PERCEPTIONS OF TEACHERS ON THE EMPLOYMENT OFNON-TEACHING PERSONNEL

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ABSTRACT

This study purposely determined the perceptions of teachers on the employment of non-teaching personnel in terms of time management and workloads in the elementary schools of Siayan District, Division of Zamboanga del Norte for School Year 2023-2024. The study included 226 elementary school teachers from the Siayan District as study participants who responded to a questionnaire-checklist. Using descriptive-comparative research design, Kruskal-Wallis H Test was utilized to test for significant difference.

The findings obtained from the study revealed that the employment of non-teaching personnel has a positive effect on teachers' time management and workloads. The study emphasizes the significance of non-teaching personnel in improving teachers' time management, workloads, and classroom organization, as well as in fostering focused work environments, resource efficiency, more informed about school-related updates, and confident in handling challenging classroom conditions.There were no significant differences in teachers' perceptions on the employment of non-teaching personnel in terms of time management and workloads across different teachers' profiles.

The recommendations include allocating resources to hire at least 1-2 non-teaching personnel per school to provide essential support to teachers, encourage collaborative planning sessions between teachers and non-teaching personnel, teachers should openly discuss their workloads and time management issues with non-teaching personnel, and a qualitative study focusing on the impact of non-teaching personnel to teacher's teaching performance.

KEYWORDS: *Non-teaching personnel, perception, workloads, descriptive method, Zamboanga del Sur*

INTRODUCTION

Non-teaching personnel are important members of the school administration and are essential to creating a welcoming school environment, a safe haven, and a positive school image (Bordia, 2022). Although it doesn't directly affect teaching and learning, they support and care for students as well as colleagues. While their absence might have a significant detrimental impact, their presence guarantees the smooth and efficient operation of the school. Regardless of their positions, these people directly influence all students and teachers.

The Philippines Department of Education (DepEd) acknowledges the necessity of relieving teachers of administrative duties and improving their concentration on teaching duties. In response to this urgent demand, DepEd has issued a comprehensive policy directive, included in DepEd Order No.

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66 series of 2007, to address the strategic employment and deployment of non-teaching personnel. This order provides a systematic framework for locating, hiring, and designating non-teaching personnel with the explicit task of eliminating administrative tasks that teachers have historically performed.

Teachers in public schools have long been overburdened with administrative duties that prevent them from concentrating only on the education of their students. Despite the fact that Republic Act No. 4670, commonly referred to as the Magna Carta for Public School Teachers, stipulates in Article III Section 13 that teachers must work six hours a day, but they put in more hours because of the time they spend on administrative duties. Giving administrative chores to public school teachers is not recommended as it detracts from their primary responsibility of providing effective instruction, in line with the findings of David, Albert, &Vizmanos [1] in their research titled Pressures on Public School Teachers and Implications on Quality, conducted under the Philippine Institute for Development Studies.

In response to the challenges faced by the Department of Education regarding teachers' welfare, the agency aims to harness the skills and knowledge of both teaching and non-teaching staff through the formalization of this program. This program will create a collaborative atmosphere that will ultimately improve the efficacy and efficiency of curriculum implementers.

In a recent report by Philstar Global [2], Vice President and former Education Secretary Sara Duterte said that in an effort to lessen the administrative load on public school teachers, the Department of Education has approved the creation of 5,000 non-teaching positions, including 3,500 administrative officer II positions and 1,500 project development officer I positions.

The Department of Education, Division of Zamboanga del Norte, has announced, under the Division Memorandum No. 466 series of 2022, the recruitment of 279 Administrative Officer II positions to address the challenges faced by teachers. The hiring aims to streamline administrative processes, reduce clerical workload, and create an environment conducive to effective teaching and learning. The initiative supports educators in providing high-quality education to students. It encourages aspiring candidates to explore this opportunity, contributing to the overall efficiency of the educational system in Zamboanga del Norte.

