

DEVELOPMENT OF A MEASURE OF TRANSPARENCY FOR TEACHER EDUCATION INSTITUTIONS IN THE PHILIPPINES: BASIS FOR ACCOUNTABILITY CHECK AND PUBLIC TRUST

Adelaida C. Gines and Antriman V. Orleans

Philippine Normal University
genis.ac@pnu.edu.ph

ABSTRACT

While the demand for greater accountability and transparency in the global arena is very evident, the big problem is the remarkable absence of accountability and transparency mechanism, more especially in higher education institutions (HEIs). It is in this context that the project was aimed at developing a valid and reliable Transparency Scale and Rubric (TSR) to be used by Teacher Education Institutions (TEIs) in the Philippines in making a Public Transparency Report Card (PTRC) as a form of accountability check. The research also offered policy recommendations for the efficient and effective implementation, monitoring and sustaining the use of the instrument to finally empower every individual in the organization and stakeholders, hence, an accountable and transparent TEI worthy of public trust.

Keywords: Transparency, Accountability, Teacher Education Institutes (TEIs), Public trust

INTRODUCTION

Accountability is a much-misunderstood concept. Greater accountability sometimes has been advocated for schools and school systems simply as a means of demonstrating to taxpayers that they are getting reasonable value for their educational money. Moreover, accountability is an ethical concept — it concerns proper behavior, and it deals with the responsibility of individuals and organization for their actions towards other people and agencies (GTC Research brief 2008). Further, GTC (2008) report states that accountability or transparency as used synonymously is used in practical settings, notably in describing arrangement for governance and management in public services and private organizations.

The demand for greater accountability and transparency in the US higher education intensified in 2006. However, the Commission on Higher Education concluded a leading problem which is the "remarkable absence of accountability mechanism to ensure that colleges succeed in educating students." (GTC 2008)

Recent efforts while laudable have shortcomings. College Measures.org (2008) came up with an interactive website to enable users to evaluate the performance of four-year public and private colleges and universities focusing only on key outcome measures such as graduation rate, first year retention rate, education-related cost per student, cost per degree, student loan default rates and the ration of student loan payments to earnings for recent graduates.

Another recent transparency tool was the instrument for incoming postsecondary productivity created by the Investing in Student Success (ISS). There were other reforms offered that could improve higher education accountability and transparency. Other aspects recommended are accreditation reforms and performance-based information.

Further review of research literature showed that United Nations Development Program (UNDP) with its project manager Fatmir Musa and Aleksandra Vasilevska (2008) as project assistant, conducted a project titled, "Fighting Corruption to Improve Governance." The authors stressed the need for measuring the index of responsibility, transparency and accountability (RTA) at local government level, specifically the index of RTA in urban planning, financial management and property and in public procurement.

Moreover, corruption in the global arena and the development literature has been identified as a very important obstacle for democracy, equitable economic growth and development as well as societal trust in institutions. This too is one identified reason that hampers Philippine progress. This term (corruption) is usually used when the subject intended for projects that could benefit the Filipino people and the nation as a whole is inefficiently and ineffectively used by those who are supposed to manage it. This misuse results in the poor quality of life of majority of the Filipino people. This is what is actually meant by the campaign slogan of President Benigno Aquino III, "Kapag walang corrupt, walang mahirap."

One institution managed by the government and whose budget for operations comes from the taxes of the Filipino people is a state teacher education institutions (TEIs). Reports on the past reveal that some state TEIs and even the Department of Education are not spared from the accusation of being corrupt. If this institution, which is supposed to be the promoter of desirable Filipino values and trustworthiness, is not exempted from such speculations, there is a possibility that state universities including TEIs may be viewed in the same way. As an intervention for TEIs from being accused of corrupt practices, the researchers developed a measure to be used by the internal and external stakeholders of the institutions in judging their transparency level which can serve as an accountability check for them to deserve public trust.

Hence, based on the reviewed literature above, the development of a survey questionnaire and other processes of subjectivity was the transparency instrument to three clusters of respondents such as the teaching personnel, non-teaching personnel and graduate students at the college of education of TEIs in the National Network of Normal Schools (3NS). Figure 1 shows the paradigm of the four factors of transparency as follows: Factor 1 - Public Bidding and Procurement Management; Factor 2 - Curriculum and Instruction; Factor 3 - Institutions and Human Capital Performance; and Factor 4 - Development, Dissemination and Acceptance of VMGO and Curriculum.

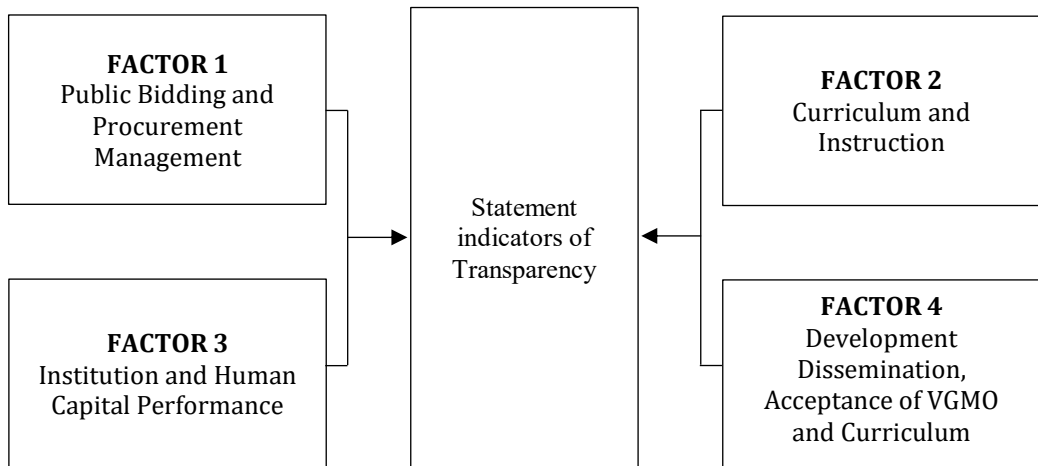


Figure 1 - Conceptual Paradigm of the Study

STATEMENT OF THE PROBLEM

The innovative project is aimed at developing a valid and reliable measure which can be used by TEIs in making their Public Transparency Report Card (PTRC) as a form of accountability check. Specifically, this research project has the following questions:

1. What are the components and indicators of a transparent TEI?
2. What measure can be developed to capture these components and indicators of transparency of a TEI?
3. How valid and reliable is the measure in gauging the degree of transparency of the TEI?
4. What policy recommendations can be proposed to require TEIs to make a PTRC as an accountability check?

METHODOLOGY

Research Procedure

The research project made use of descriptive developmental design. It described and explained in detail the procedural development of the transparency instrument in the following stages:

Stage 1- Planning the Instrument

The researchers reviewed a substantial amount of literature on transparency and accountability, both conceptual and research; including local and foreign studies.

Additionally, the researchers reviewed the master survey instrument developed by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) currently being used to accredit academic programs for State Universities and Colleges (SUCs). Furthermore, the study conducted by Musa, et al. (2008) and the critical points in finance and governance, a UNDP project, were equally perused to get possible statement indicators that challenge accountability and transparency in TEIs. With the above references, a two-pronged survey instrument having a forced-choice format and an open-ended questionnaire was developed. The forced-choice format suggested some indicators of a transparent TEI, while the open-ended questionnaire elicited indicators that were not in the forced-choice format. This instrument was administered to at least 10 graduate students per class, both master's and doctorate students of the Philippine Normal University (a teacher training university) with a total of 375 retrieved answered questionnaires. The retrieved accomplished questionnaires were then tallied, clustered and analyzed according to component and indicators. They were further given to five TEI personnel in NCR to determine the appropriateness and applicability of the components and statement indicators.

