SENTIMENTS OF SELECTED SECONDARY TEACHERS ON PLACEMENT ISSUES OF THE DEPARTMENT OF EDUCATION

June Raymond A. San Felipe[1]

[1]Rizal Memorial Colleges, Inc[1]

ABSTRACT

There is a need to investigate the travails of teachers in going through job placement issues with the public school system and the imbalance created due to the application of certain corrupt practices in their job placement. It was conducted to understand, describe and document the hardships and difficulties of applicant teachers experience after applying for permanent teaching positions in basic public education in the Philippines. Employing phenomenological approach with 17 teachers, in-depth interviews and focus group discussion, results revealed the high prevalence of impropriety and misconduct of Philippine Department of Education (DepED for brevity) officials, motivated by bureaucratic anomalies in the institution, political affiliations, unabated culture of corruption such as extortion, and money making activities of DepED officials, due to a tradition of decadence in the organization, which the study participants view as incorrigible to change, giving way to a culture of infectious crookedness. Factors in the struggles of teachers in their job placement involve agitation, harassment, legitimacy, adaptation and acquiescence, rationalization, lessons learned, resolutions, shame and remorse, and repulsion. Offered in the study was removing taints of corruption by putting authority over many people representing each sector of the public educational sector such as teacher groups, private stakeholders, and DepED officials as a means for sustained transparency and accountability in pluralistic decision making.

Keywords: Travails, teachers, job placement, DepEd, corruption, difficulties

1. INTRODUCTION

City and provincial educational offices are expected to comply with the relevant provisions of these laws and related policies when appointing teachers to teaching positions. Yet, not all school divisions and district heads comply with the laws and policies when appointing teachers to teaching positions. Some of them comply with only some provisions while systematically flouting others in their appointment of others. Anecdotal evidence and teacher appointment data indicate that there are serious problems underlying teacher job placement issues and practices at the educational system (Cojuangco, 2019; Kukari, Paraide, Kelep-Malpo, Mugup, & Pes, 2021). Further, the practice of selling teaching items is rampant, especially in areas where political patronage is prevalent. Some were told to pay large sums of money to DepED officials, school heads, or donate home appliances for the processing of their appointment papers. DepED Division and District Officers are in cahoots with school officials and do nothing. The right way of hiring or promoting teachers is not properly followed. The political patronage system in DepED tends to bypass more qualified individuals in government positions in favor of ones with better political connections. Many teachers are victimized by this kind of system. What is worse is that school principals are the perpetrators of this system and such are not isolated cases (Navaro, 2019; Umil, 2019; Yamsuan, 2019).

Candid evaluations of achievements and failures in educational systems conclude that weak governance including poor transparency in the job placement of qualified public school teachers, and inadequate accountability persists due to corruption, clearly emphasizing its negative impact on the economic, political and social development of countries. Corruption among public officials is widely cited as a leading impediment to economic development in regions beset by widespread poverty Recent surveys conducted on the impact of corruption in education suggests, that bribes and pay-offs in teacher recruitment and promotion tend to lower the quality of public school teachers (Olken & Pande, 2019).

Corruption in education is incompatible with a major goal of education: to produce citizens respecting the law and human rights. Corruption threatens equal access, quantity and quality of education. Misallocation and loss of talent because students and teaches are promoted on the basis of bribes rather than merit deprives a country of competent leaders. If an education system is not built on the concept of meritocracy, honesty and fairness, a country endangers its social, economic and political future. It is the very foundations of a society that are in danger if children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. The focus of the study are selected teachers of a national high school in Davao City district. These teachers have travails or hidden complaints against the department or district which are related to placement issues. The study is very delicate and certain measures have been taken to insure that no names of teachers or school will appear in the study.

This endeavor explored some of the challenges of participants from a population who considered education as an essential motivator towards development of oneself and the nation, only to find out that they had been victimized by those in educational administration. The Philippine government seemed to have neglected the plight of teacher victims and cared less for the effects it has on our children. It is for this reason that that conducting researches, like these, could be deemed with high regard. Choosing the topic on the travails of public school teachers as a result of administrative abuse in their job placement and appointment process was considered relevant.

Specifically, this study sought to answer the following questions:

1. What are the experiences of teachers who undergo job placement in the secondary education of the public school?

2. How do their experiences on the corrupt practices of educational bureaucrats shape their image of the Philippine Department of Education?

