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Teachers Level of Awareness of RA 4670 in Selected Schools of Negros Oriental, Philippines

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Abstract: ***This study investigated the public schools teachers' level of awareness of the provisions of Republic Act 4670 or the Magna Carta for Public School Teachers of the Republic of the Philippines. It also determined the significant difference, if any, in the level of awareness between elementary and high school teachers. Also, it identified the relationship between teachers' number of years of teaching experience and their level of awareness of RA 4670. Public school teachers from both elementary and high schools in Negros Oriental were the participants of the study and they were reached through the online survey conducted by the researchers using a questionnaire designed and validated for such purpose. The result of the study showed that public school teachers have high level of awareness on the following provisions: no probationary period is required for eligible teachers; teacher's consent is required for station transfers; privacy of all pending disciplinary actions against teachers; same place assignment for teachers who are married couples; only six hours actual teaching assignment; additional compensation for co-curricular and out of school activities; prior notice of transfer; required due process and justifiable reason prior to dismissal or transfer; allowable income generating activities not adverse to teaching. The study also revealed a significant difference in the level of awareness between elementary and secondary teachers; and that there is a weak positive correlation between the number of years of teaching experience and the level of awareness of the provisions RA 4670. This study therefore recommended that a thorough information dissemination of the provisions of RA 4670 be conducted by the School Heads of various elementary and high school public schools to ensure that the teachers are well informed of these provisions. A similar study may also be conducted with the inclusion of kindergarten using ANOVA.***

I. INTRODUCTION

Recognizing the vital role played by teachers in nation-building, it is unequivocal for the country to ensure protection of rights amidst dynamicity of the society. The Philippines has consistently pursued reforms for a quality education through different initiatives. In the Department of Education (DepEd), teachers are immersed on various professional development programs such as the Teacher Induction Program (TIP), In-Service Trainings, (INSET), institutionalized national, regional, division trainings and workshops, etc. As teachers gain more experience in the profession, they are more exposed to various programs and activities aiming for personal and professional growth, cultivate strong commitment, retention in the profession, and orient basic policies in the department. The DepEd Order 42, s. 2017 recognizes the evidences that shows good teachers are vital in the development of holistic and skilled learners, and are equipped with the 21st century skills [1].

To achieve quality and effective teachers, the government must keep track of factors to address turnover intentions of teachers. Tehseen and Hadi (2015) stated that turnover intentions of classroom teachers in every institution create passive and negative effect on the educational development for every student. Job satisfaction results from optimal teacher performance which in turn leads to lower teacher turnover. Therefore, determining the teacher factors that improve teacher performance can help reduce turnover [2].

Turnover intentions can be deduced to work-related dissatisfactions and frustrations. Frustrations of teachers are the unanswered queries which usually come from different school contexts such as discrimination in school, transfer of station, ranking for promotion, and grievance procedures among others. One of the most common causes of dissatisfaction of teachers in the profession is simply the lack of awareness on the existing laws, regulations, and policies that address their concerns. In this way, it is important that teachers are immensely taught and informed of their rights and privileges, as provided and stipulated in various legal systems in the country [3]. In the Philippines, the Magna Carta for Public School Teachers (RA 4670), protects, promotes as well as enhances the standing of teachers in the various economic and social contexts. This presents and provides various rights of teachers and policies on hiring, working hours and salary; and all forms of benefits including joining or establishing teacher unions [4]. It is imperative that each public-school teacher shall be comprehensively informed of the provisions and penal clauses appertain the law.

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The overworked status of each teacher in the country is visible [5]. Teachers' functions above instruction include extra-curricular tasks. Most of these activities often push instruction aside. Mateo (2018) states that the death of two teachers in 2018 led to the now made by DepEd to decrease these excessive demands on teachers' time, though unclear [6].

Every teacher in the government is required to teach full-time, e.g. daily teaching of six hours [4]. In the real and practical sense, several additional responsibilities are given to every teacher. Teachers are anticipated to take part in the execution and implementation of different government programs. However, these additional responsibilities cannot be seen in school schedules.

As opposed to government programs, teachers wish to focus more on actual instruction and student interaction to incorporate different learning methods in accordance to the context of learning in the current classroom setting. Increasing classroom teaching and innovations and giving individualized instruction more are top priority of teachers. Time is teacher's primary restriction. Also, remuneration was not part of issues cited in interviews. Teaching load was the prime issue; e.g. limited teaching hours.