Stage 2 - Instrument Development

From the 375 retrieved survey questionnaires, together with the readings from international and local literatures on the concepts, components and statement indicators to measure transparency, the initial draft of the instrument was developed, having two parts - academic-related and finance and governance-related critical points - that challenge transparency and accountability in TEIs. The first part of said draft instrument consists of seven components and the second three parts.

Part I. Academic-Related Critical Points

1. Vision, Mission, Goal and Objective (VMGO) of the institution - 4 statement indicators
2. Curriculum and Instruction - 9 statement indicators
3. Students' Information - 6 sub-factors
 - 3.1. Assessment and classroom management information - 6 statement indicators
 - 3.2. Undergraduate and graduate data - 3 statement indicators
 - 3.3. Transferee and returning students - 3 statement indicators
 - 3.4. Passing rate on licensure examination - 2 statement indicators
 - 3.5. Degree Awarded - 2 statement indicators

- 3.6. Admission and retention standard - 4 statement indicators
- 4. Human Capital Information and Incentives - 6 sub-factors
 - 4.1. Development and implementation of a faculty and staff recruitment system – 5 statement indicators
 - 4.2. Faculty Manual and loading - 6 statement indicators
 - 4.3. Presence of regular scheme for promotion of faculty and staff - 7 statement indicators
 - 4.4. Recognition and reward system of performing faculty and staff - 4 statement indicators
 - 4.5. Faculty and staff development plan - 4 statement indicators
 - 4.6. Faculty and staff mapping - 2 statement indicators
- 5. Research Information and Funding - 4 statement indicators
- 6. Quality Assurance - 4 statement indicators
- 7. Linkage and Partnership - 4 statement indicators

Part II. Finance and Governance-Related Critical Points

- 1. Campus Development - 10 statement indicators
- 2. Financial and property management - 8 statement indicators
- 3. Procurement - 12 statement indicators

On the whole, Part 1 has 73 statement indicators and Part II 30, making a total of 103 statement indicators to measure transparency and accountability construct.

The initial draft transparency instrument was then given to five experts and distributed to 60 respondents of the College of Education of the Technological University of the Philippines (TUP), Rizal Technological University (RTU) and Philippine Normal University (PNU). These respondents were clustered as, a) teaching personnel to include the Vice President for Academic Affairs, Vice President for Research, College Dean, Academic Director, Department Head, Associate Dean and faculty of the College of Education. The second cluster was composed of b) non-teaching staff referring to the Vice President for Administration and Finance, Campus Development Director, Finance Officer and the Bids and Awards Committee (BAC) Head. The 3rd cluster, c) refers to the graduate students, either master's or doctorate of the College of Education. Only 37 sets of questionnaires were retrieved, the purpose of which was to face and content validate and to give further feedback on the draft transparency instrument.

Analysis of responses was based on the Likert scale, as follows:

- 5 - Very Applicable (VA)
- 4 - Applicable (A)
- 3 - Moderately Applicable (MA)
- 2 - Fairly Applicable (FA)
- 1 - Not Applicable (NA)

The mean ratings obtained were interpreted using Table I.

Table I

<i>Mean Rating and Interpretation</i>	
Mean Rating Range	Interpretation
4.51 – 5.00	Very Applicable
3.51 – 4.50	Applicable
2.51 – 3.50	Moderately Applicable
1.51 – 2.50	Fairly Applicable
1.00 – 1.50	Not Applicable

The rating was adapted from the scale used by Abante (2006) and Fortes et al. (2014) in their study, however, the descriptive interpretation was modified to suit the purpose of the evaluation.

Stage 3 - Content Validation and Reliability Testing

After establishing the content validity on the initial draft of transparency instrument based on the feedback and ratings of the 37 retrieved questionnaires, the final draft of said instrument was developed. This draft of the instrument was then administered to a sample of the target respondent TEIs - five member universities of the National Network of Normal Schools (3NS) in the Philippines. The sample universities were composed of three universities from Luzon- Pangasinan State University (PangSU), Bicol University (BU), and Philippine Normal University (PNU) – a university in the Visayas - West Visayas State University - and a university in Mindanao_ Bukidnon State University.

There was a total of 215 retrieved instruments coming from the five 3NS member universities covering the three clusters as respondents as stated earlier. Scoring of the ratings of the 215 retrieved instruments followed and the results were subjected to statistical treatment.

Factor Analysis as a Statistical Tool

Factor analysis, a multivariate statistical method, was used by the researchers to "address the problem of analyzing structure of interrelationships or correlations among a large number of variables" (Hutcheson and Sofroniou, 1999). Kerlinger (1986) further adds that factor analysis "reduces the multiplicity of tests and measures to greater simplicity." In effect, it means, that tests or measures belong together; which ones virtually measures the same thing, and how much they do so. Briefly stated, it reduces the number of variables with which scientists must cope. It also helps the scientist locate and identify units and fundamental properties underlying tests and measures.

Furthermore, Kerlinger stated (1986), "a factor is a construct, a hypothetical entity, a latent variable that is assumed to underlie test, scales, items and measures of almost any kind."

Moreover, Anastasi and Urbina (2002) quote that factor analysis is a "refined technique for analyzing the interrelationships of behavior data." It further aims at "discovering underlying dimensions that influence the measured variables." Park. H. S. Dailey and Lemus (2004) as cited by Reinard). Further still, according to Hutcheson and Sofroniou (1999) it also can assist or guide a researcher in "selecting a representative subset of variables or even creating new variables as replacement for the original variables while still retaining their original character.

Factor analysis can achieve its goal from either exploration or confirmatory perspective. In this study, the researchers chose the exploratory perspective for it is a technique that attempts to determine the minimum number of factors that can appropriately and adequately describe the correlations among a set of observed variables" (Hair et al. 1998). Further, Hair, et al. (1981) added that it is exploratory because it does not impose a structure on the relationship between the observed variable and the continuous latent variable but only specifies the number of interpretable continuous latent variables. Finally, he stated that exploratory factor analysis (EFA) offers not only the possibility of gaining a clear view of the data, but also the possibility of using the output in subsequent analysis.

Exploratory Factor Analysis (EFA) is a widely used and broadly applied statistical method in the social sciences as stated by Costello and Osborne (2005). It has gained a variety of application, including developing an instrument for the evaluation of school principals (Lovett, Zeiss and Heineman, 2002), determining what types of services should be offered to college students (Majors and Sedback, 2001) and recently the development of temperament test for Filipino College Students (Peguit, 2009).

This study is aimed at developing a transparency scale for TEIs; hence the researchers believe that factor analysis specifically the EFA is the most appropriate tool to use. There were originally 10 components with 103 statement indicators extracted from the start of the study. The researchers based on readings know that some components and statement indicators can be lumped together and define a set of underlying components, known as **factors**. The researchers followed the steps in the EFA.

The Kaiser-Meyer Olkin (KMO) and Barlett's test were also used to examine whether the sample size was large enough to apply an adequate factor analysis and assess to define suitability of factor analysis. According to Akbulut, Sahir and Eristi (2010) the KMO value differs between 0 and 1. If a value is close to 1, it shows that patterns of correlations are compact and EFA will yield reliable components.

Finally, the EFA was used to establish the construct validity of the developed instrument.

