

Level Shifting, Workload, School Location, Teacher Competency and Principal Leadership Skills in Public Elementary Schools

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Abstract: *This study aimed to describe the relationship between teacher profile, competency and principal leadership skills in public elementary schools in the District of Obando, Bulacan. This study utilized descriptive research method. The respondents were 103 teachers from public elementary schools in the District of Obando, Bulacan. A devise questionnaire was used to gather the data. Findings showed that most of the teachers have never been shifted in their grade level where they are teaching; had an extra workload aside from teaching; and they are near the school where they are teaching. Moreover, teachers described their competency as very satisfactory. Teachers rely their performance on their year-end performance evaluation such as RPMS and IPCRF. It shows that they are competent and prepared before they enter their classrooms and to face their students. Principal leadership skills are rated descriptively as very satisfactory because teachers see how effectively and efficiently their principals manage and supervise their school. There is no significant relationship between teacher profile and competency. However, there is a significant relationship between principal leadership skills and teacher competency. It is recommended that teachers should be exposed more on the use of technology in teaching. The principal should enhance several factors that focus in interpersonal skills particularly in solving personal disputes.*

Keywords: Level Shifting, Workload, School Location, Teacher Competency, Principal, Leadership Skills

1. INTRODUCTION

The teacher is the key element in classroom learning. Therefore, he/she plays a significant role in the development of the pupils. Thus, the teacher is tasked to mold and shape the mind of the pupils to its fullest. In the school, the teachers frequently encounter challenges such as shifting in their grade level and additional workload. Grade level shifting is the period when the teacher changes his grade level to another before the school starts. It depends on the principal if he wants to shuffle the grade level of his teachers. Aside from grade level shifting, teachers are now facing a different additional workload whether curricular or extra-curricular. Workload refers to the academic loads of teachers and also included the extra-curricular loads such as school coordinator, grade level chairmanship, club adviser, etc. This additional workload had no additional compensation and yet they need to accomplish it on time. This workload is a burden for teachers and a factor that's why they can't focus on teaching. In addition, the school location of teacher is another factor that affects his/her performance. It refers to the time travelled and distance of teacher from home to school.

Prior to this, another factor that the teacher must possess is competence. Teacher's competency refers to the desired quality of teaching performance that varies in ability, knowledge, and function in the school. It can be measured through the performance evaluation of the student learning process in terms of skills, talents, and abilities of the teacher.

Effective and efficient teachers can have enriching effects on the educational journey of children and their lifelong educational and career aspirations. We now know that effective teachers also have a direct influence in enhancing students learning. Over a year research on teacher quality supports the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievements (Row, 2010).

The school, on the other hand, is one of the major social institutions that exist not for its own sake but for the noble function of rendering service in education sector. The schools are headed by competent educational managers and leaders, principals, who are tasked to run their institution smoothly, effectively and efficiently and as such possess the knowledge and skills needed in order to meet the goals (Angeles, 2003). The principal of the school sets the tone and standards for the entire school, including the morale, performance and commitment of the teachers and overall level of professionalism within the school (Korkmaz, 2007). The principal is responsible for managing the major administrative tasks and supervising all student and teachers, and also as an instructional leader. In serving the school and the community, one of the most important skills that must possess by a principal is leadership. Leadership skills are the ability to effectively and efficiently run the school and its constituents. These skills are highly sought after by employer as they involve dealing with people in such a way to motivate, enthuse, and build respect (Katz, 2009). It is

very important to understand the different leadership skills employed by a principal, especially when it comes to directing teachers and making decisions that affect the school, because the leadership skills in a school system is important for the success of a school.

With this, principal must possess good leadership in running the school, especially in the 21st century education gearing on the ideals and principles of Industrial Revolution 4.0. Although leadership has always been a subject for educational research, still leadership is the main concern among principals in achieving the full development of teacher competency and the success of the school and in the 21st century education. Hence, the purpose of this research is to describe how the leadership skills of a principal affect the teacher competency in attaining the mission, vision, and objectives of the Department of Education (DepEd) for a successful teaching and learning process in the public school.

