

Knowledge and Implementation of the Promotion Policies of Elementary Teachers and Administrators in the Division of Misamis Oriental

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Abstract - The study attempted to determine the knowledge and awareness level of teachers and administrators on promotion policies and extent of implementation of the Implementing Rules and Regulation of Republic Act 9155. There were 424 teachers and administrators who were the respondents of the study, randomly selected from the 24 Districts in the Division of Misamis Oriental. Findings revealed that majority of the teachers and administrators in the Division of Misamis Oriental are aware of the promotion policies. As to comparison of their responses, majority of them like the provision of DepEd Orders No. 42 and 39 s. 2007. Majority of the respondents are also aware on the extent of implementation of Republic Act 9155, its Implementing Rules and Regulations specifically on promotion. There is a significant relationship between the knowledge and awareness level of administrators and teachers on promotion policies and related factors namely: number of trainings and seminars attended

educational qualification and the position held by the respondents. There is no significant relationship between the knowledge and awareness level of administrators and teachers on promotion policies with some related variables namely: age, gender, length of service, monthly salary, and performance rating.

Keywords - promotion policies, performance rating, teacher qualifications

INTRODUCTION

The world today has become very competitive. As stated in the Medium Term Philippine Development Plan (2001), the vision is for the Philippines to become a newly industrialized country, so as to attain an improved quality of life for all Filipinos through world competitiveness and people empowerment. However, world competitiveness and people empowerment call for continuing development of human resources, thus the need for globalization of education. It is therefore, imperative that the quality and standards of education be developed and improved to meet the challenges of the new millennium (Joint Resolution, 9th Annual Meeting, Asia Pacific, Jan. 2001).

Since the teachers and principals are in constant touch with the students, they know the extent of their requirements. They are better off and able to think of policies and programs that will benefit learners the most because they were the ones that get their feet, so to speak. But under the current set-up of the Department of Education, teachers and administrators are merely on the receiving end of policies emanating from the far away central office. While they fully answered the student's needs and are very capable of charting their schools direction, teachers and school principals are rarely consulted by policy makers on important matters such as budget, supplies, facilities curriculum and textbooks (Oreta Journal 2000) as cited by Bernandino, (2004).

With the Governance of Basic Education Act of 2001, around 35,000 principals across the country would be tried on this biggest role to disseminate the information to the field. From being principals, they will become school managers because of their added functions and responsibilities. Knowing fully well that education system was

governed much the same, as it was hundred years ago- centralized, with all orders coming from the central office. The senators who principally authored the Governance Bill enabled the sharing of powers in all levels of the Department of Education hierarchy specifically: authority, responsibility, and accountability to improve the quality of basic education.

The Education Act of 2001 defines the functions of the Department of Education secretary and the regional, division, district and school offices, and while each one has functions and responsibilities distinct from the other office, they were meant to operate in support of one another to strengthen the school system and enable it to have enough budgetary resources (DepEd Manual 2002).

In the Division of Misamis Oriental, there are 1,375 number of promoted teachers, administrators and supervisors. Majority of the teachers are occupying positions like Teacher 2 and 3, Master Teacher 1 and 2, and for the administrators' position like Education Supervisor, Principal 1 and 2, and Head Teachers 1, 2, and 3.

The Department of Education evaluates and assists teachers and administrators the relevance of expertise in the position for promotion. Promotion is the advancement of an employee from one position to another with an increase in duties and responsibilities as authorized by law, and usually accompanied by an increase of salary. Promotion can be from one department or agency to another or from one organizational unit to another in the same department or agency.

Whenever a position in the first level becomes vacant, the employees in the department or agency who occupy positions next in rank to the vacancy, shall be considered for promotion. In the second level, those employees in the government service who occupy next-in rank position shall be considered for promotion to the vacancy.

The comparative degree of competence and qualification of employees shall be determined by the extent to which they meet the following requirements at the time of the appointment: The promotion of administrators shall be based on the following criteria at the time of appointment as stated in Department of Education Order No. 66 s. 2007 ; 1) performance rating, 2) experience, 3) outstanding accomplishment (meritorious accomplishment), 4) education and training, 5) leadership potential, 6) psychosocial attributes and personality traits. Few

administrators are promoted from one rank to another because they lack qualifications and academic requirements needed for promotion like outstanding accomplishment and others.

Teachers who usually applied for promotion are those having attained the length of service of ten years and below. Teachers' performance did not differ to those teachers who enjoyed promotion because both have done their job well to inculcate knowledge for the benefit of the pupils.