Estimating the Reliability of the Instrument

Reliability refers to the consistency of scores or answers provided by an instrument (Fraenkel and Wallen, 2003). There are different ways of obtaining the reliability of an instrument. In the research project, the measure for internal consistency was used because it was deemed most appropriate for instruments like that to be developed in this study. Internal-consistency reliability involves comparing responses to different sets of items that are part of an instrument (Fraenkel and Wallen, 2003), and it refers to the extent at which item in the test measures the same construct as the rest of the items. The estimate of the internal-consistency of the developed transparency scale was done using the Cronbach's alpha, the average of the inter-item correlation.

Developing the Rubric on the Level of Transparency

In developing the rubric that will aid the interpretation of the transparency assessment using the transparency scale, a focus group discussion (FGD) was held involving the two proponents of this study and eight graduate students of PNU who have either academic or administrative position and/or faculty member of TEIs in state or private institution in the country. After scrutinizing the transparency scale, the group arrived at the proposed rubric and three criteria - relevance to identified factor, clarity and nature of statement, and basis of evidence - in evaluating the items in the rubric. Relevance to identified factor refers to how related or pertinent the statement to the identified factor.

The clarity and nature of statement criterion refers to how clear and factual (not to be based on perception of individuals or institution) the items in the rubric are, and the basis of evidence criterion means that there should be actual presence of documents and practices at the time of evaluation. The FGD members also deliberated and listed several relevant documents and/or practices for every statement indicator as reflected in the final rubric item. Equally, the group set the levels of transparency when the proposed transparency scale and the accompanying rubric is used - highly transparency, moderately transparent, fairly transparent, and not transparent. Finally, the group agreed that the rubric must be subjected to evaluation of three experts.

Following the suggestion of the FGD members, the rubric was evaluated by three experts - a) a University Professor and Director of a research center of a state university in the Western Visayas Region with Level 4 AACCUP accredited teacher education programs, b) the Associate Dean of the PNU Graduate Teacher Education Faculty, and c) a former long-serving Bids and Awards Committee Chair of PNU who is also in the roster of university's teaching staff. Moreover, the evaluation of the items in the rubric used the criteria on relevance to identified factor, clarity and nature of statements, and basis of evidence. In this evaluation, the following rating scales were used:

Table II

Criteria in Evaluating the Transparency Public

Rating	<i>Criteria</i>		
	<i>Relevance to Identified Factor</i>	<i>Clarity and Nature of Statements</i>	<i>Basis of Evidence</i>
4	Very relevant	Very clear and factual	Indicates standard documents and practices
3	Relevant	Clear and factual	Indicates actual documents and practices
2	Somewhat relevant	Somewhat clear and factual	Indicates somewhat actual documents and practices
1	Irrelevant	Vague and based on perceptions	Indicates irrelevant documents and practices

Statistical analysis was done on the ratings given by the experts and the statistical results were used in finalizing the scale and the rubric for transparency.

Formulating Policy Recommendations

Based on the newly developed transparency measure for TEIs, again the finished product was presented to the same members of focus group discussion (FGD), to recommend a policy for efficient and effective implementation, monitoring and sustainability in the use of the instrument, to finally empower every member of the institution and stakeholders. Hence, the presence of an accountable and transparent TEI worthy of public trust.

RESULTS AND DISCUSSION

The newly developed transparency instrument for TEIs contains the purpose, description, development, validation and estimating its reliability, administration procedure, and; scoring and interpretation.

I. Purpose

This innovative project is aimed at developing a valid and reliable measure to be used by TEIs in making their Public Transparency Report Card (PTRC) as a form of accountability check. Specifically, this research project has its objectives to answer the following questions:

1. What are the components and indicators of a Transparent TEI?
2. What measure can be developed to capture these components and indicators of transparency of a TEI?
3. How valid and reliable is the measure in gauging the level of transparency of the TEI? and
4. What policy recommendations can be proposed to require TEIs to make a PTRC as an accountability check?

II. Descriptions

The final transparency instrument is composed of 36 statement indicator items with four (4) factors as follows:

Factor 1 (Public Bidding and Procurement Management). Public bidding refers to "a method of procurement which is open to any interested party and which consists of the following processes: advertisement, pre-bid, conference, eligibility screening of prospective bidders, receipts and opening of bids, evaluation of bids, post-qualification and award of contract" (Revised Implementing Rules and

Regulations of RA 9184 p. 29). Procurement management refers to the "acquisition of goods, consulting services and the contracting for infrastructure projects by the procuring entity. In case of projects involving mixed infrastructure projects or consulting services, shall be determined based on the primary purpose of the contract. Procurement shall also include the lease of goods and real estate (Revised Implementing Rules and Regulations of RA 9184 p. 32). Factor 1 consists of 21 statement indicators.

Factor 2 (Curriculum and Instruction). This covers the academic programs of TEIs which are relevant and responsive to the needs of the country. It also refers to the presence of a variety of teaching methodologies appropriate to the specific academic program; and the assessed test papers being systematically recorded, returned and verifiable. This factor has six statement indicators.

Factor 3 (Institution and Human Capital Performance). This refers to the information on the institution, students, faculty and staff performance. It also includes the policies such as duties, responsibilities and privileges of newly hired faculty and staff. This factor has five statement indicators.

Factor 4 (Development, Dissemination and Acceptance of VMGO and Curriculum). This factor refers to the participation of various stakeholders (faculty, staff, students, alumni, representatives of relevant government and non-government agencies) in the formulation, review and revision of VMGO and curriculum. Acceptance of the above is also covered. This factor has four statement indicators.

The four factors with 36 item transparency instrument has also two general criteria used namely, the statement indicator being clearly stated, factual and evidence-based in determining the level of transparency with a value between three and zero depending on the specific weight as follows: 3 - Highly transparent; 2 - Moderately transparent; 1 - Fairly transparent; and 0 – No transparency.

III. Development, Validation and Estimating Reliability of the Transparency Instrument

One hundred thirteen (113) statement indicators with 10 components were initially developed based on the review of literature and was trimmed down to 103 based on the retrieved survey questionnaire results of the 375 respondents. Table III shows the retrieved survey results of the 375 respondents as regards the components and statement indicators that measure transparency and

accountability among TEIs. The draft survey questionnaire has two parts namely: the academic-related and finance and governance related "Critical Points" that challenge accountability and transparency.

Table III

Components and Statement Indicators that measure Accountability and Transparency

Components and Statement Indicators		I 3	UD 2	NAI 1	\bar{X}	VI
Part 1. Academic-Related Critical Points						
A. <u>Vision, Mission, Goals and Objectives</u>						
1	Existence of centrally determined and clear Vision, Mission, Goals and Objectives (VMGO) to ensure their translation into expected behavior of students, faculty and staff.	350	10	15	2.89	I
2	The VMGO are in accordance with the University's/College's legal and educational development mandate and thrusts of the government.	341	9	25	2.84	I
3	There is participation of various stakeholders (faculty, staff, students, alumni, representatives of relevant government and non-governmental agencies) in the formulation, review and revision of the VMGO.	357	13	5	2.94	I
4	There is dissemination inside and outside the institution and acceptance of the stakeholders of the VMGO.	345	13	17	2.87	I
5	The stakeholders understand the VMGO.	10	5	360	1.06	NAI
6	The projects and activities are clear to be carried out by faculty and students.	23	7	345	1.14	NAI
B. <u>Curriculum and Instruction</u>						
1	Development, revision and implementation of a relevant curricular framework and programs are appropriate for both undergraduate and graduate levels.	347	15	13	2.89	I
2	Development, review and revision of curricular programs were participated by various stakeholders of the institutions.	345	17	13	2.88	I
3	Development and revision made in the curriculum were disseminated and accepted by the stakeholders (faculty, students, alumni, CHED).	339	23	13	2.87	I