3. What are their insights and realizations learned from those experiences?

Education is a fundamental human right enshrined in the Universal Declaration of Human Rights (1948). All children of the world are entitled to free quality education, and must have equitable access to education. Achieving universal primary education is the second Millennium Development Goal.

Education gives access to better opportunities in life, higher lifetime earnings and social mobility. Education has a strategic importance for development: As a public good, it not only builds a country's leadership, but also citizens' ethical attitudes and behaviors. Therefore, the education sector is expected to be particularly exemplary, and schooling to be fair. However, the reality is very different from that expectation in many parts of the world.

Corruption in education affects more people than corruption in others sectors, both in rural and urban areas. Its consequences are particularly harsh for the poor who, without access to education and with no alternatives to low quality education, have little chance to escape a life of poverty. An empirical analysis by the IMF shows that drop-out rates in countries with high corruption are five times as high as in countries with low corruption. Low school enrolment in developing countries has been linked to illegal payments for school entrance and other 'hidden' costs for meals, uniforms, textbooks and other teaching materials as well as for additional services like extra tuition (Hallak & Poisson, 2022). The percentage of students paying extra charges for education ranges from 10 to 86 % according to the CIET Social Audits. Politically, corruption in education is a particularly sensitive area: Teachers usually represent the biggest group of public sector employees, a fact that may help explain reluctance to effectively tackle corruption in education.

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How frequent is corruption in education? A survey undertaken by TI in 2002 in South Asia reveals that the education sector is heavily affected by corruption, being at least the third most corrupt public service. In Pakistan, 92% of households with experience of public education reported having to pay bribes; the average amount paid was 4.81 rupees (US$ 86).9 In Colombia, the Ministry of Education received the second-lowest rating in an Integrity Index of 88 Public Institutions (GCR, 2004). The World Development Report 2004 states shockingly low educational outcomes in many countries, and gives examples of students that have learnt practically nothing at all after many years of schooling (Shantayanan Devarajan & Ravi Kanbur, 2021).

At school and administrative level, petty corruption involves the diversion of money and supplies on their way to schools, and bribes from educators lower in the system seeking to secure opportunity or avoid punishment (Chapman, 2021). In the late 1990s, it was reported from the Philippines that despite significant public expenditures on textbooks, only 16% of children actually received them. Education supplies were lost to payoffs, under-deliveries, and overpricing (Chua, Y., 2020). Also, corruption in teacher recruitment and promotion contributes to low quality of public teaching.

At school level, corruption occurs in the form of bribes paid by parents to ensure access, good grades and graduation. In a broader sense, a bias against pupils on ethnic or gender grounds (i.e. the bypassing of objective student assessment criteria) also constitutes an abuse of power, i.e. an act of corruption.

Procurement Corruption. Procurement occurs in the provision of educational material (curriculum development, textbooks, library, uniforms, etc), of meals and of building, facilities and equipment. Profits are usually high – in

school construction and in the design and manufacturing of text books because sales levels are guaranteed – thus the propensity of bidders to pay bribes. Because textbooks and supplies often remain under monopolies of the state without transparent bidding procedures, designers are frequently chosen on the basis of unprofessional specifications and through personal connections. As a consequence, textbooks may be of poor quality.

Consequences of corruption in procurement. In 2018, twenty-five million secondary level schoolchildren in Bangladesh started the school year without textbooks. When the textbooks were finally delivered, they were full of errors – yet, they had to be purchased by pupils at a higher price than previously announced. A report card survey carried out by Transparency International Bangladesh revealed that students had to pay an additional Tk 670 million (approximately US$ 12 million) due to the textbook crisis (Bangladesh Report Card Survey, 2019).

Irregularities in recruitment, posting, and promotion happen in many instances. Recruitment decisions based on favoritism and nepotism can put unqualified teachers in the classroom. Some countries have no clear criteria for teacher recruitment, or existing guidelines are ignored. Recruitment decisions are often based on favoritism and nepotism, sometimes resulting in the appointment of unqualified personnel. Placements in rural schools tend to be unpopular, especially among unmarried and female teachers, and can sometimes be avoided by bribing public officials. Skewed distributions of teacher postings can leave some schools overstaffed and others in crisis. Teachers may bribe or otherwise influence promotion committees. Corruption also occurs in the allocation of loans and scholarships for teacher training and teacher education.