According to DepEd (2012) and David and Albert (2015), teachers have a series of promotions, evaluation of performance through IPCRF, and performance bonuses in general. At the conclusion of the school year, advisers report the number of drop-outs. These statistics are per level from school to Central Office: The drop-out rate is used as a metric for teaching performance [7] [8].

Similarly, incentives, practices and strategies can be used to attain a zero drop-out rate. Teachers are encouraged to focus on each pupil and causes of absentism. Teachers will then be conducting a home visit to encourage parents of students at risk of dropping out to go to school and attend classes all year [9].

From the situations mentioned above, teachers have a significant role in enhancing the teaching-learning environment. Teaching requires skills, specific knowledge, and morally-upright attitudes. Teachers all over the globe engaged in the call of this profession for varied reasons, but they all overlap in sharing the need for affiliation and autonomy during their teaching career.

In countries and nations where the profession is esteemed in society and community such as Singapore, South Korea, and Finland, students appear to acquire learnings more efficiently (Burns and Darling-Hammond, 2014). Moreover, teachers' positive sense of their roles as educators, is highly connected in other perspectives of quality education, counting nonstop professional development, research innovations and engagements, and involvement in sound decision-making [11]. In this regard, education unions are the foremost suitable agents that can help every teacher to improve teaching quality by influencing educational policies.

Chetty et al. (2014) pointed out that teachers are the foremost assets in guiding enrolees' lifetime outcomes and upcoming school academic achievements. There is emphasis on enhancing teachers' impact in terms of professional development. The learners or students taught by the efficient teachers have more comfortable way of living. The potential of a highly effective teacher to improve the lives of the students makes it fundamental for a teacher's viability [12]. Moreover, Goe et al. (2008) explained "teacher effectiveness" in terms of greater learning, commonly validated through better assessment grades [13].

Additionally, there is a high expectation for education to alleviate poverty. Hargreaves (2005) and Harris (2009) both agreed that education remains as invaluable in grabbing opportunity and chance for a better life. Filipinos enrol in government institutions with the hope to become successful someday; especially those who had lived hard and trialled lives wherein better education is the only chance to rise from poverty [14] [15].

Likewise, government believed that the K-12 program would lift depressing situations and crises experienced by the Philippines situation. K-12 targeted for globally competent Filipino with life-long learning [16]. Problems in the K-12 curriculum implementation in the country were identified by Filipino scholars in the past. The problem includes curriculum unsustainability, teacher shortage, shortage of materials and support; and lack of coordination [17] [18].

It is therefore the intent of this study to determine the level of awareness of public school teachers on government policy as provided in RA 4670 or the Magna Carta for Public School Teachers. Specifically, this study aims to determine the level of awareness of the faculty in the sections of the law under hiring, hours of work and salary, insurance benefits, absences and retirement benefits, teachers' union. It obtains the profile of the respondents in terms of type of school they are working and number of teaching experience. It specifically examines the level of awareness of the teachers on the provisions of the Magna Carta for Public School teachers. Furthermore, it determines the significant difference in the level of awareness between elementary and high school teachers. Lastly, it seeks to identify the relationship between a faculty's years of teaching and level of Magna Carta for Public School Teachers awareness.

II. METHODOLOGY

The study utilized the descriptive method using a self-made questionnaire reviewed by a group of experts for content validity and which obtained a Cronbach Alpha of 6.10 as to its statistical reliability. Purposive sampling was used to cover elementary and high schools representing identified municipalities from two congressional districts, Province of Negros Oriental. The research respondents were asked to choose from among the 5-point scale.