4	Existence of updated course syllabi integrating values, reflective of national custom, culture and tradition were applicable.	354	16	5	2.93	I
5	The curriculum works towards a successful student's career path.	7	353	15	1.98	UD
6	Provision of curricular programs and curricular contents responding to the needs of the country and recent development in TEIs and addressing the institution's mandate.	345	17	13	2.88	I
7	Presence of a variety of teaching methodologies appropriate to the majorship/specialization and levels of curricular programs.	343	14	18	2.87	I
8	Availability of relevant and current instructional materials to facilitate learning.	339	23	13	2.87	I
9	Availability of varied assessment and evaluation tools appropriate to the course.	351	9	15	2.90	I
10	Development and implementation of institutional program competencies (knowledge, skills, values and ethics) matching with the competencies needed in the workplace.	357	13	5	2.94	I
11	Policies, rules and regulations relating to classroom management are clear.	11	321	43	1.91	UD

C. Students' Information

a. *Assessment and classroom management information*

1	Course and test requirements are returned to students after results are checked, recorded and analyzed for objectivity and transparency.	347	15	13	2.89	I
2	The system of student evaluation and grading is defined and written in syllabi and other related print materials like student manual.	343	14	18	2.89	I
3	The students are regularly informed of their performance in all their subjects.	339	23	13	2.89	I
4	Results of trace studies are disseminated.	15	340	20	1.98	UD
5	Records of students' attendance are filed and open to interested parties for verification.	350	15	10	2.91	I

6	The policy on student attendance in classroom and on other instructional activities is enforced .	345	13	17	2.87	I
7	Other policies pertaining to students are religiously implemented.	340	25	10	2.88	I
<i>b. Undergraduate and graduate data</i>						
1	Statistics on the number of new students, transferees, and returnees are updated regularly and are properly disseminated.	351	9	15	2.90	I
2	The percentage of graduates is comparable to student intake four years before.	360	10	5	2.95	I
3	The majority of graduates gain employment in jobs related to their education within one year after graduation.	354	16	5	2.93	I
<i>c. Transferees and returning students</i>						
1	The policies for transferees and returning students are well enforced.	300	48	27	2.73	I
2	Information on transferees are posted on bulletin boards.	10	345	20	1.97	UD
3	Transfer rates are open to the public.	276	64	35	2.64	I
4	Special orientation activities are arranged for transferees and returning students.	339	23	13	2.89	I
<i>d. Passing rate on licensure examination</i>						
1	The passing rate on licensure examination is properly disseminated and compared to national standards.	357	13	5	2.94	I
2	The passing rate reflects the expectations of the institution.	343	14	18	2.89	I
3	The percentage of passing reflects the expectations of all students.	14	336	25	1.97	UD
<i>e. Degrees awarded</i>						
1	The kind of the degrees granted by the institution is relevant to the needs of the community.	350	15	10	2.91	I
2	The quantity of degrees granted is based on the needs of the community.	345	13	17	2.87	I
<i>f. Admission and retention standards</i>						
1	The student selection and admission are made understood to faculty, staff and students.	340	25	10	2.88	I
2	The policies and procedures on admission are well implemented.	351	9	15	2.90	I

3	A system of student retention is properly enforced.	360	10	5	2.95	I
4	Retention policies and procedures are clearly defined, widely disseminated and well-understood by the community.	354	16	5	2.93	I
<hr/>						
D.	<u>Human Capital Information and Incentives</u>					
a.	<i>Development and implementation of a system of recruitment to ensure a pool of human resource (faculty and staff) with high level of expertise and dedication to the service</i>					
1	Selection criteria are based on the position requirements, and in place before the start of the process.	350	10	15	2.89	I
2	There is a systematic procedure in recruiting and selecting of faculty and staff to ensure objectivity and transparency.	347	15	13	.89	I
3	The hiring system adopts an open competitive selection, published and well disseminated through various media.	341	9	25	2.84	I
4	Recruitment and selection of faculty and staff is a participative process involving the dean, concerned head of unit and faculty/staff representative/s.	339	23	13	2.87	I
5	Orientation on the administration policies (e.g. duties, responsibilities and privileges) are conducted for newly-hired faculty and staff.	351	9	15	2.90	I
b.	<i>Faculty Manual and loading</i>					
1	The faculty manual contains all the policy and standards concerning the faculty and is easily available to the public.	352	8	15	2.90	I
2	Teaching load assignment is based on the expertise of the faculty.	347	15	13	2.89	I
3	Teaching assignments and number of preparations are consistent with the existing policy guidelines.	352	8	15	2.90	I
4	Faculty loading system is open for discussion and scrutiny and is open to the public.	343	14	18	2.89	I
5	Extra teaching assignments are in consonance with the prescribed policy.	300	48	27	2.73	I
6	There is equitable and fair distribution of teaching and other assignments.	352	8	15	2.90	I

<i>c. Presence of a regular scheme for promotion of faculty and staff</i>						
1	The institution implements a system of promotion in rank and salary based on approved existing policies.	354	16	5	2.93	I
2	There is a periodic faculty and staff performance evaluation and promotion	357	13	5	2.94	I
3	The promotion process is participative.	347	15	13	2.89	I
4	Results of the promotion process are open to the public.	343	14	18	2.89	I
5	Faculty and staff are officially informed of their rank and tenure right after evaluation.	339	23	13	2.87	I
6	Faculty and staff are officially informed of extension, renewal, or termination of their service appointments.	345	13	17	2.87	I
7	Payment of retirement, separation or termination benefits are granted in accordance with existing policies and guidelines.	300	47	27	2.73	I
<i>d. Recognition and reward system of performing faculty and staff</i>						
1	Selection for faculty and staff awards is announced and well disseminated.	350	15	10	2.91	I
2	The policy in the selection of faculty and staff awardees is implemented objectively.	354	16	5	2.93	I
3	Results of the selection process are well disseminated.	300	48	27	2.73	I
4	Awardees are officially informed right after the selection process.	276	64	35	2.64	I
5	A plaque of recognition and a monetary award are provided for to faculty and staff awardees.	5	16	354	1.07	NAI
<i>e. Faculty and staff development plan</i>						
1	The faculty and staff development program is easily available to interested parties.	343	14	18	2.87	I
2	The institution implements a sustainable faculty development program based on recognized priorities/needs.	339	23	13	2.87	I
3	An objective system in selecting deserving faculty members to be granted scholarship, fellowships, and training grants is adopted.	357	13	5	2.94	I
4	Results of evaluation process are open to interested parties.	247	15	13	2.89	I

<i>f. Faculty and staff mapping</i>						
1	Development of faculty and staff mapping guidelines is done in a participative manner.	300	48	27	.73	I
2	Mapping of faculty and staff to their home units is done objectively and based of the expertise/skills assessment.	276	64	35	2.64	I
E. <u>Research Information and Funding</u>						
1	Existence of effective implementation of University/College research agenda to strengthen the culture of research for faculty, students and staff.	350	10	15	2.89	I
2	There are provisions for allocation of research projects, incentives for faculty, staff and students.	347	15	13	2.89	I
3	There is a recognition program for both faculty and student awardees.	31	9	335	1.19	NAI
4	There are policies, guidelines and standards in publishing and disseminating research outputs.	339	23	13	2.87	I
5	Evidence of inventory of research facilities	276	64	35	2.64	I
F. <u>Quality Assurance</u>						
1	The program of the Center to ensure quality on the deliverables of the institution is well disseminated to the community.	357	13	5	2.94	I
		345	13	17	2.87	I
2	The program for quality assurance is religiously followed by all concerned.	300	48	27	2.73	I
3	Results of quality evaluation are well disseminated to concerned unit and open to other interested parties.	276	64	35	2.64	I
4	All actions pertaining to quality assurance initiated by the center are made known to the community.	354	16	5	2.93	I
G. <u>Linkage and Partnership</u>						
1	Presence of an established University Extension, Linkages and Partnership Programs focusing on local, regional and national development thrusts reflective of the institutions VMGO.	349	25	9	2.95	I
2	Existence of a national TEI network in the conduct of instruction and training, research and extension projects, and production of instructional materials to facilitate learning and instruction.	60	0	5	2.95	I

