulate their own grievance management procedure?				

No.	<b>GRIEVANCE COMMITTEE</b> <b>Are you aware that...</b>	<b>FA</b> <b>(4)</b>	<b>Mod. A</b> <b>(3)</b>	<b>Mer. A</b> <b>(2)</b>	<b>NA</b> <b>(1)</b>
1.	School Grievance Committee is composed of Principal or Head Teacher, Faculty President & Teacher?				
2.	District Grievance Committee is composed of District Supervisor, Principal, and President of the District Teachers Association?				
3.	Schools Division Grievance Committee is composed of School Division Superintendent, District Supervisor, and President of School Division Teachers Association?				
4.	Regional Grievance Committee is composed of Regional Director, Chief/Head of Administrative Division, Two Division Chiefs, Two Members of the Rank in File and Designated BilisAksyon Partner?				
5.	Department Grievance Committee is composed of Highest Official, Two Division Chiefs, Two Members of the Rank and File, and Designated BilisAksyon Partner?				
6.	Department, Regional, Division, District, and School grievance committee should observe sincerity and credibility at all times?				
7.	Department, Regional, Division, District, and School committees should create their own appropriate and relevant rules of procedures in solving grievance/s?				

8.	Department, Regional, Division, District, School committees' decision should be rendered within 15 days?				
9.	there will be a separate committee in the central, regional, division, district, and school offices?				

No.	<b>GRIEVANCE COMMITTEES' JURISDICTION</b> <i>Are you aware that...</i>	<i>FA</i> <b>(4)</b>	<i>Mod.</i> <b>A</b> <b>(3)</b>	<i>Mer.</i> <b>A</b> <b>(2)</b>	<i>NA</i> <b>(1)</b>
1.	School Grievance Committee has jurisdiction over grievances of teachers and non-teaching personnel in the school?				
2.	District Grievance Committee has jurisdiction over grievances of employees in the district that were not orally resolved?				
3.	Schools Division Grievance Committee possesses original jurisdiction over grievances of employee in the division that were not orally resolved?				
4.	Regional Grievance Committee has original jurisdiction over grievances of employee in the region that were not orally resolved?				
5.	Department Grievance Committee has original jurisdiction over grievances of employee in the bureau and offices in the Central Office that were not orally resolved?				
6.	solving grievant issues should be in hierarchical processes?				

No.	<b>GRIEVANCE COMMITTEES' RESPONSIBILITIES</b> <i>Are you aware that Grievance Committee is responsible in...</i>	<i>FA</i> <b>(4)</b>	<i>Mod.</i> <b>A</b> <b>(3)</b>	<i>Mer.</i> <b>A</b> <b>(2)</b>	<i>NA</i> <b>(1)</b>
1.	establishing its own procedures and strategies?				
2.	developing pro-active activities to prevent grievances?				
3.	implementing Employee Assembly, "Talakayan", and Counseling at least once every quarter?				
3.	conducting continuing information drive on the Grievance Machinery?				
4.	conducting dialogue between and among the parties involved?				

5.	Issuing Final Certification on Final Action on the Grievance?				
6.	preparing minutes of proceedings and activities?				
7.	directing documentation of grievance ( <i>like signing of written agreements reached by the parties involved</i> )				
8.	submitting quarterly accomplishment report?				
No.	<b>GROUND FOR DISCIPLINARY ACTION</b> <b><i>Are you aware that teachers should...</i></b>	<b><i>FA</i></b> <b><i>(4)</i></b>	<b><i>Mod. A</i></b> <b><i>(3)</i></b>	<b><i>Mer. A</i></b> <b><i>(2)</i></b>	<b><i>NA</i></b> <b><i>(1)</i></b>
1.	understand and support legitimate policies of the school?				
2.	poster honesty, fulfill duties at all times and obey orders from authorities?				
3.	avoid frequent absenteeism and tardiness?				
4.	avoid habitual drunkenness?				
4.	refrain from falsification of official documents?				
5.	refrain from acting violently in the workplace during official duty?				
6.	avoid stealing any of the school property?				
7.	refuse possessing or using alcoholic beverages and illegal drugs in the school premises?				
8.	decline unauthorized solicitation at any means?				

No.	<b>PENALTIES FOR DISCIPLINARY ACTION</b> <b><i>Are you aware that...</i></b>	<b><i>FA</i></b> <b><i>(4)</i></b>	<b><i>Mod. A</i></b> <b><i>(3)</i></b>	<b><i>Mer. A</i></b> <b><i>(2)</i></b>	<b><i>NA</i></b> <b><i>(1)</i></b>
1..	DepED employs “progressive discipline approach” in imposing discipline?				
2.	In “progressive discipline approach,” oral warning, written warning, suspension, and dismissal are observed?				
3.	written warning provides notice to the employee of the consequences of his misconduct?				
4.	DepED classifies offenses into grave, less grave, and light grave offenses?				
5.	grave offenses are punishable by dismissal or removal from the service?				
6.	less grave offenses are punishable by six months suspension on 1 <sup>st</sup> offense and dismissal on the 2 <sup>nd</sup> offense?				
7.	light offenses are punishable by oral reprimand on the 1 <sup>st</sup> offense, suspension on the 2 <sup>nd</sup> and dismissal for the 3 <sup>rd</sup> offense?				



Republic of the Philippines  
Southern Luzon State University  
GRADUATE SCHOOL  
Lucban, Quezon



Name (Optional) \_\_\_\_\_

School:(Optional) \_\_\_\_\_

4 - Highly Acceptable    3 - Acceptable    2 – Fairly Acceptable    1 – Not Acceptable

<b>Objectives</b>	4	3	2	1
4. They are specific and clearly stated				
5. They are consistent with research and updates on DepEd Grievance Management Procedure and Discipline Handling				
6. They are suitable to solve the observed and identified problems.				
<b>Content</b>				
5. It is aligned with the objectives				
6. It highlights current need of the teachers in enhancing their level of awareness toward DepEd Grievance Management Procedure and Discipline Handling				
7. It presents informative, readable, understandable and interesting data.				
<b>8. It creatively visualizes data and information</b>				
<b>Usefulness</b>				
9. It provides sufficient information for the attainment of objectives.				
10. It is goal-directed with specified information which was presented visually creative.				
11. It gives long term benefits for the teachers and administrators.				
<b>Educational Significance</b>				
12. The objectives and content of the Infographics are consistent with the national standards.				
13. It promotes equity and equal access to knowledge as reflected by the national standards				
14. It is of sufficient scope and importance to make significant differences in the level of awareness of teachers toward DepED Grievance Management Procedure and Discipline Handling.				
15. It contributes to increase teacher's level of awareness toward DepED Grievance Management Procedure and Discipline Handling.				