There are many opportunities for corruption in the administration of teachers and public education officials: The recruitment process may bypass criteria and lead to employment of unqualified personnel. Teachers may be allocated to schools were they are not needed while other schools may lack teachers. Placements in rural schools are frequently unpopular, especially amongst unmarried and female teachers, and may be avoided through bribes to public officials. Inefficient information management systems and corrupt administration may involve allocation of salaries to ghost teachers. As in school management in general, abundance of rules and regulations often aggravates the problems. In pre-civil war Liberia, the process of getting replacement teachers hired to replace teachers who had died or left teaching was highly complex and corrupt. New teachers needed 29 official signatures to get on the payroll. As a remedy, "headmasters were allowed to appoint temporary substitutes and let them cash the pay checks of the teachers they replaced. Principals quickly realized that they could cash these pay checks and keep the money, without bothering to appoint a replacement teacher. This eventually led to a high incidence of "ghost teachers". When district and central officials realized what was happening, instead of trying to eliminate the practice, they demanded a cut of the proceeds" (Chapman, 2021).

'Ghost teachers' are another corruption problem affecting management of human resources in the education sector. The term can refer to teachers who are perpetually absent and rarely show up to teach, or to teachers who simply do not exist. The automation of teacher registration and records creates an opportunity for school heads and inspectors to connive with those in charge of information technology systems to create non-existent teachers, whose salaries they then find ways to appropriate. Ghost teachers can also result when teachers die or migrate and their families continue to cash their salary cheques (Beiser, 2019). In another variation, existing teachers may have double or even triple entries in the system, showing them as being deployed in more than one school simultaneously, with multiple salary streams (Gulf News, 2019). In Nigeria, in the first half of 2016 alone, allegations of ghost teachers or teachers collecting more than their official salary were made in 8,000 cases across four states (UNESCO, 2019). Corrupt administrators may create 'ghost teachers', whose salaries they then appropriate. A related phenomenon is that of 'ghost pupils.' As school funding grants are often based on the number of pupils at the school, school heads may fudge the numbers to obtain more funds (Sesant, 2019).

Corruption frequently involves the teacher promotion process. Candidates may bribe or otherwise sway promotion committees. In universities with a rigid academic hierarchy, senior academics often promote their friends or perhaps colleagues without regard to the qualifications of the candidate. Chapman (2021). 25 Corruption also occurs in loan and scholarship schemes for higher education. Bennett finds widespread corruption in such schemes in Africa and concludes: "The corruption involved in misusing the system [...], enabling graduating students to avoid paying back student loans creates a future governing elite trained to believe that theft from the state is OK" (Bennett, 2021).

Teacher misconduct Motivated and efficient teachers are crucial for quality in teaching. However, in developing countries, there are often complaints of absent teachers, physically abusive teachers, and teachers who demand illegal fees. It is not uncommon to find drunk teachers in schools, or classes where no teaching is conducted at all. A student in a focus group discussion in Afghanistan explained how difficult it can be to deal with this problem:

We wouldn't dare to complain about teachers. They threaten and hit us with books, iron rulers, and sticks; they punish us. Teachers always encourage intelligent students and repress students who struggle to learn. Teachers love rich students; they attend to [those students] and grade them by favoritism (MEC, 2019).

Teacher absenteeism is a widespread problem in many countries. A World Bank study found that absenteeism was as high as 45% in Mozambique and 15% in Kenya. However, even some teachers who were present at school did not carry out their duties (Bold, Filmer, Martin, Molina, Rockmore, Stacy, & Wane, 2019). Misuse of school property such as vehicles and buildings by teachers and school administrators for private purposes also constitutes corruption.

Professional misconduct of teachers constitutes corruption in that power is abused for personal gain. Motivated and effective teachers are a prerequisite for quality teaching. However, as Voices of the Poor documents, people in developing countries often complain of absent or abusive teachers and demands for illegal fees to get their children into school or to influence examination results (Narayan et al, 2019). Teachers may use tuition and school fees for private profit, and accept favors for normal services. They may exploit their students as unpaid labor, frequently on their fields. Cases of malfeasance are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. Sexual harassment by teachers is frequent in many countries – it constitutes, in that abuse of power is involved, an act of corruption in the broader sense (USAID, 2022). A study of sexual violence in Botswana revealed that 67% of girls reported sexual harassment by teachers, 11% of the girls surveyed seriously considered dropping out of school due to harassment (despite the fact that Botswana provides 10 years of free education) and 10% consented to sexual relations for fear of reprisals on grades and performance records (Rossetti, 2021).

"There must be an end to the practice of male teachers demanding sex with schoolgirls or female teachers. It shows selfish disrespect for the rights and dignity of women and young girls. Having sex with learners betrays the trust of the community. It is also against the law." Kader Asmal, South Africa Education Minister.