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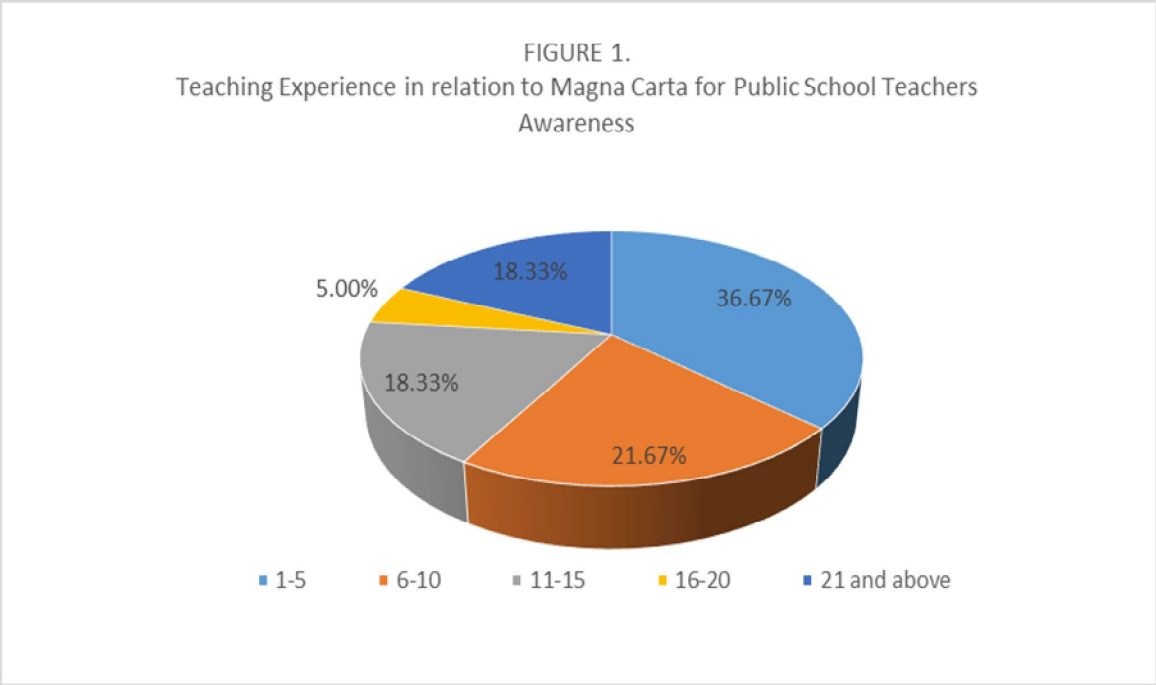
This study used the frequency and percentage to determine the profile of the respondents in terms of type of school and years of teaching. We computed the weighted mean and standard deviation to determine the level of awareness of the teachers on the provisions of the Magna Carta for Public School Teachers. T-test was used in identifying the significant difference in the awareness between elementary and high school teachers while Pearson's r was used for the relationship between the years of teaching experience and level of awareness.

III.RESULTS AND DISCUSSION



There are 30 respondents from both the elementary and high schools which gave a total of 60 respondents. Figure 1 shows the profile of the respondents according to the number of years of teaching in relation to awareness regarding the provisions of the Magna Carta for Public School Teachers. Majority of the respondents have one to five years of teaching experience. These comprise 36.67% of the sample population. Moreover, 21.67% of the respondents fall in the 6-10 years of teaching experience. Furthermore, there are 11 (18.33%) respondents in the 11-15 and 21 and above in the years of experience. Lastly, there are only 3 (5%) respondents who have the least number of teaching experience of one to five years.

Table 1 presents the teacher's awareness on the 20-item provisions from the Magna Carta for Public School Teachers. Results show that the teachers are very much aware of the following Magna Carta Provisions for Public School Teachers: a) that no probationary period shall be imposed if the teacher possesses the appropriate civil service eligibility, no probationary period for teachers who are civil service eligible; b) no teacher shall be transferred without his consent from one station to another, required teacher's consent for station transfers; c) no publicity shall be given to any disciplinary action being taken against a teacher during the pendency of his case, privacy of all pending disciplinary actions against teachers; d) married couples who are both public school teachers shall be placed in the same locality, same place assignment for teachers who are married couples; e) teachers are required to render six hours of actual teaching only, only six hours actual teaching assignment; f) an additional twenty-five percent of regular salary to teachers for rendering co-curricular and out of school activities, added compensation for co-curricular and out of school activities; g) a teacher shall be informed when the exigencies of service require a transfer from one station to another, prior notice for transfers; h) a teacher can neither be dismissed nor transferred without due process or justifiable reason, and required due process and justifiable reasons prior to dismissal or transfer; i) a teacher can directly or indirectly engage in legitimate income generation provided it does not relate to or adversely affect his work.

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Table 1.
Teachers Awareness in Terms of the 20-item Magna Carta provisions

Statement	Weighted Mean	Standard Deviation	Interpretation
1.	3.27	1.56	Moderate
2.	3.63	1.47	Much
3.	4.40	0.99	Very Much
4.	4.03	1.28	Much
5.	4.33	1.05	Very Much
6.	4.23	1.16	Very Much
7.	3.93	1.19	Much
8.	4.37	1.06	Very Much
9.	3.07	1.56	Moderate
10.	4.50	1	Very Much
11.	4.40	0.74	Very Much
12.	3.83	1.33	Much
13.	4.42	0.96	Very Much
14.	3.80	1.29	Much
15.	3.63	1.23	Much
16.	3.20	1.3	Moderate
17.	3.30	1.78	Moderate
18.	4.17	1.11	Much
19.	4.53	0.75	Very Much
20.	4.58	0.83	Very Much

It is therefore recommended to continue with the information drive regarding these provisions to maintain high level of awareness. On the other hand, there is a need to strengthen the information dissemination with regard to the following Magna Carta provisions: probationary period shall not be imposed if the teacher possesses the appropriate civil service eligibility; academic freedom of teachers; confidentiality of disciplinary action and on awareness on the lawful dues and fees deducted from a teacher's salary.