Objectives of the Study

The researcher aimed to describe the relationship between teacher profile, competency and principal leadership skills in public elementary schools in the District of Obando, Bulacan. Specifically, the researcher sought to answer the following questions:

1. How may the profile of teachers be described in terms of the following:
 - 1.1 Level Shifting;
 - 1.2 Teacher Workload; and,
 - 1.3 School Location?
2. How may the teacher competency be described in terms of the following domains:
 - 2.1 Command of Knowledge in Subject to Teach (Conceptual Skills);
 - 2.2 Instructional/Pedagogical knowledge and skill (Instructional/Pedagogical Skills); and,
 - 2.3 Theoretical knowledge about human behaviour (Interpersonal Skills)?
3. How may the principal leadership skills be described in terms of the following sub-construct:
 - 3.1 Human Relation Skills;
 - 3.2 Technical Skills;
 - 3.3 Administrative Skills; and,
 - 3.4 Institutional Skills?
4. Is there a significant relationship between teacher profile and competency?
5. Is there a significant relationship between the principal leadership skills and teacher competency?

METHODOLOGY

Research Design

The descriptive research method was used in this study to obtain information concerning the current status of the phenomena to be described that is “what exist” with respect to variables as conditions in a situation. According to Bueno (2016), the purpose of survey studies is to collect detailed factual information that describes existing phenomena; to identify problems or justify current conditions and practices; to make comparisons and evaluations; and to determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decision.

The descriptive method of research employing a questionnaire was used in conducting this study. The questionnaire was administered to the teacher respondents to obtain the information on the teacher profile, competency, and principal leadership skills.

Respondents of the Study

All public elementary schools in the District of Obando, Bulacan were included as setting of the study. The teacher-respondents were chosen through a simple random sampling, the number of teacher-respondent is 103. Whereas, fifty percent (50 %) of the total number of permanent teachers in public elementary schools in the District of Obando, Bulacan were chosen as the respondents of the study.

Instrument of the Study

The main data gathering instrument used in this study is the questionnaire. The questionnaire was devised and contextualized following the standard criteria for its construction. The items in the questionnaire were conceptualized through readings of books, magazines, journal and other references. The teacher-competency indicators were adapted and modified from Competency-Based Performance Appraisal System for Teacher (CB-PAST), Result-Based Performance Management System (RPMS) and Individual Performance Commitment and Review Form (IPCRF). There were a series of questions and items prepared to secure responses to the specific problems. The factual questions were intended to obtain information about the teacher profile, competency and principal leadership skills.

The questionnaire gathered information on the teacher profile as to level shifting, teacher workload, and school location. It also generated information on the principal leadership skills such as human relation skills, technical skills, administrative skills, and institutional skills. On teacher competency, 5 items were constructed for each of the following sub-problem: command of knowledge in the subject to teach, instructional/pedagogical knowledge and skills, theoretical knowledge about human behavior.

The thesis adviser and field experts, who are school head and Education Program Specialist, were consulted for comments and suggestions on the items. Those statements that appeared vague were revised otherwise rejected and replaced. When

everything was modified, copies of the questionnaires were produced and administered to the teacher respondents.

Data Processing and Analysis

The data collected from the test was tabulated and processed using both descriptive and inferential statistics. In order to analyze and interpret the data, Statistical Packages for Social Sciences (SPSS) software version 19 was used. The demographic profile of the respondents were quantified using frequency and percentage, while teacher competency

and principal leadership skills were quantified using descriptive statistics such as weighted mean procedures. On the other hand, to determine significant relationship between teacher profile and competency, Chi-square Test (X^2) was utilized. Also, to determine the significant relationship between teacher competency and principal leadership skills, Pearson Product Moment Correlation (Pearson r) Coefficient was utilized.