Teacher absenteeism is a serious and widespread problem in many countries. A survey of thousands of primary schools carried out by the World Bank in 2002-3 in seven developing countries found that teacher absence ranged from 13% (in Peru) to 58% (in Indian states Assam and Bihar). In addition, many of those that were present at school were not teaching (Chaudhury, Rogers, Hammer, 2021).

"(I)f you visit a school in India on any given day, there is a good chance that nobody will be there… Where teachers are absent, some may be doing quite different jobs while continuing to draw their government salary; but a good many are teaching in smaller groups, privately for a fee… The problem is lack of accountability… Teachers are paid by state governments. Government inspectors do not supervise them effectively: in many states they seem to settle for collecting bribes from teachers… Illiterate villagers are used to seeing their school empty for much or all of the time, they know and expect no better.

Another corrupt practice of teachers involves educational materials: Professors may require students to buy their books and lack of compliance may result in failing an exam (Janashia, 2020). They may also adopt an inadequate textbook or educational materials because of a manufacturer's gift. Finally, the utilization of school property for private commercial purposes also constitutes an act of corruption (Heynemann, 2022).

This study is anchored on the corruption theory from fraud theory of Syofyan, Septiari, Muliyanti, and Hernando (2021) of their study Corruption from Fraud Theory Perspective.

The first fraud theory is the fraud triangle. According to this theory, there are reasons for an individual to commit fraud, namely by the presence of pressure, opportunity, and rationalization (Homer, 2019; Cressey, 1993; Waluyo, 2020). These three factors influence each other to the same degree (Schuchter & Levi, 2019). Support for the fraud triangle arises from professional auditors and standard setters who express that an investigator analyzing a financial report will measure the pressure (as in increased revenue or excessively high net income), resulting in fraud (Lokanan, 2019). Pressure is the first factor that drives someone to commit fraud, such as corruption (Waluyo, 2020; Abdullahi & Mansor, 2019). Pressure is divided into financial pressure and non-financial pressure. Financial pressure is the most pressure experienced by someone than non-financial pressure (Abdullahi & Mansor, 2019). In general, there has to be more than a financial incentive for white-collar crime to occur (Schuchter & Levi, 2019). Meanwhile, (Zimbelman, Albrecht, Albrecth & Albrecht, 2019) researchers state that pressures can split into four groups: financial pressures such as greed, excessive living standards, and the number of bills or debts. Opportunities occur because of the internal control system's weakness, which is not maximal supervisory management, inadequate procedures, and opportunities to have control (Waluyo, 2020). While, rationalization is the dominant factor where people take fraudulent action when the culprit is looking for justification for what they did; and feel what they are doing right without violating applicable legal rules (Waluyo, 2020).

The Fraud Triangle is a fundamental basis for developing and categorizing several international auditing standards (Schuchter & Levi, 2019). Rationalization is justification for wrong actions committed is something reasonable, morally acceptable (Abdullahi & Mansor, 2019). Some examples of rationalization are (1) the organization owes me; (2) I only borrow and will pay it back; (3) no party has been injured or injured; (4) I have more rights; (5) this action is for a good cause; (6) I must get wealth like everyone else; (7) the company does not prohibit this; (8) this is not a serious matter; (9) internal control is weak; (10) I want to improve my standard of living; (11) I modeled my boss or colleague; (12) I have done a lot of good to the company; (13) I only take a little from the company (Dellaportas, 2019).

The second theory know as fraud diamond theory, introduced by (Wolfe & Hermanson, 2021). There are four elements that influence a person to commit fraud, namely pressure, opportunity, rationalization and capability (Wolfe & Hermanson, 2021). Fraud diamond theory explains several indicators that trigger people to commit fraud, including challenges to defeat the system, for the good of the organization, weaknesses of the board of directors, inadequate internal control, the ability to obscure fraud, lack of controls to prevent fraudulent behavior, lack of access to information and lack of audit trail (Zahra, Abdullah, Kahar, Din & Nurfalah, 2021).

Lastly, Bologna (2019) put forward a theory about fraud called "GONE Theory." The GONE view states that four factors encourage someone to commit fraud, namely Greed, Opportunity, Need, and Exposures. The Greed and Need factors relate to the individual perpetrators of the fraud. In contrast, the Opportunity and Exposure factors relate to victims of acts of fraud that occur in organizations, agencies, the people who suffer losses. Compare with Fraud Triangle Theory, the GONE theory puts forward the exposure factor, which has been further improved in theory, and combined with the increasingly complex status of the country's financial fraud (Li, 2021).