The Division has strategically assigned 15 new Administrative Officer II positions to the Siayan District, aiming to improve administrative support, streamline processes, and enhance organizational effectiveness. This strategic allocation focuses on optimizing resource distribution and fostering localized administrative expertise, contributing to the Division's broader operational efficiency goals and supporting educational excellence in the district.

Following these tenets, the researcher of this study, as supported by Navarro [3], hypothesized that "non-teaching staff complements the teaching process." Hence, the strategic employment of non-teaching personnel in schools has the potential to significantly reduce the administrative duties that teachers face. This program improves curriculum implementers' efficiency and effectiveness while fostering a more supportive and well-rounded learning environment.

The strategy changes towards optimizing the skill sets of both teaching and non-teaching staff is highlighted by the integration of non-teaching workers to handle clerical activities and help teachers manage their time well. This encourages a cooperative environment where effective education delivery is given priority.

To the best of my knowledge, no study has been done on teachers' perceptionsof the employment of non-teaching personnel, and if any, not in Siayan District. This study, therefore, sought to address this issue. The findings of this study will also impact future discussions and changes in how non-teaching staff members affect teachers' workload and time management strategies.

STATEMENT OF THE PROBLEM

This study primarily aimed to determine the teachers' perception on the employment of non-teaching personnel in all elementary schools in Siayan District, Division of Zamboanga del Norte for School Year 2023-2024.

Specifically, this study sought answers to the following questions:

1. What is the demographic profile of teachers with regard to:
    a. their current position;
    b. length of teaching experience;
    c. number of designation / coordinatorship; and
    d. teaching grade?

2. What is the teachers' perception level on the employment of non-teaching personnel in terms of:
    a. Time Management; and
    b. Workloads?

3. Is there a significant difference between teachers' perception level on the employment of non-teaching personnel in terms of time management when grouped according to their profile?

4. Is there a significant difference between teachers' perception level on the employment of non-teaching personnel in terms of workloads when grouped according to their profile?

METHODOS

Research Design

The study employed quantitative research specifically descriptive comparative research design to establish the differences on teachers' perceptions of the employment of non-teaching personnel. Quantitative research aims to generate quantifiable, representative data that generalizes to a broader population (Lanka et al.) [4] and offers numerical forms of data to provide answers to research questions. This study used a comparative design to determine whether or not there were significant differences in teachers' responses to their perception level of the employment of non-teaching personnel in terms of time management and workloads.

The researcher conducted this study in elementary schools in Siayan District, in the Municipality of Siayan, Zamboanga del Norte. Siayan, a landlocked municipality in the coastal province of Zamboanga del Norte, had a vibrant and diverse population. Consisting of 22 barangays, Siayan contributed to the cultural fabric of Zamboanga del Norte. In most cases, schools were situated in far-flung areas where habal-habal was the sole means of transportation to the school sites.

The study focused on 226 elementary school teachers from the Siayan District in Siayan, Zamboanga del Norte. These participants were selected from 24 elementary schools within the district, each having at least one administrative officer assigned and stationed, which served as the

primary selection criterion. This criterion ensured consistency and effective administrative oversight across the schools, facilitating a representative sample of teachers within a similar district context.

The researcher used a survey questionnaire as the main instrument to gather the needed information. The survey was used to collect data relevant to the study and its objectives. The questionnaire was adopted with modifications from the study of Gul et al. [5] on the Impact of Teachers' Workload on Their Time Management Skills. Specifically, the questionnaire included the Perceptions of Teachers Regarding Workload and Time Management Skills.

The researcher utilized a five-point Likert scale to determine the teachers' perceptions of the employment of non-teaching personnel in terms of time management and workloads.

The research instrument underwent a comprehensive validation process, meticulously scrutinized by a panel of five esteemed experts from diverse fields. All items in each construct were thoroughly validated and deemed to meet all requirements for the research instrument. The panel included two Administrative Officer District Coordinators, each from their respective districts, and three School Heads, all of whom are respected board members responsible for recruiting and hiring non-teaching personnel.