RESULTS AND DISCUSSION

Table 1
Profile of the Respondents in terms of Level Shifting Experience

Level Shifting Experience	Frequency	Percentage
Never been shifted	61	59.22 %
Every year	17	16.50 %
Every other year	6	5.83 %
Every three (3) years or more	19	18.45 %
Total	103	100 %

Table 1.1 presents the respondents as to level shifting in terms of level shifting experience. There were sixty-one (61) or 59.22 % of the respondents who have never been shifted in grade level; while, there were six (6) or 5.83 % of the respondents who have experienced level shifting every other year. Data show that majority of the respondents have never

been shifted, that helps them to master their subject matter and increase their teaching performance. This implies that the teacher who has never been shifted in their grade level have a lot of time to observe and think what improvement can be done on that particular grade level.

Table 2
Profile of the Respondents in terms of Workload

Other Assignment aside from Teaching	Frequency	Percentage
No other assignment	19	18.45 %
Chairmanship	32	31.07 %
Club Adviser	15	14.56 %
Trainer/Coach	29	28.16 %
Others	8	7.76 %
Total	103	100 %

Table 2 presents the profile of the respondents as to teacher workload in terms of their other assignment aside from teaching. There were thirty-two (32) or 31.07 % of the respondents hold chairmanship in their respective grade level; while, eight (8) or 7.76 % of the respondents hold other task in their school which is not mentioned in the questionnaire such as canteen manager, school coordinator, Boy Scout coordinator, etc.

The public school teachers noted that they are bombarded with different assignments aside from teaching. Instead of reading and preparing their next lesson, teachers allot more time in doing a non-teaching task to comply what was given by the school. It implies that teachers nowadays can't give their full attention in teaching the learners but they are more focus on beating the deadlines on their paperworks.

Table 3

Profile of the Respondents in terms of School Location

Hours of Travel from Home to School	Frequency	Percentage
Less than an hour	86	83.50 %
More than an hour	14	13.59 %
Two hours or more	3	2.91 %
Total	103	100 %

Table 3 presents the profile of the respondent as to the school location and the hours travelling from home to school. Most of the teachers travel less than an hour from home to school and only a few of them travel two hours or

more from home to school. Majority of the teachers live/reside near the school where they are teaching, more proximity thus lessens the time spent in travel.

Table 4
Teacher Competency

Teacher Competency	Average	Interpretation	Rank
1. Command of Knowledge in Subject to Teach	4.11	Very Satisfactory	1 st
2. Instructional/Pedagogical Knowledge and Skills	4.02	Very Satisfactory	3 rd
3. Theoretical Knowledge about Human Behavior	4.08	Very Satisfactory	2 nd
General Average	4.07	Very Satisfactory	

Table 4 presents the teaching competency of public elementary school teachers in the District of Obando, Bulacan. Results of the analysis from the summary of teacher competency average weighted mean in Table 4 revealed that command of knowledge in subject teach recorded the highest weighted mean of 4.11, interpreted as very satisfactory among the three domains of teaching competency. This implies that the teachers are embedded with high standards in the field of teaching profession. It also shows that the teachers know very well their subject matter and possess expertise in different methodologies, approaches, and techniques and strategies. With this study, teachers gain more trust and confidence from the parents and

the community to entrust their child to develop and hone their mind to be future leaders.

In general, the evaluation of teachers on their competency as a whole was interpreted as very satisfactory as evidenced by the 4.07. This connotes that teachers are prepared and competent in teaching especially in the 21st century education. Thus, they have the skills to transfer better learning to their students, as well as in developing and honing their students to its fullest. Moreover, teachers know how to deal with others with no doubt, and embedded with high ethical standards. Teacher observes attitude and demeanor as a professional and a nation-builder.