3	Presence of a faculty and student exchange program nationally and internationally.	300	48	27	2.73	I
4	Provision of definite budget for every project.	339	23	13	2.87	I

Part 2. Finance and Governance-Related Critical Points

A. Campus Development Plan

1	Development, adoption and changes of the General Campus Development Plan (GDCP) and Detailed Campus Development Plan (DCDP) with the participation of a participative body.	349	25	9	2.95	I
2	Development and adoption of the GDCP and DCDP without public consultation and an opportunity for suggestions by stakeholders	340	25	10	2.88	I
3	Maximizing the opportunity for insight view into the adoption of the GDCP and DCDP by the interested investors and their equal treatment	345	13	17	2.87	I
4	Creation of clear procedure for obtaining a permit to participate in bidding process to avoid possibility to extorting bribe.	350	10	15	2.89	I
5	Conveying a definite procedure for issuing bid award papers and other related documents to discourage extortion if bribe practices	347	15	13	2.89	I
6	Scheduling definite payment of construction amount to be collected to hasten the process.	345	17	13	2.88	I
7	No established business connection between the employees in the Bids and Awards Office and construction companies and have fair treatment of projects and requests submitted by such companies	343	14	18	2.87	I
8	Sufficient expertise of the officers of the university, to hasten procedures and discourage the possibility for extortion from parties.	339	23	13	2.87	I
9	Periodic monitoring or non-selective monitoring of the progress of construction works and meeting the conditions for construction of infrastructures	352	8	15	2.90	I
10	Prompt response to complaints, delays, and questions relating to contracts	350	10	15	.89	I

B. <u>Financial and Property Management</u>						
1	Realistic and complete planning of the types, amount and pace of disbursements of the university's expenses and income	343	14	18	2.87	I
2	Transparent procedure for development and adoption of the university budget, with the participation of the stakeholders within the university and experts	347	15	13	2.89	I
3	Development and adoption of a budget that is clearly broken down by items and has clearly defined responsible office and individuals for its enforcement	360	10	5	2.95	I
4	Spending within the planned budget items for enforcement	354	16	5	2.93	I
5	Complete and regular internal and external control or audit over the financial operations of the university	351	9	15	2.90	I
6	Clear maintenance of the financial and other record, as a medium to quality internal and external controls or audits	343	14	18	2.87	I
7	Strict implementation of the budget to cover expenses that are in accordance with the budget adopted, particularly in the area of procurements.	300	48	27	2.73	I
8	Provision of additional budget within the year particularly on procuring facilities, equipment and gadgets to ensure continuous implementation of ongoing projects.	33	11	331	1.21	NAI
9	Reasonable gaps between the initially adopted budget and the actually used funds in the procurement	276	64	35	2.64	I
C. <u>Procurement</u>						
1	Planning and realization of procurements that are in accordance with the budget and the university development plan	310	10	15	2.89	I
2	Division of larger procurements into smaller parts, to avoid the obligation of organizing a public tender	345	17	13	2.88	I
3	Defining the technical specification of the goods and services in a way that is fair to all supplier	300	48	27	2.73	I
4	Defining the criteria for awarding points be fair to suppliers	354	16	5	2.93	I

5	Implementation of procurements with previous research of the market, prices and features of the goods and services to be procured	339	23	13	2.87	I
6	Publication of and invitation for bids done to maximize participation of possible bidders	351	9	15	2.90	I
7	Submission of a large number of realistic, highly competitive bids by companies	340	25	10	2.88	I
8	Transparency in the procedure and the documentation related to the implementation of the public procurement	300	48	27	2.73	I
9	Following the completion of procurement, the related documents and information are archived in a complete, easily understandable file	345	13	17	2.87	I
10	Entering into agreement for procurement at a reasonable price with terms and conditions that completely coincide with the selected bid	350	15	10	2.91	I
11	Strict compliance to the agreements with annexes, price, quality of the goods or services and the terms of the public procurement	339	23	13	2.87	I
12	Keeping records of companies which have met the conditions from the previous procurement agreements with the university	354	16	5	2.93	I

The first component, VMGO, has six statement indicators, four of which have a mean (\bar{x}) between 2.87 and 2.94 interpreted that these are statement indicators accepted to measure accountability and transparency (AT) on the VMGO component. The two statements specifically "the stakeholders understand the VMGO" and "the projects and activities are clear to be carried out by faculty and students" with a mean of 1.06 and 1.14, respectively, are interpreted as not an indicator (NAI) to measure AT on the same component.

Curriculum and instruction (CI) as the second component has eleven (11) statement indicators of which nine yielded a mean (\bar{x}) between a high of 2.94 and a low of 2.87 but still interpreted as accepted indicators to measure AT in this component. Two statement indicators yielded a mean (\bar{x}) of 1.98 and 1.91 respectively, interpreted that the respondents are undecided to accept these as indicators of CI or not.

Students' Information as the third component has six sub-areas with a total of 23 statement indicators. Of the seven statement indicators for the first sub-areas "Assessment and classroom management information", six yielded a mean (\bar{x}) between a high of 2.91 and a low of 2.87 but still interpreted that these are acceptable indicators. The statement indicator on "Prompt retrieval of student test results" has been strengthened with the open-ended answer of respondents that "projects are returned on time with results." Only one statement indicator specifically "Results of trace studies are disseminated" is an "undecided response" of 340 respondents. Other undecided responses of 345 and 336 respondents are "Information on transferees are posted on bulletin boards" under the sub-area of transferees and returning students and "The percentage of passing reflects the expectations of all students" under sub-area - passing rate on licensure examinations with a mean (\bar{x}) of 1.97 for both, which is interpreted as "undecided." The three remaining sub-areas of Students' information, namely; undergraduate and graduate data, degrees awarded; and admission and retention standards garnered a mean (\bar{x}) between 2.95 and 2.87 interpreted as accepted indicators to measure accountability and transparency in the Students' Information component.

Human Capital Information and Incentives as the fourth component has six (6) sub-areas. It can be gleaned from Table 1 that sub-areas, a) development and implementation of a system of recruitment; b) faculty and manual loading; c) presence of a regular scheme for promotion of faculty and staff; d) faculty and staff development, and f) faculty and staff mapping, yielded a mean (\bar{x}) between a high of 2.94 and a low of 2.64 interpreted still as acceptable indicators of accountability and transparency in this area. Only one statement indicator in sub-area d) recognition and reward system of performing faculty and staff garnered a mean (\bar{x}) of 1.07 interpreted as not an indicator (NAI) of accountability under this sub-area. The fifth component is Research Information and Funding with five statement indicators. Of these indicators, only one (1) yielded a mean of 1.19 interpreted as not an indicator (NAI). All the remaining four are considered as indicators. The two remaining components under part 1 specifically Quality Assurance and Linkages and Partnership having four statement indicators each, yielded a mean (\bar{x}) between 2.94 and 2.64 and 2.95 and 2.73, respectively, interpreted as acceptable indicators.