The Content Validity Index (CVI) for the Teacher's Perceptions of the Employment of Non-Teaching Personnel indicates that all statements exhibit an acceptable CVI across all three measurements. Consequently, all statements are retained based on the CVI results (see Appendix D, Table 1). Regarding the Content Validity Ratio, all items received a CVR of 1.00, confirming that each statement should be accepted. For Aiken's Validity and Kappa Inter-Rater Reliability, the results revealed that the raters were in nearly perfect agreement on the validity of the items.

The Cronbach's alpha result showed that the survey questionnaire had excellent reliability with an alpha greater than 0.8, indicating a very good internal consistency. Even when items were removed one by one, the alpha coefficient remained stable.

Moreover, the correlation between all the statements was average, showing that no two statements were almost the same. With this result, the survey questionnaire used to determine the teachers' perceptions of the employment of non-teaching personnel regarding time management and workloads was considered a reliable instrument and a source of data to support the objectives of this study.

Descriptive and inferential statistics were used in analyzing the gathered data. In determining respondents' profiles according to their current position, length of teaching experience, number of designations, and teaching grade, as well as their perception level on the employment of non-teaching personnel regarding time management and workloads, the Weighted Arithmetic Mean was used. To assess the variability of the participant's level of sentiment, the standard deviation was used. The Kruskal-Wallis H test was used to compute whether there was a significant difference in teachers' perceptions of the employment of non-teaching personnel in terms of time management and workloads when grouped according to their current position, length of teaching experience, number of designations, and teaching grade.

RESULTS AND DISCUSSIONS

Distribution of the Teacher's Demographic Profile

In Table 1, the distribution of the teacher's demographic profile is presented. The data reveals that many of the teachers (n=109; 48%) currently hold the position of Teacher I, while a few (n=9; 4%) comprise those classified as MT I and above. This implied that many of teacher-participants have the basic rank or position in the department.

In terms of teaching experience, the highest proportion of teachers (n=86; 38%) have 1–5 years of teaching experience, while the lowest frequency (n=4; 2%) was recorded among teachers with 26–30 years of teaching experience. The data showed that many teacher-participants were new to the profession.

As to number ofdesignation, it was found that the largest proportion of teachers (n=164; 73%) hold 1-2 designations, while the smallest percentage (n=9; 4%) consisted of teachers with five or more designations. This indicated that majority of teachers have the usual number of designations or coordinatorships, while very few percent of teacher-participants had an overload of coordinatorships.

With regard to teaching grade assignment, the data shows that most of the teachers (n=217; 96%) are engaged in monograde teaching, with only a small percentage (n=9; 4%) involved in multigrade teaching. This implies that monograde teaching is the predominant teaching grade type in elementary schools in the Siayan District, as represented by the data.

Table 1

Distribution of the Teacher's Demographic Profile

Profile	Frequency	Percentage
Current Position		
Teacher I	109	48
Teacher II	42	19
Teacher III	66	29
MT I & above	9	4
Teaching Experience		
1-5 years	86	38
6-10 years	85	38
11-15 years	23	10
16-20 years	14	6
21-25 years	9	4
26-30 years	4	2
31 years and above	5	2
Number of Designation		
1-2 Designation	164	73
3-4 Designation	53	23
5 and above	9	4

Teaching Grade		
Monograde	217	96
Multi-grade	9	4
Total	226	100

Level Perception on the Employment of Non-Teaching Personnel on Time Management as Perceived by Teachers

Table 2 displays the teacher's perception level on the employment of non-teaching personnel in terms of time management. It presents the respondents' responses, Mean, Standard Deviation, and corresponding interpretations.