2. METHOD

In this research study I made use of a descriptive qualitative research using phenomenological methodology which was exploratory in nature; for the facets of information that were derived are fluid, subjective and taken from the experiences and perspectives of the participants which was most suitable for exploratory study. Qualitative research begins with assumptions and the use of interpretive frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, I used an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation included the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (Marshall & Rossman, 2020).

Prior to this research study, I was able to identify some of my research participants. They are (ten) 10 co-teacher friends whom I chose initially through purposive sampling as my participants based on a pre-selected criterion relevant to my study (Tongco, 2021), who had struggles with the public school system that practiced certain corrupt practices in the job placement of qualified teacher applicants.

Purposive sampling was especially exemplified through the key participant technique wherein one or a few individuals were solicited to act as guides to a culture (Tongco, 2021). Initially with having only two participants, they gave me the ideas for my research study, and later referred me to others who could be participants in my study. After contacting my prospective participants, some agreed to participate while others were hesitant and backed out a day before the interview due to the nature of the study which was potentially and highly controversial for the participants involved.

The participants were purposely initially chosen so that the information needed could expedite the study, however, the application of snowball sampling later was appropriate to gather the exact data needed to answer the research questions posted in the earlier part of this paper (Onwubere, 2019).

In obtaining data about how the participants think and feel in the most direct ways (Wicks & Reason, 2009), I conducted this qualitative phenomenological research relying quite extensively on in-depth one-on-one interviewing, direct participant observation, and group interview discussions.

This method, in fact, is based on an assumption fundamental to qualitative research: The participant's perspective on the phenomenon of interest should unfold as the participant views it not as the researcher views it. The interviewing has limitations and weaknesses, and involved personal interaction; where cooperation is essential (Marshall & Rossman, 2020).

In the analysis of data, three steps were used specifically data reduction, data display, and conclusion (Gempes, Sayson, Manalaysay, Mejica & Noveno, 2009). The analysis of qualitative research notes begins in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help

in understanding the situation. The data for a qualitative study most often are notes jotted down in the field or during an interview from which the original comments, observations, and feelings are reconstructed or transcribed (Markle, West & Rich, 2019) from audio recordings. The basic data were these observations and conversations, the actual words of participants reproduced to the best of the researcher's ability from the field notes (Schutt, 2019).

3. RESULT

There is a need to investigate the travails of teachers in going through job placement issues with the public school system and the imbalance created due to the application of certain corrupt practices in their job placement. It was conducted to understand, describe and document the hardships and difficulties of applicant teachers experience after applying for permanent teaching positions in basic public education in the Philippines.

Employing phenomenological approach with 17 teachers, in-depth interviews and focus group discussion, results revealed the high prevalence of impropriety and misconduct of Philippine Department of Education (DepED for brevity) officials, motivated by bureaucratic anomalies in the institution, political affiliations, unabated culture of corruption such as extortion, and money making activities of DepED officials, due to a tradition of decadence in the organization, which the study participants view as incorrigible to change, giving way to a culture of infectious crookedness.

Factors in the struggles of teachers in their job placement involve agitation, harassment, legitimacy, adaptation and acquiescence, rationalization, lessons learned, resolutions, shame and remorse, and repulsion. Offered in the study was removing taints of corruption by putting authority over many people representing each sector of the public educational sector such as teacher groups, private stakeholders, and DepED officials as a means for sustained transparency and accountability in pluralistic decision making.

It would seem that the engagement of corrupt practices in the employment of public school teachers are a result of the failure of DepEd to acknowledge and address the real needs of the Philippine educational system. Poor transparency, inadequate accountability of educational bureaucrats, and crooked practices of the administrators of our basic educational public school institutions persists due to corruption in regions beset by widespread poverty, clearly emphasizing its negative impact on our educational outcomes. The findings are troubling, shocking and a big letdown to the straight path policy of the national government.

Corruption or the abuse of entrusted power for private gain hurts everyone who depends on the integrity of people in a position of authority. This may be a reason why some of the study participants gave responses that they were repulsed because they were hurt by their experiences in their job placement that affected them, their relationship to peers, family and work performance. Repulsion therefore does point out and show how displeased were some of the study participants of the experiences they had. It's undeniable that some people are indeed disgusted with their treatment in their job placement with the public educational system.