OBJECTIVES OF THE STUDY

This study is conducted mainly to provide analysis on the promotion policies of elementary teachers and administrators in the Division of Misamis Oriental. This study has the following specific objectives:

1. To determine the knowledge and awareness level of the teachers and administrators in Division of Misamis Oriental on the promotion policies;
2. To compare the knowledge and awareness level of the teachers and administrators on the promotion policies;
3. To analyze the extent of implementation of Republic Act 9155 specific on the promotion policies of teachers and administrators in the Division of Misamis Oriental; and,
4. To analyze if there is a significant relationship of the knowledge and awareness level of teachers and administrators in the Division of Misamis Oriental on the promotion policies with the following variables; age, gender, educational qualification, length of service, number of seminars attended, monthly salary, position, and performance rating.

METHODOLOGY

This study is a descriptive- qualitative type of research which aimed to determine the knowledge and awareness level of promotion policies, and the extent of implementation of Republic Act 9155 specific on the promotion policies of teachers and administrators in the Division of Misamis Oriental. The survey method using questionnaire was used

in collecting data from the respondents and was quantitatively and qualitatively analyzed.

This study was conducted in the whole Division of Misamis Oriental. The Division is composed of 24 Districts and divided into 2 areas. In the East Area the following districts are as follows: Lugait District, Manticao District, Naawan District, Initao District, Libertad District, Laguindingan District, Alubijid District, El Salvador District, and Opol District.

The following Districts belong to West Areas namely: Tagoloan District, Villanueva District, Jasaan District, Balingasag North District, Balingasag South District, Lagonlong District, Salay District, Claveria I District, Claveria II District, Sugbongcogon District, Kinoguitan District, Talisayan District, Medina District, Magsaysay I District, Magsaysay II District.

This study used proportionate stratified sampling. The respondents were randomly selected using the table of random numbers from the list of the respondents in the areas of East and West Districts of Misamis Oriental. Listing of teachers and administrators from each school was taken from the Planning Unit Office of the Division of Misamis Oriental. The total sample size was four hundred twenty four (424) representing the number of teachers and administrators in the aforementioned Districts of Misamis Oriental.

The respondents of the study were the promoted Teachers II and III, Master Teachers I and II, Head Teachers, Principals, District Supervisors and Education Supervisors in the Division of Misamis Oriental. Before the study was conducted, the researcher secured a letter of permission from the Schools Division Superintendent, allowing the researcher to conduct the study and to ensure cooperation from the respondents. Floating of the questionnaire was done when the permission was granted. The purpose and procedure were explained to the respondents.

As to knowledge and awareness level of teachers and administrators, frequency and percentage distribution were used. Frequency, percentage and chi-square test were employed to compare knowledge and awareness level of policies on promotion. Regression analysis was used to determine relationships in the knowledge and awareness level of the respondents on promotion policies on some related variables.

RESULTS AND DISCUSSION

Results gathered disclose that the teachers and administrators are aware of DepEd No.39 and DepEd No. 42, s. 2007; its basic policies, criteria and specific points and are aware of the Modified Qualification Standard (MQS) for Positions of Principal I to IV. The respondents which comprised of 83.2% are very much aware of the criteria and specific points adopted in the guidelines of promotion for teachers and administrators. This is followed by the knowledge of the basic policies (80.7%), awareness of the existence of DepEd No.39 (74.5%), the awareness of MQS for positions of Principal I to IV (72.6%) and the existence of DepEd No.42. (68.6%).

Awareness of the existence of Department of Education Order Nos. 39 and 42 s. 2007 is through the dissemination of information made by the supervisors (185) principals (102); brochures and handouts provided and distributed (72); and 4) co-teachers (37). Other sources of information are the Department of Education website, information dissemination from the Assistant Division superintendents during division meetings and conferences.

In terms of basic policies adopted in the guidelines of Promotion (DepEd Order No.42 s. 2007), the following policies are familiar to the respondents that: 1) applicants to Principal I position must pass a qualifying test, must have experience of at least 5 years as Head Teacher, Teacher- in-charge, Master Teacher and Teacher III 2) the appointment of School Principal shall be non-station specific 3) any vacancy for principal position shall be open to all qualified candidates from within and outside the division where the vacancies exist 4) the Schools Division Superintendent shall designate a Teacher-in-charge in the schools without principal items and 5) assignment of Head Teacher shall be one per subject with priority in the core subject areas; namely: English, Mathematics, Science, Filipino and Araling Panlipunan. There is lack of awareness of the Modified Qualification Standard for positions of Principal I to Principal IV due to the following reasons: 1) no dissemination of information 2) no available handouts/ brochures given to them and 3) no verbal communication or information given by Head Teachers, Principal and Supervisors.