Among the thirteen items rated by the teachers, three items have emerged with the highest mean scores, indicating that they are considered significant and influential. The participants strongly believe that they have become more mindful of time for efficient utilization of resources in the classroom (M=4.75, SD=0.43); can set and honor priorities(M=4.68, SD=0.57); and can keep their desk clear of everything other than what they are currently working on (M=4.68, SD=0.51). It is clear that non-teaching personnel help teachers prioritize their time management and resource optimization; and suggesting that organizing skills and the significance of keeping an organized workspace for focused work are highly valued through the employment of non-teaching personnel.

With the lowest mean scores (M=4.49, SD=0.58),participants feel that they are in charge of their own time, by and large; they believe they can manage their time more productively (M=4.54, SD=0.53); and they find that they can improve the way they manage their time (M=4.54, SD=0.53).This suggests that, despite the employment of non-teaching personnel, teachers have a slightly lower level of confidence in managing their own time as well as recognizing the need for improvement in managing time more productively.

The overall mean score (M=4.61, SD=0.33) indicates that teachers showed very high level of perception on the employment of non-teaching personnel in terms of time management. The finding corroborates the study of Billingsley and Bettini [6], and Fowler et al. [7] stated that a tactic to improve primary teachers' time management in the classroom is to provide them with more collegial support, which we refer to in this study as non-teaching personnel. Similarly, according to the findings in the study of Blanton et al. [8], administrators' organizational support is necessary to improve primary teachers' professional growth. Evidence also shows that teacher who receives assistance from non-teaching personnel will have the chance to hone their classroom time management skills.

Table 2

Level Perception on the Employment of Non-Teaching Personnel on Time Management

Statements	Mean	SD	AE	I
I have becomemore mindful of time for efficient utilization of resources in the classroom.	4.75	0.43	SA	VH
I feel I can effectively plan what I intend to do for the day.	4.57	0.51	SA	VH

I have accomplished goals I set for myself.	4.64	0.51	SA	VH
I believe I have achieved the right work and home balance.	4.63	0.50	SA	VH
I feel that I will have sufficient time to pursue personal and social development.	4.61	0.53	SA	VH
I think I can allocate more time for professional learning amidst teaching responsibilities.	4.59	0.54	SA	VH
I can set and honor priorities.	4.68	0.57	SA	VH
I believe I can manage my time more productively.	4.54	0.53	SA	VH
I find that I can improve the way I manage my time.	4.54	0.53	SA	VH
. I feel I am in-charge of my own time, by and large.	4.49	0.58	SA	VH
. I can constructively use my time to prepare for my lessons without unnecessary disruptions of reports.	4.60	0.53	SA	VH
. I can finish my task before the deadline.	4.63	0.51	SA	VH
. I can keep my desk clear of everything other than what I am currently working on.	4.68	0.51	SA	VH
Overall	4.61	0.33	SA	VH

Legend: 1.00-1.80 Very High (VH); 1.81-2.60 High (H); 2.61-3.40 Moderately (M);3.41-4.20 Low(L);
4.21-5.00 Very Low (VL)

Level Perception on the Employment of Non-Teaching Personnel on Workloads as Perceived by Teachers

Table 3 presents the teacher's perception level on the employment of non-teaching personnel in terms of workloads. As shown in the table, it presents the respondents' responses, Mean, Standard Deviation, and corresponding interpretations.

Among the thirteen items assessed by the teachers, three items have stood out with the highest mean scores, indicating their perceived importance and effectiveness. The participants strongly believe that they are becoming more informed about school-related updates (M=4.63, SD=0.53);they are capable of teaching in monograde classes, even when they are overcrowded(M=4.63, SD=0.55);and they believe that they have sufficient time to finish their daily lessons(M=4.61, SD=0.53).This suggests that, through the employment of non-teaching personnel, teachers were informed about school-related matters and felt confident in handling teaching responsibilities, even in challenging classroom conditions, as well as feeling they have enough time to complete their daily teaching tasks.