For part 11 on Finance and Governance to measure accountability and transparency among TEIs, this has three components and 31 statement indicators namely; Campus Development Plan (10); Finance and Property Management (9) and Procurement (12). Result of this survey yielded a mean (\bar{x}) between 2.95 and 2.87; and 2.93 and 2.73, for Campus Development Plan and Procurement, respectively, interpreted as acceptable indicators. The Financial and Property Management as the third component resulted to eight of its indicators to have a mean (\bar{x}) between 2.95 and 2.64 interpreted as acceptable indicators. Only one with 331 respondents and with a mean (\bar{x}) of 1.21 yielded as not an indicator (NAI) response.

Table III presents the summarized responses to the open-ended questionnaire as to the question "What statement indicators can still be considered as additional indicators to measure accountability and transparency among TEIs?" While there are responses to every component, the responses are quite limited as to frequency of indicators offered. As a result of this, the researchers asked the respondents at random why the limited answer to these open-ended questions. A number of them shared that the forced-choice questionnaire is already comprehensive, and, every component and indicators are already included. This therefore reinforced the generally high mean (\bar{x}) of such indicator in the different components. In summary, from the 113 initial statement indicators from the 10 components, 103 statement indicators have been accepted as indicators and five each have been identified by more than 300 respondents as not an indicator (NAI) and are undecided (UD) to say that they are indicators to measure accountability and transparency for TEIs. Below is Table 4 showing the 10 components and corresponding statement indicators.

Table 4 shows that the draft output of the 375 retrieved questionnaires has two parts namely: the Academic-Related, and Finance and Governance-Related Critical Points. Part I has seven components with a total of 73 statement indicators and Part II has three components with 30 indicators with a total of 103 statement-indicator to measure transparency and accountability among TEIs. This was finally administered to 215 academic and non-academic staff of five of the 10 members of the National Network of Normal Schools (3NS).

Through exploratory factor analysis (EFA) the number of statement indicators were reduced from 103 to 97 and finally 36 items with only four factors.

Table III*Responses to Open-Ended Questionnaire*

Part I. Academic Related - Critical Points to challenge Transparency & Accountability in TELs	Frequency
A. Vision, Mission, Goals and Objectives (VMGO)	
• The program objectives are consistent with the VMGO	5
• Projects and activities are challenging to coincide with the Vision and Mission	2
B. Curriculum and Instruction	
• Requirements for graduation are made clear and well disseminated to students	2
• To ensure effective instruction, teachers and students should be punctual in coming to their class	1
C. Students' Information	
• Projects are returned on time with result	10
• A system of student retention is regularly disseminated on strategic location	1
D. Human Capital Information and Incentives	
• Promotion of faculty and staff is consistent with the approved existing policies	2
E. Research Information and Funding	
• Student researchers and faculty advisers are provided research funding	3
F. Quality Assurance	
• Policies, activities and projects for quality assurance are properly enforced to faculty, staff and management	2
G. Linkages and Partnership	
• Existence of twinning program for faculty and staff locally and abroad	2
• Regular provision of budget for extension, networking and linkages (e. g. twinning and sandwich programs)	2
Part II. Finance and Governance	Frequency
A. Campus Development Plan	
• Provision of policies and guidelines to respond promptly to complaints, delays and questions related to contracts	1
B. Financial and Property Management	
• Regular monitoring of financial and other related records	2
• Presence of financial and property management organizational chart and flowchart of activities	2
C. Procurement	
• Procurement records are regularly updated, properly labeled and for easy access	3
• Existence of the Procurement Operations manual for easy reference	2

Table IV <i>Components and Number of Statement Indicators</i>	
Part I. Academic-related Component/Sub-area	Number of Indicator
1. Vision, Mission, Goals and Objectives (VMGO) of the institution	4
2. Curriculum and Instruction	9
3. Students' Information with sub-areas	
3.1 Assessment and classroom management information	6
3.2 Undergraduate and graduate data	3
3.3 Transferee and returning students	3
3.4 Passing rate on licensure examination	2
3.5 Degree awarded	2
3.6 Admission and retention standard	4
4. Human capital information and incentives with sub-areas	
4.1 Development and implementation of faculty and staff recruitments system	5
4.2 Faculty manual and loading	6
4.3 Presence of regular scheme for promotion of faculty and staff	7
4.4 Recognition and reward system of performing faculty and staff	4
4.5 Faculty and staff development plan	4
4.6 Faculty and staff mapping	2
5. Research Information and Funding	4
6. Quality Assurance	4
7. Linkages and Partnership	4
Total	73
Part II - Finance and Governance	Number of Indicator
1. Campus Development	10
2. Financial and Property Management	8
3. Procurement	12
Total	30
GRAND TOTAL	103

The result of Kaiser-Meyer Olkin Measure of sampling adequacy registered at .943, indicating that the number of sample used is adequate for factor analysis. Similarly, the Barlett's Test of Sphericity was found to be statistically significant (Approx. $X^2 = 8155.16$, $df = 741$, $p < .01$), suggesting the adequate correlation between the variables.

The exploratory factor analysis (EFA) was employed to identify the factors comprising the transparency construct and validate the psychometric properties of transparency and accountability measure for TEIs. The initial EFA was conducted with 97 items. The results of EFA exhibited that fifteen components had an Eigen value greater than 1. These components overall explained 77.834% of the variance. However, the rotated component matrix revealed that several items were cross loaded within the factors, although all item loadings were greater than 0.4. Against this backdrop, 58 out of 97 items were deleted and the EFA for rotation was estimated again over the data set with 39 items with the Varimax rotation.

After deleting the items (il, i2, i8, il3, i15, i18, i19, i21, i22, i23, i27, i28, i29, i30, i31, i32, i33, i34, i36, i37, i38, i40, i41, i42, i44, i45, i46, i48, i49, i50, i51, i52, i53, i54, i55, i56, i57, i58, i59, i60, i61, i62, i63, i64, i65, i66, i67, ii11, ii12, iil3, ii14, ii15, ii16, and ii17), the findings of EFA indicated that the extent of inter-correlation among variables is statistically significant. There was no correlation greater than 0.80 which shows that the items were from multi-collinearity. Meanwhile, the inter-correlation among the indicators justified the starting of EFA as explained by anti-image matrices where all items depicted more than .853 correlations between them. The Kaiser-Meyer Olkin (KMO) and Barlett's test were estimated to examine whether the sample size was large enough to apply an adequate factor analysis and assess to define suitability of factor analysis (Büyüköztürk, 2003). According to Akbulut, Sahin and Eristi (2010), the KMO value differs between 0 and 1. If A value close to 1 shows that patterns of correlations are compact and EFA will yield reliable components. The KMO measure of sampling adequacy was .943, representing the appropriateness of the data for EFA as considered perfect by Hutcheson and Sofroniou (1999). The result Barlett's Test of Sphericity was found to be statistically significant (Approx. Chi-Square: 8155.16 ($df = 741$), $p < .01$), which was indicating the adequate correlation between the variables. In addition, the four-factor elucidation obtained from the EFA with Varimax rotation after removing several items, the total variance explained by the measures was 69.063% which demonstrated that the items were competent for endorsing TEI transparency and accountability.