Awareness of criteria and specific points indicated in the DepEd Order No.42 in the promotion and ranking of the Head

Teacher and Principal positions is evident in the following criteria; 1) performance rating; 2) experience, education and training; 3) outstanding achievement; 4) potential; and 5) psychological attributes and personality traits. The reasons for not knowing the criteria are the following: 1.) no information given to them; 2) no brochures distributed; and 3) no DepEd Order disseminated.

About 60% of the respondents are very much aware of the provisions of DepEd Order Nos. 42 and 39 s. 2007. For the administrators, 107 out of 126 or 85% are very much aware of the provisions while 147 out of 298 or 49% of the teachers are very much aware of the provisions. It could be noted that 50 out of 298 or 17% of the teachers are not aware or have no knowledge about the provisions of DepEd Order Nos. 42 and 39 s. 2007. This indicates that these teachers who are not aware of the provisions depend only on the information given by their school heads. Considering the big tasks and responsibilities of the administrators sometimes, these things can be overlooked during division meetings.

The findings indicate that both administrators and teachers have a favorable view towards the DepEd Order Nos. 42 and 39s.2007. About 80.2 % of the respondents liked the provisions on the computation of points in the ranking for the Head Teacher and Principal positions while 89.4 % of the respondents liked the Modified Qualification Standard for Principal positions.

About 18% did not like the provisions under DepEd Order No.42 because of the following reasons: 1) there was no wide dissemination of the provisions and there was no publication of the vacant positions in the districts; 2) the criteria are tough and difficult to attain; 3) the criteria are not followed when a certain position is vacant; and 4) “palakasan” still exists in the ranking and filling up of a vacant position.

As to the comparison of their responses, the chi-square test was used. Under DepEd Order No.42 s.2007, the X^2 yielded a value equal to 24.46 which is significant at .05 level. The null hypothesis is rejected. Thus, the responses of administrators and teachers differed significantly. The administrators have a more favorable view on promotion than the teachers. This is so because the administrators can easily meet the points assigned for each criteria based on their accomplishments as head of the school while teachers accomplishments are simply limited to the pupils achievement.

In Department of Education Order No. 39 s. 2007, the X^2 value is 2.977 which is not significant at .05 level of significance. This means that the responses of both administrators and teachers were the same. Their responses did not vary. Almost all of them like the Modified Qualification Standard. This is because the criteria under Department of Education Order No. 39 s. 2007 like education, experience, and trainings are very easy for them to attain and apply for the position.

The teachers and administrators were asked on the extent of implementation of Republic Act 9155 by the Department of Education in the Division of Misamis Oriental. The data reveals that most of the respondents are aware of the Implementing Rules and Regulations of Republic Act 9155 because as educators like the teachers and administrators they should know the laws that governs basic education.

Seven out of 126 or 6% of the administrators and 93 out of 298 or 31% of the teachers are not aware of Republic Act 9155. Fifty –five out of 126 administrators or 43.6% are totally aware of the Republic Act 9155. The administrators are responsible for the dissemination of the different Department of Education memoranda, hence they are aware of these existing provisions and guidelines.

Application of the chi-square test reveals the significant difference on the responses of teachers and administrators at .05 level. Administrators are more aware on Republic Act 9155 than the teachers. Thus the H_0 is rejected.

The DepEd Division of Misamis Oriental seldom holds orientation seminars to discuss with the teachers on the goals and objectives of Republic Act 9155. However, 80 out of 126 (63%) administrators indicated that the Division is always doing this orientation only to the supervisors and principals but not to the teachers. It is the responsibility of the principals and supervisors to disseminate the information to their subordinates. Fifty- eight out of 298 or 19.5 % of the teachers never attended orientation seminars on goals and objectives of Republic Act 9155. The X^2 test shows significant differences exist on the responses of teachers and administrators at .05 level of significance. Hence, H_0 is rejected.

Further data shows that the Division Administrators often discussed specific provisions on how teachers and administrators are

promoted based on Policies and Guidelines under Republic Act 9155. Some teachers think otherwise that their supervisors and principals did not give more emphasis and encouragement to teachers on the issue. There are 24.5% of teachers who admitted that the division always discussed the promotion policies, but it could be gleaned from the results that the teachers are not totally informed on these policies, Attendance to classes by the teachers are given top priority so disruption of classes is kept at a minimum level. Sometimes, principals may not have discussed these policies during meetings because of other important concerns.

The respondents' answers indicated that they are satisfied to a little extent (44.3%). Administrators are satisfied to a great extent since they are the beneficiaries of these provisions. Aside from their respective rank or positions, their salaries are much higher than their subordinates.