4. ANALYSIS

On the experiences of teachers who underwent job placement in the basic education of the public school of the Philippines, it has been established from the responses of the participants that corruption in education is deeply-rooted and widely practiced especially in the government bureaucracy to the extent it has been accepted as a ``way of life'', and incorrigible to change.

Thus efforts must be made in legislation to change the way teachers are appointed, by putting authority over many, or groups of people representing he public educational sector and private stakeholders, wherein the final decision to place or appoint teachers to our public schools are done by a collegial body composed of DepED officials, the school head, members of an accredited teachers group and from the private sector. The idea is remove taints of corruption by providing accountability to the decision made and removing delegated discretionary powers from a single person into a group of people.

It means employing and giving institutions pluralistic authority to decide on matters as a means for sustained transparency and accountability in decision making. With many parties at the table sharing power, it is natural to have laws, rules and constraints apply to all. Once pluralism and the rule of law are established, there would be demand for even greater pluralism and greater participation in the political process. The greater masses must therefore have a seat at the decision table to be able to defend their interests that would generate the dynamics that would create a process of positive feedback. Inclusive government institutions create constraints against the exercise and usurpation of power of a few.

On how the experiences of the teachers on the corrupt practices of public education bureaucrats shape their image of the Department of Education, in understanding the avenues for the practice of corruption within DepED, it for this

reason, and equally important that DepED management including governing School Divisions Superintendents, District Supervisors, and school heads are made responsible and accountable for making sure that the right controls are in place, and that they are performing as intended. They provide the leadership needed to establish and guide an integrated internal control framework that establishes a positive "tone at the top" by conducting an organization's affairs in an honest and ethical manner and establishing accountability at all levels of the organization. If they do not demonstrate strong support for internal controls, the organization as a whole will be unlikely to practice good internal controls. It is the medium that spreads the organization's commitment to ethical and honest behavior. Therefore, ensuring first that many parties are at the table sharing power in pluralistic decision making, it is natural to have laws, rules and constraints apply to all.

Further, information and communication must be allowed to openly flow through the entire bureaucracy of DepED, as information is the vehicle by which control policies and procedures are introduced and reinforced, while communication is the conduit by which people become aware of DepED's commitment to corruption controls.

On the insights and realizations learned by teachers from their experiences, Individual differences in people's anticipation of and experience of moral emotions likely play key roles in determining actual moral choices and behavior in real-life contexts. When we sin, transgress, or err, aversive feelings of shame, guilt, or embarrassment are likely to ensue. When we "do the right thing," positive feelings of pride and self-approval are likely to result. The best ways to change the way things are is for teachers to do what is morally right and speak out against corrupt practices in their school and the illicit activities of DepED officials, share their personal experiences with others, and continuously improve on teacher quality and efficacy by getting trainings to be better adapted to fighting corruption. Transparency and access to information are essential to control the prevalence of corruption in education. There is no stronger deterrent to corruption than public information and exposure. Improving teacher recruitment, retention and recognition of teachers by educational bureaucrats, then seems inescapable.

5. DISCUSSION

The investigation on the sentiments of public school teachers: job placement issues in focus have highlighted the significance and the necessity of such a study. The findings substantiated claims and reports that the process in utilizing the Register of Qualified Applicants is severely misused. No matter how good the teacher-applicant's rating are, DepED Schools Division Superintendents, and District Supervisors or School Heads will not accommodate nor recommended them but someone else. The conditions set for the selection for appointment depends on whether or not the teacher-applicants give them something to please the appointing authority's eyes and desires. It also upheld the assertion that without adequate internal controls, management has little assurance that its goals and objectives will be achieved. Properly designed and functioning controls reduce the likelihood that significant errors or fraud will occur and remain undetected. The study also supports other study findings that transparency must be strongly asserted.

The data from the two methods of data gathering employed in this study proved to be similar and analogous. The group discussion thus completed the components of the triangulation technique that is a powerful technique that facilitates validation of data through the cross validation from more than two sources – the first being the readings on the travails of public school teachers, second the in-depth interviews, and third the focus group discussions.

The contributions of this study lie in its making available the experiences, perceptions, and insights of teachers on the phenomenon of corruption in the Philippine public school system as well as the constructs derived from the findings. Moreover, it brings to the fore the advantage of using the qualitative approach in understanding shared and common experiences. It has also opened opportunities and ideas for future researches in as much as there is a great deal more to be learned about corruption in the public school.

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