Table 5
Principal Leadership Skills

Principal Leadership Skills	Average	Interpretation	Rank
1. Human Relation Skills	4.17	Very Satisfactory	1 st
2. Technical Skills	4.16	Very Satisfactory	2 nd
3. Administrative Skills	4.08	Very Satisfactory	3 rd
4. Institutional Skills	4.05	Very Satisfactory	4 th
General Average	4.12	Very Satisfactory	

Table 5 illuminates the leadership skills of public school principal in the District of Obando, Bulacan. As can be gleaned from the summary of principal leadership skills in Table 5 revealed that human relation skills recorded the highest weighted mean of 4.17, interpreted as very satisfactory among the four sub-constructs of leadership skills. This implies that the principals know how to deal and offer himself to others. It is noted that their principal are knowledgeable in human relation and know how to maintain harmonious relationship in the school. Also, principals in the 21st century practice and manifest good human relation and they are honest and loyal in their service. In effect, good human relation of the principal unleashes the potentials of his teachers, especially in expressing themselves to others

and accept others suggestions as part of their growth and development.

In general, the evaluation on the principal leadership skills as a whole were interpreted as 4.12 as shown by the general weighted mean of 4.12. This connotes that principals in the 21st century school leadership and management are geared with a high standards of leadership skills, as well as, they have a wide background on school leadership, not the management itself. Further, having a very satisfactory leadership, it's quietly easy for the school to attain its mission and vision for the betterment and development of education in the country.

Table 6
Test of Significant Relationship between Teacher Profile and Competency

Relationship between Teacher Profile and Competency			
Computed value	Tabular value	Decision	Interpretation
1.16	3.84	Do not reject the Null Hypothesis	Not Significant

Table 6 presents the result of the test of significant relationship between teacher profile and teacher competency. The result showed that there is no significant relationship between level shifting, teacher workload, school location and teacher competency, therefore the null hypothesis is accepted. It signified that the teacher profile such as level shifting, teacher workload and school location is not related

to teacher competency because they can balance teaching and other non- teaching task or related paperworks.

Table 7
Test of Significant Relationship between Teacher Competency and Principal Leadership Skills

Relationship between Teacher Competency and Principal Leadership Skills				
Computed r-value	Computed t-value	Critical t-value	Decision	Interpretation
0.67	9.07	1.96	Reject the Null Hypothesis	Significant

To determine whether a significant relationship exists between the principal leadership skills and teacher competency, the foregoing data were subjected to Pearson Product Moment Correlation (r) Coefficient and then to t-test for the significant of the correlation. Table 5 presents the data of relationship between the principal leadership skills and teacher competency.

As shown in table 5, there is a significant relationship between principal leadership skills and teacher competency. It is noted that a strong relationship exist between the principal leadership skills and teacher competency.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In view of all the findings, the following conclusions were drawn:

1. Most of the teachers have never been shifted; therefore, a teacher without level shifting has more time to master his/her subject matter, and thinks more possible outcomes for the pupils; most of the

teachers had an extra workload aside from teaching; therefore, teachers with extra task were tired in their everyday teaching, but still they can perform well because they have the mastery of the subject matter; and, most of the teachers are near to the school where they are teaching; therefore, teachers had a lot of time to prepare themselves, their instructional materials, etc. before they enter the classroom.

2. Teacher competency is very satisfactory because they know to themselves that they are competent enough in teaching and they base it on the result of their year-end evaluation such as IPCRF.
3. Leadership skills of principal are very satisfactory because teachers see how their principal manage and supervise the school effectively and efficiently. The teachers also observe how their principal leads them to succeed in every challenge.
4. Level shifting, workload and school location are not significant to the competency of teachers because teachers are highly trained in the field of teaching despite of an additional workload and their location, so whatever may come, teachers remain competent.
5. Principal leadership skills are significant to teacher competency because the principal always prioritizes his teachers in every decision that he makes. Thus, teachers perform well because of the guidance and care of his principal.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

1. Teachers should update themselves about the newest trends in teaching methodologies and attend educational conference that focuses more on 21st century teaching methodologies, approaches and strategies.
2. Teachers should expose and enhance their skills in using technology in teaching for better outcome of the students.
3. Teachers should develop more camaraderie towards other staff and personnel.
4. The principal should lessen the extra workload of teachers in order for them to focus more on teaching and learning process.
5. The principal should be able to address concerns such as teacher's disputes and improve problem relational skills.
6. The principal should enhance several factors that focus on the interpersonal skills particularly in solving personal disputes.

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