Additionally, the greater Eigen value was obtained on the first component Factor 1 (Public Bidding and Procurement Management) of 19.49, while the other three factors revealed values of 4.11, 1.75 and 1.57, respectively. The first component (Factor 1) represented by the 21 items indicated loadings ranging from .679 to .885, showing statistically significant parameters and elucidated 49.98% of the total variance. The second component (Factor 2 - Curriculum and Instruction) was characterized by the six items exhibited loadings ranging .562 to .768 and explained 10.56% of the total variance. The third (Factor 3 - Institution and Human Capital Performance) incorporated by the five items and showed loadings from .591 to .708 and explained 4.48% of the total variance. Finally, the fourth component (Factor 4 - Development, Dissemination and Acceptance of VMGO and Curriculum), structured by the four items and discovered loadings ranging from .768 to .843, which explained 4.03% of the total variance. A total of 36 valid items consisted of four factors and their loadings are shown in Table 5.

Table V
Rotated Component Matrix

	Statement Indicators	Components/Factors *			
		1	2	3	4
II29	Strict compliance to the agreements with annexes, price, quality of the goods or service and the terms of the public procurement.	.885			
II28	Entering into agreement for procurement at a reasonable price with terms and conditions that completely coincide with the selected bid.	.881			
II26	Transparency in the procedure and the documents related to the implementation of the public procurement.	.871			
II24	Publication of and invitation for bids done to maximize participation of possible bidders.	.866			
II21	Defining the technical specification of the goods and service in a way that is fair to all suppliers.	.860			
II30	Keeping records of companies which have met the conditions from the previous procurement agreements with the university	.858			

II27	Following the completion of procurement, the related documents and information are archived in a complete, easily understandable file.	.849			
II25	Submission of a large number of realistic, highly competitive bids by companies.	.846			
II5	Conveying a definite procedure for issuing bid award papers and other related documents to discourage extortion of bribe practices.	.845			
II23	Implementation of procurement with previous research of the market, prices and features of the goods and services to be procured.	.835			
II4	Creation of clear procedure for obtaining a permit to participate in bidding process to avoid possibility for extorting bribe.	.835			
II8	Sufficient expertise of the officers of the university, to hasten procedures and discourage the possibility for extortion from parties.	.817			
II22	Defining the criteria for awarding points to be fair to suppliers.	.801			
II19	Planning and realization of procurements that are in accordance with the budget and the university development plan.	.793			
II7	No established business connection between the employees in the Bids and Awards Office and construction companies and have fair treatment of projects and requests submitted by such companies.	.792			
II9	Periodic monitoring or non-selective monitoring of the progress of construction works and meeting the conditions for construction of infrastructures.	.790			
II18	Reasonable gaps between the initially adopted budget and the actually used funds in the procurement.	.789			
II6	Scheduling definite payment of construction amount to be collected to hasten the process.	.750			
II10	Prompt response to complaints, delays and questions relating to contracts.	.727			

I120	Division of larger procurements into smaller parts, to avoid the obligation of organizing a public tender.	.695			
I13	Maximizing the opportunity for insight view into the adoption of the GCDP and DCDP by the interested investors and their equal treatment.	.679			
I11	Availability of relevant and current instructional materials to facilitate learning.		.768		
I10	Presence of variety of teaching methodologies appropriate to the major ship/specialization and levels of curricular programs.		.756		
I12	Availability of varied assessment and evaluation tools appropriate to the course.		.750		
I9	Provision of curricular programs and curricular contents responding to the needs of the country and recent development in TELs and addressing the institution's mandate.		.681		
I14	Course and test requirements are returned to students after results are checked, recorded, and analyzed for objectivity and transparency.		.612		
I16	Records of students ' attendance are filed and open to interested parties for verification.		.562		
I26	The quantity of degrees granted is based on the needs of the community.			.708	
I25	The kind of the degrees granted by the institutions is relevant to the needs of the community.			.691	
I35	Orientation on the administration policies (e.g. duties, responsibilities and privileges) are conducted for newly-hired faculty and staff.			.658	
I24	The passing rate reflects the expectations of the institution.			.638	
I39	Faculty loading system is open for discussion and scrutiny and is open to the public.			.591	

13	There is participation of various stakeholders (faculty, staff, students, alumni, representatives of relevant government and non-governmental agencies) in the formulation, review and revision of the VMGO.				.843
16	Development, review and revision of curricular programs were participated by various stakeholders of the institutions.				.799
14	There is dissemination inside and outside the institution and acceptance of the stakeholders of the VMGO.				.776
17	Development and revisions made in the curriculum were disseminated and accepted by the stakeholders (faculty, students, alumni, CHED).				.768

Legend:

Factor 1 - Public Bidding and Procurement Management

Factor 2 - Curriculum and Instruction

Factor 3 - Institution and Human Capital Performance

Factor 4 - Development, Dissemination and Acceptance of VMGO and Curriculum

Table 6 shows the case processing summary for all variables where was a total of 215 respondents, 207 or 93.3 were valid while only 8 or 3.7% were excluded.

Table 6 – Case Processing Summary (All Variables)

		N	%
Cases	Valid	207	96.3
	Excluded	8	3.7
	Total	215	100.0

Likewise, deletion was based on all variables in the procedure.

Further the reliability statistic, Cronbach's alpha, is .97. This figure indicates that the whole instrument has internal consistency and the indicator statements are manifestations of the transparency construct.

From the validated 36-item transparency scale, a focus group discussion (FGD) was conducted to develop the rubric, eliciting actual documents and practices pertinent in each of the 36 statements. The FGD consisted of the research proponents and five doctoral students of PNU who are either faculty or administrator in the public and private universities. The developed rubric was then subjected to validation by three experts using three criteria- relevance to identified factor, clarity and nature of statements, basis of evidence.

Based on the average rating of the three experts, all the statements are either "very relevant" or "relevant", "very clear and factual" or "clear and factual", and "indicate standard documents and practices" or "indicate actual documents and practices". Hence, it can be said that the rubric is valid to aid the interpretation of the data generated by the developed transparency scale.

IV. Administration Procedure

The transparency instrument for Teacher Education Institutions (TEIs) can be administered by a trained administrator either individually or in groups. It could also be self-administered if taken previously.

Please take note that, there should always be three clusters of respondents; the teaching personnel to include the Vice President for Academic Affairs, Vice President for Research, College Dean, Academic Director, Department Head, Associate Dean and Faculty of the College of Education. The second cluster should have the non-teaching staff referring to the Vice President for Administration and Finance, Campus Development Director, Finance Officer and the Bids and Awards Committee (BAC) Head, and a regular non-teaching member. The 3rd cluster refers to other stakeholders to include but not limited to undergraduate and graduate students, parents, other representative/s of other agencies related to the institution.

To begin, the administration should encourage the respondents to be truthful. The administrator should read the succeeding directions clearly, as follows:

"Directions" Below are the four factors of a transparent Teacher Education Institution (TEI). In every factor, there are statement indicators. Opposite each statement indicator is factual and evidence-based criteria to determine the level of transparency with a value between three and zero, where:

- 3 - Highly transparent
- 2 - Moderately transparent
- 1 - Fairly transparent
- 0 - No transparency

Please check (√) the value, 3, 2, 1, or 0 based on your factual and evidence-based judgment. Please answer all items. Thank you for your cooperation."

"If you have questions, you may raise them now but if there are none, then please start

No Time limit is required. However, based on the observation of researchers during the study, it takes at least 30 minutes or less to finish answering this instrument."

V. Scoring and Interpretation

The transparency instrument has four factors, statement indicators and general criteria to determine the level of transparency, as follows:

- 3 - Highly transparent
- 2 - Moderately transparent
- 1 - Fairly transparent
- 0 - No transparency

Factor 1 - Public Bidding and Procurement Management has 21 statement indicators; Factor 2 - Curriculum and Instruction has six statement indicators; Factor 3 - Institution and Human Capital Performance has five statement indicators; and Factor 4 - Development, Dissemination and Acceptance of VMGO and Curriculum has four statement indicators.