With the lowest mean scores (M=4.24, SD=0.68), participants perceive a decrease in their coordinator responsibilities when reflecting on their workload; and they are willing to commit myself to teaching multi-grade classes if the opportunity arises(M=4.38, SD=0.73). This indicates that, despite the employment of non-teaching personnel, teacher coordinator responsibilities have

not decreased, suggesting that teachers are also less willing to commit to teaching multi-grade classes.

The overall mean score (M=4.50, SD=0.33) attests that teachers showed very high level of perception on the employment of non-teaching personnel in terms of workloads. The result is further highlighted by Blatchford et al. (2014) findings that non-teaching personnel actively support teachers' and students' social and emotional development and physical well-being by providing classroom assistance and insightful career advice. By doing this, teachers significantly develop a welcoming and constructive learning atmosphere. As supported by the study of Mabasa&Ngirande[9], the work of non-teaching personnel greatly aids teachers' daily operations in the schools and districts in which they work. It shows that with the support and assistance of non-teaching personnel, teachers feel updated and less overworked with the school and classroom reports. Furthermore, Whittle [10] states that non-teaching personnel perform supporting duties in the background to keep teachers and schools operating smoothly and effectively.

Table 3

Level Perception on the Employment of Non-Teaching Personnel on Workloads

Statements	Mean	SD	AE	I
I feel like I have less paperwork to deal with.	4.55	0.55	SA	VH
I perceive a decrease in my coordinator responsibilities when reflecting on my workload.	4.24	0.68	SA	VH
I believe I have sufficient time to finish my daily lessons.	4.61	0.53	SA	VH
I feel that I have fewer responsibilities for school programs and activities.	4.51	0.58	SA	VH
I perceive a decrease in the amount of overtime I need to work on the administrative task.	4.53	0.53	SA	VH
I find that I do not need to bring clerical work to home.	4.43	0.59	SA	VH
I feel that I can participate in or arrange seminars/workshops within the school/district.	4.50	0.62	SA	VH
I can control my teaching hours.	4.43	0.56	SA	VH
I believe I can manage both my teaching and non-teaching workloads effectively.	4.54	0.56	SA	VH
. I am capable of teaching in monograde classes, even when they are overcrowded.	4.63	0.55	SA	VH
. I am willing to commit myself to teaching multi-grade classes if the opportunity arises.	4.38	0.73	SA	VH
. I perceive a shift towards being more focused on my work responsibilities.	4.57	0.54	SA	VH
. I feel that I am becoming more informed about school-related updates.	4.63	0.53	SA	VH
Overall	4.50	0.33	SA	VH

   Legend: 1.00-1.80 Very High (VH); 1.81-2.60 High (H); 2.61-3.40 Moderately (M); 3.41-4.20 Low (L);
4.21-5.00 Very Low (VL)

Significant Difference on Teachers' Perception Level on the Employment of Non-Teaching Personnel in Terms of Time Management

Table 4

Test on the Significant Differenceon Teachers' Perception Level on the Employment of Non-Teaching Personnel in Terms of Time Management

Grouping Variable	Category	Mean Rank	Chi Square	df	p value
Current Position	Teacher I	120.53	2.695	3	.441
	Teacher II	105.55			
	Teacher III	108.98			
	MT I & above	98.67			
Teaching Experience	1-5 years	121.09	9.434	6	.151
	6-10 years	113.98			
	11-15 years	88.59			
	16-20 years	121.61			
	21-25 years	126.28			
	26-30 years	49.38			
	31 years & above	95.00			
Number of Designation	1-2 Designation	116.69	1.439	2	.487
	3-4 Designation	105.11			
	5 and above	104.83			
Teaching Grade	Monograde	114.57	1.477	1	.224
	Multi-grade	87.72			

Significant at 0.05 alpha level

Table 4 presents a thorough overview of the analysis conducted to investigate significant differences between teachers' profiles on their perception level on the employment of non-teaching personnel in terms of time management. Each category's mean rank is shown in this table, along with the appropriate chi-square value, degrees of freedom (df), and p-values for each variable.A Kruskal-Wallis H test was used to determine the significant difference in perception level on the employment of non-teaching personnel in terms of time management across the teacher's profile. The test showed that there were no statistically significant differences in perception level across the teachers' profiles.