The administrators are satisfied to a great extent while the teachers are satisfied to a little extent. Over-all, the respondents are satisfied to a little extent specially the teachers, in the implementation of the criteria for promotion of teachers and administrators. This is because majority of the teachers in the field lack the information regarding the implementation of criteria for promotion generally, teachers depend only on the information given by their school heads.

Data gathered discloses that 286 (67.5%) respondents agreed that the provisions on promotion of Republic Act 9155 is relevant while 109 (25.7%) respondents strongly agreed. Only two strongly disagreed and 14 disagreed that Republic Act 9155 is a relevant guide for promotion of administrators and teachers. Application of X^2 test reveals that the responses of the administrators and teachers differ significantly at .05 level of significance. Hence, the null hypothesis is rejected.

Results further show that the dissemination of the Implementing Rules and Regulations of Republic Act 9155 was often done. It should be noted however that 45 out of 126 or 36% of the administrators stated that the dissemination of the implementing rules and regulation of Republic Act 9155 was always done.

Ninety-six out of 298 or 32% of the teachers said that they seldom received any information dissemination of the implementing rules and regulations. The computed X^2 value which is equal to 27.237 is

significant at .05 level. The administrators differ significantly on their responses on dissemination aspect of the Implementing Rules and Regulation of Republic Act 9155 with the teachers. The teachers had a favorable response than the administrators. Hence, the null hypothesis is rejected.

Results of the regression analysis reveal that three out of eight variables have significant relationship to the knowledge and awareness level of the administrators and teachers on promotion policies.

The most important variable is the number of trainings and seminars attended by the teachers and administrators. The regression coefficient of 0.121 shows that the more seminars and trainings or workshops attended by them, the more they are knowledgeable and aware on the promotion policies set by the Department of Education. Educational qualification is the other important factor in knowing and becoming aware of promotion policies and it is followed by the position occupied by the administrators and teachers.

Educational qualification and position correlated positively with the knowledge and awareness level of the respondents as shown with their corresponding regression coefficients of 0.515 and 0.608 respectively. It simply indicates that the higher the educational qualification and position of the respondents, the higher is their knowledge and awareness level. Holders of masters and doctoral degrees tend to be more knowledgeable and aware of the promotion policies. Administrators are expected to be more aware and knowledgeable of the provisions of the Implementing Rules and Regulations of Republic Act 9155 than the teachers. They are also tasked to disseminate such information to their subordinates.

Results reveal that taken jointly, the eight variables formed a very significant set of predictors ($F = 9.492$). Moreover, the $R^2 = .712$ indicates that 71.2 % of the variance is explained by the joint effects of all eight variables being considered with most of it, explained by the three significant predictors.

Thus, the null hypothesis is rejected. There exists significant relationships between the knowledge and awareness level of administrators and teachers on promotion policies and the related factors namely; number of trainings and seminars attended, educational qualification and positions held by the respondents. Trainings and

seminars are very good sources of information on the different policies set by the Department of Education. It is in the trainings and seminars where various DepEd laws, and Implementing Rules and Regulation policies are announced, explained and discussed to administrators and teachers.

CONCLUSIONS

The followings conclusion hereby stated: That the administrators are a little bit older than the teachers; they have to serve until 65 years old as long as they are physically and mentally fit to do their jobs. Promotion of teachers takes longer years than the promotion of administrators. Teachers and administrators were aware on the extent of implementation of Republic Act 9155 specifically on promotion policies. Administrators and teachers are aware of the provisions of DepEd Order No. 42 and No. 39 S. 2007. The administrators are more updated of many DepEd Orders discussed by the division personnel during division meetings. Teachers awareness of the provisions of DepEd Order No. 42 and No. 39 s. 2007 depends in the information given by their heads of school. Trainings and seminars, attainment of advanced degrees, and administrative position increase the awareness level of administrators and teachers on promotion policies.

RECOMMENDATIONS

The researcher recommends that the administrators shall disseminate immediately all DepEd Memoranda, Circulars and Orders to all teachers. A division conference shall be conducted to inform administrators and teachers of all Department Education Laws, Memoranda, Circular and Orders. Teachers shall secure a personal copy of DepEd Orders and Education Laws or visit the DepEd websites so as to be aware of the relevant information and updates. A competitive examination for promotion shall be included in the selection for promotion to determine the most competent candidate. Teachers and administrators shall be encouraged to pursue advanced courses to improve their knowledge and skills and managerial competence. Policy makers shall continue to evaluate and monitor the promotion policies

of teachers and administrators. Further research on the effectiveness of promotion policy implementation shall be conducted.

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