To score each statement indicator, simply multiply the frequency per weight and sum up the total weight divided by the number of respondents:

Illustrative example: Item # 33 of Factor 4

No.	Factor 4 - DEVELOPMENT, DISSEMINATION AND ACCEPTANCE OF VMGO AND CURRICULUM/ STATEMENT INDICATORS	Highly Transparent (3)	Moderately Transparent (2)	Fairly Transparent (1)	No Transparency (0)				Total Weight	Value	Verbal Interpretation
33	There is participation of various stakeholders (faculty, staff, students, alumni, representatives of relevant government and non-government agencies) in the formulation, review and revision of the VMGO	Minutes of meeting with attendance sheet signed by participants as stakeholders specifically the a) faculty, b) staff, c) students, d) alumni, e) representative of relevant government & non - government agencies	Minutes of meeting with attendance sheet signed by the participants with at least 3-4 stakeholders.	Minutes of meeting with attendance sheet signed by the participants of at least 2 stakeholders.	No evidence	4x3 = 12	4x2 = 8	2x1 = 2	22/10	2.2	MT

The level of transparency is arrived at by using this Scale and the corresponding verbal interpretation.

<i>Scale Range</i>	<i>Verbal Interpretation</i>
2.51 - 3.00	Highly transparent (HT)
1.51 - 2.50	Moderately transparent (MT)
0.51 - 1.50	Fairly transparent (FT)
0.00- 0.50	Not transparent (NT)

The same procedure is done for every statement indicator per factor to determine the level of transparency. To further determine the level of transparency for every factor, simply add all the **value** per statement indicator divided by the total number of statement indicators.

Illustrative Example:

Factor 1 - Public and Procurement Management

Statement #	1 - 2.4	11 - 2.4
	2 - 2.4	12 - 2.0
	3 - 2.4	13 - 2.2
	4 - 2.2	14 - 2.2
	5 - 2.4	15 - 2.2
	6 - 2.0	16 - 2.4
	7 - 2.0	17 - 2.2
	8 - 2.4	18 - 2.4
	9 - 2.4	19 - 2.0
	10 - 2.2	20 - 2.2
		21 - 2.2
<hr/>		
Total value	47.2 =	2.24 =
	21*	MT (Moderately Transparent)

* Total # of statement indicators for Factor 1

Note: To maximize the use of this evaluation, special scrutiny should be undertaken in the examination of criteria per statement indicator.

D. Policy Recommendations

A policy recommendation is a written policy advice prepared for some groups that have the authority to make decision. It is a product of a research project on significant activities to create and administer public policy. In this research, policy recommendation refers to the briefing notes being offered to decision makers of the Philippine Education Policy Reform on transparency and accountability specifically for HEIs and Basic Education institutions. Moreover, this policy recommendation is an output facilitated by the researchers among the ten FGD members who are graduate students (Master's and Doctorate) of PNU who have either academic or administrative position and or faculty member of TEIs in state or private institutions.

Recognizing the importance of the newly developed instrument to measure transparency and accountability, and its impact to ensure equitable economic growth and development as well as public trust to institutions; an **issue** was raised as to "how to guarantee an efficient, smooth and effective implementation, monitoring and sustainable periodic evaluation and objective utilization of its result?" A thorough discussion and **analysis** on the issue was made on "who are the actors, what are the contents, process/strategies and the impact?" With the above issue raised and thorough analysis, the policy recommendations arrived at are the following:

1. That a development of the Philippine Education policy reform on transparency and accountability for HEIs, and Basic Education Institution be undertaken.
2. That CHED takes the lead in pushing for the successful operationalization of the transparency measure by considering the policy recommendations offered as a result of this research project;
3. That each TEI establish a Transparency and Accountability unit;
4. That each TEI designate a transparency and accountability unit personnel to take care of its implementation, monitoring and sustainability of empowering its stakeholders to be accountable and be worthy of public trust;
5. That a national training program for institutional instrument administrator be conducted. This strategy is to be undertaken to prevent problems in the initial implementation of the instrument. The training program may cover the purpose/significance of the instrument, the description, how to administer, score and interpret the result, hence, familiarization of the instrument is attained;

6. That an orientation, awareness and ownership program of transparency instrument results be equally undertaken; and
7. That a presentation of the results of the initial implementation of the transparency instrument be done in print and in the web to motivate high interest among stakeholders. This could also initiate demand for greater participation in the succeeding regular and periodic evaluation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the data gathered and results derived from the research project, the researchers conclude that the development of a transparency measure for TEIs is scientific, feasible, practical, and functional if one undertakes the tedious process of (a) planning the instrument, (b) constructing, and (c) establishing content validity and reliability. Moreover, in the absence of a transparency and accountability mechanism, the researchers deem it inevitable to offer policy recommendations to Philippine Education specifically to Higher Education Institutions (HEIs), TEIs and Basic Education Institutions.

While the transparency measure is intended for TEIs, other TEIs including public, private and local TEIs; Higher Education Institutions (HEIs) including state universities and colleges (SUCs), private higher education, and other CHED supervised institutions and basic education institutions may adapt the instrument with modifications contextualized to their setting and situation.

Other government agencies may also use this transparency and accountability measure as a model. Thus, corruption in our country may be controlled or gradually eliminated, ensuring equitable growth and development and public trust.

On the development of the transparency measure, a national, regional, local/institutional norm may be of paramount importance to set a national and or local standard for functional use.

ACKNOWLEDGEMENT

This is a gesture of our sincere gratitude and deep appreciation to the National Research Council of the Philippines (NRCP) for serving as the project funding agency in making our research activity possible and finally led to successful completion of Project A-101.

REFERENCES

- [1] Anastasi, A. & Urbina, S. (2002). *Psychological testing* (7th Ed). Singapore: Pearson Education, Asia Pte. Ltd.
- [2] De Coster, J. (1998). Overview of Factor analysis, Retrieval June 1, 2015
<http://www.statistishell.com/edu.pdf>.
- [3] Field, A.P. (2000). *Exploratory data analysis using SPSS* Retrieved June 1, 2015
<http://www.statistishell.com.edu.pdf>
- [4] Fortes, Erminda C. et. al. (2014). Development of a Micro-Scale Mathematics Kits - PNU Normal Lights, Vol. 8, Number 1, 2014
- [5] Fraenkel, J.R. E. Wallen, N.E. (2003). *How to design and evaluate research in Education* (5th Ed.) N.Y. McGraw Hill
- [6] GTC Research Brief in accountability & transparency. (2008).
- [7] Hair, J.F. Jr., Anderson, R.E. Tatham, R.L. & Black, W.C. (1998). *Multivariate data analysis* (5th Ed./New Jersey Prentice Hall)
- [8] Hutcheson, G. & Sofroniou, N. (1999). *Multivariate social scientist*. London: Sage Publications
- [9] Kubiszyu, T. and Borich, G. (1990). *Educational testing and measurement* (3rd Ed.) Scott: Foreman and Company, U.S.A.
- [10] Musa, Fatmir & Vasilenska. (2008). *Fighting corruption to improve governance*, UNDP project
- [11] Peguit, A. V. (2009). *Temperament Test for Filipino college students*, PNU
- [12] R.A. # 1984 (2002) *Government Procurement Reform Act*
- [13] Reinard, J. *Exploratory factor analysis*. Retrieved on June 1, 2015
<http://www.commfaculty/fullerton.edu/jreinard/sstat.ch155.html>
- [14] Walsh, W. & Betz N.E. (1995). *Tests & assessment* (3rd Ed.) New Jersey: Prentice Hall