The results to determine the significant difference on the level of awareness between the elementary and high school teachers are presented in Tables 2 and 3. Table 2 shows the overall weighted mean.

Table 2.
Level of Awareness

Magna Carta Provision	ELEMENTARY	HIGH SCHOOL
	OVERALL Weighted Mean	OVERALL Weighted Mean
1. No probationary period shall be imposed if the teacher possesses the appropriate civil service eligibility.	3.1	3.4
2. Teachers appointed as provisional status for lack of eligibility shall be given permanent appointment after having rendered 10 years in the service.	3.2	4
3. No teacher shall be transferred without his consent from one station to another.	4.3	4.5
4. No publicity shall be given to any disciplinary action being taken against a teacher during the pendency of his case.	3.9	4.2
5. No discrimination whatsoever in entrance to any of the teaching position provided necessary eligibility is evident.	4.2	4.5

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6. Married couples who are both public school teachers shall be placed in the same locality.	4.2	4.2
7. Teachers shall enjoy academic freedom in the discharge of professional duties.	4	3.8
8. Teachers required to render six hours actual teaching only.	4.2	4.6
9. Additional twenty –five percent of regular salary to teachers for rendering co-curricular and out of school activities.	3.4	2.8
10. Salary scale of teachers shall have a gradual progression through regular increment granted every after 3 years.	4.4	4.6
11. The teacher shall be informed when the exigencies of service require a transfer from one station to another	4.2	4.6
12. Copies of the Code of Professional Conduct for Public School Teachers should be readily available in the school office	3.5	4.1
13. Due process shall be properly observed at each stage of any disciplinary procedure	4.2	4.6
14. Disciplinary action shall be taken against a teacher during the pendency of the case is confidential	3.4	4.2
15. Lawful dues and fees shall be deducted from the teacher's salary under specific authority of law authorizing such deductions	3.1	4.1
16. The teacher shall not accept, directly or indirectly any remuneration from tutorials other what is authorized for such service	3.1	3.3
17. A teacher can neither be dismissed nor transferred without due process or justifiable cause.	2.8	3.8
18. A teacher can directly or indirectly engage in legitimate income generation provided it does not relate to or adversely affect his work.	4	4.3
19. A teacher shall maintain a good reputation with respect to financial matters.	4.5	4.6
20. Teachers are bound to the standard of the institution/department in regard to quality of teaching	4.4	4.7

Table 3. T-test

	Elementary	*High School*
Mean	3.842105263	4.184210526
Variance	0.281461988	0.243625731
Observations	19	19
Pooled Variance	0.26254386	
Hypothesized Mean Difference	0	
df	36	
t Stat	-2.057882744	
P(T<=t) one-tail	0.023448885	
t Critical one-tail	1.688297714	
P(T<=t) two-tail	0.046897771	
t Critical two-tail	2.028094001	

According to the results of the two-tailed t-Test found in Table 3, the probability of the two-tail is 0.0469. Since 0.0469< 0.05, the null hypothesis is rejected. Therefore, it means that there is a significant difference in the level of awareness between elementary and high school teachers. In fact, the high school teachers have a higher overall mean compared to the elementary teachers with values of 4.18 and 3.84, respectively. The relationship between the number of years of teaching and level of awareness is determined using Pearson's r with a value of 0.2254. This means that there is a weak positive correlation between the number of teaching experience and the level of awareness. This positive correlation indicates that as the teaching experience increases, the level of awareness on the Magna Carta provisions also increases.

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IV. CONCLUSIONS

Public school teachers have a very high awareness on the following: no probationary period is required for teachers who are civil service eligible; required teacher's consent for station transfers; privacy of all pending disciplinary actions against teachers; same place assignment for teachers who are married couples; only six hours actual teaching assignment; added compensation for co-curricular and out of school activities; prior notice for transfers; required due process and justifiable reasons prior to dismissal or transfer ; allowable income generating activities not adverse to teaching. The two-tailed, t-test value of 0.0469 showed that there is a significant difference in the level of awareness between elementary and high school teachers. Lastly, there is a weak positive correlation between the number of teaching experience and the level of awareness on the provisions of the Magna Carta for Public School Teachers.