This leads to accept the null hypothesis and conclude that there is no enough evidence that supports the difference on teacher's perception level on the employment of non-teaching personnel in terms of time management. This implies that participants with different demographic profile view their perception level on the employment of non-teaching personnel in terms of time management in a very similar way.

According to Nuraini et al. [11], as cited in the study of Umanailo[12], time management is the ability to set and complete all duties and clear objectives and deadlines in both personal and professional life. This can be supported by the findings of Chao et al. [13] who adopted a different

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strategy to help teachers, despite their varying backgrounds, maintain complex yet similar perceptions of time management abilities in the classroom and how they can improve it. They emphasized the necessity of giving primary teachers assistance and more training.

Significant Difference on Teachers' Perception Level on the Employment of Non-Teaching Personnel in Terms of Workloads

Table 5

Test on the Significant Differenceon Teachers' Perception Level on the Employment of Non-Teaching Personnel in Terms of Workloads

Grouping Variable	Category	Mean Rank	Chi Square	df	p value
Current Position	Teacher I	121.25	4.446	3	.217
	Teacher II	105.38			
	Teacher III	110.12			
	MT I & above	82.28			
Teaching Experience	1-5 years	120.50	8.859	6	.182
	6-10 years	117.44			
	11-15 years	97.26			
	16-20 years	115.79			
	21-25 years	92.83			
	26-30 years	46.25			
	31 years & above	85.40			
Number of Designation	1-2 Designation	116.85	2.633	2	.268
	3-4 Designation	108.14			
	5 and above	84.06			
Teaching Grade	Monograde	114.14	.531	1	.466
	Multi-grade	98.00			

Significant at 0.05 alpha level

Table 5 provides a comprehensive summary of the analysis conducted to examine significant differences between teachers' profiles on their perception level of the employment of non-teaching personnel in terms of workloads.The test showed that there were no statistically significant differences in perception level across the teachers' profiles. This leads to accept the null hypothesis and conclude that there is no enough evidence that supports the difference on teacher's perception level on the employment of non-teaching personnel in terms of workloads. This implies that participants with different demographic profile share akin perception level on the employment of non-teaching personnel in terms of workloads.

This finding is consistent with the reports of Reni [14] posits that a hostile and substantial relationship exists between workload and teacher performance. Specifically, a reduced workload is associated with better performance, while a higher burden is associated with worse performance. Notably, these perceptions are consistent among teachers, regardless of their varying backgrounds. Furthermore, in the study of Groom [15], it was found that non-teaching personnel have seen a growth in duties and responsibilities in supporting teachers' workloads and non-teaching tasks.

CONCLUSIONS

Most of the teacher-participants were considered as new to the profession based on their years of teaching experience.The non-teaching personnel is highly regarded or appreciated by the teachers in terms of time management and workloads.Teachers have a comparable perspective on non-teaching personnel when it comes to time management, regardless of demographic differences.Teachers with varying demographic profiles view their perception level on the employment of non-teaching personnel in terms of workloads in a very similar way.

RECOMMENDATIONS

That the Department of Education with the Schools Division Office of Human Resource Management should allocate resources to hire at least 1-2 non-teaching personnel per school to provide essential support to teachers and improve overall educational quality in Siayan District.That school heads should initiate and encourage collaborative planning sessions between teachers and non-teaching personnel to discuss workload distribution and identify areas where additional support may be needed. That teachers should openly discuss their workloads and time management issues with non-teaching personnel to create efficient plans for handling their tasks more effectively.That future researchers may conduct a qualitative study focusing on the impact of non-teaching personnel on teachers' teaching performance.

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