It is recommended to enhance the information drive with regard to probationary period, academic freedom, confidentiality of disciplinary action and knowledge lawful dues and fees deducted from a teacher's salary. Specifically, that the administrators will include the discussion of the RA 4670 during the Teachers Induction Program for the awareness and guidance of all incoming teachers in the department. A similar study can also be conducted with the inclusion of kindergarten teachers using ANOVA.

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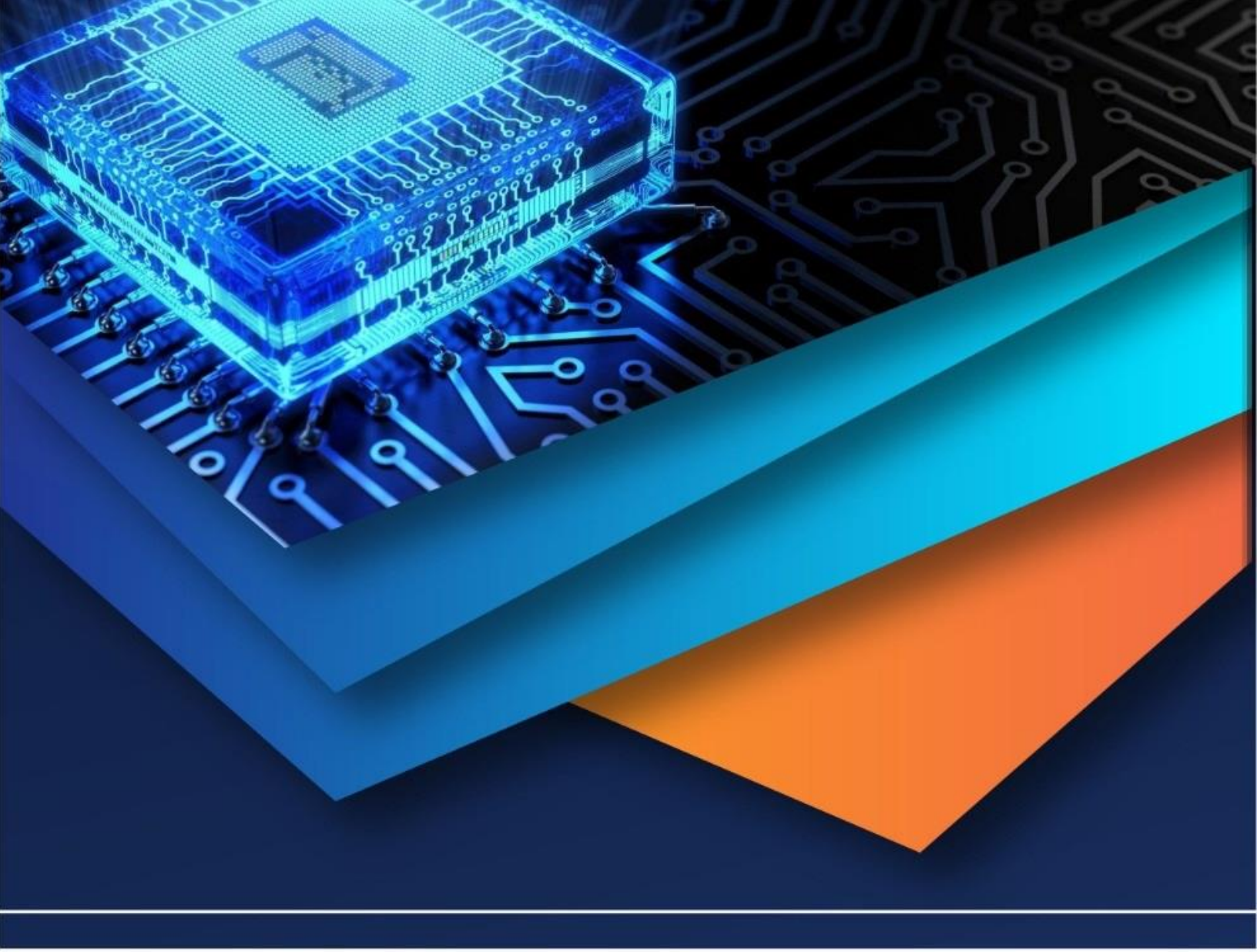

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