



Teachers' Attitude Towards Department of Education Awards' Mechanism

Irene R. David

Abstract

This study determined the teacher's attitude towards Department of Education (DepEd) awards' mechanism for three public secondary schools in the Division of Antique for the school year 2022-2023. This study used the causal-comparative research design limited to randomly selected public secondary school teachers of Division of Antique with permanent/regular plantilla positions. The teacher-respondents were female with the age bracket of 24-40 years old and have masteral units. They were married, and Teacher I in position in the DepEd with 20 years and above in the teaching or service. They received only 1-3 times number of awards with take-home pay of between 10,001 – 15,000. The findings revealed that the attitude towards DepEd awards' mechanism with respect to career advancement, personal satisfaction, social recognition, and monetary gratification was "favorable". There is significant difference on teachers' attitudes towards DepEd awards' mechanism when grouped according to gender, age, highest educational attainment and teaching position in terms of career advancement, personal satisfaction, social recognition and monetary gratification. The findings imply that regardless of sex, the teachers' highest educational attainment and years of service in teaching determine the number of awards and recognitions teachers received.

Keywords: *DepEd awards mechanism, teachers' attitude, and awards' and recognition.*

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Introduction

This study determined the teacher's attitude towards DepEd awards' mechanism for three public secondary schools in the Division of Antique for the school year 2022-2023. The study was limited only on the selected public secondary school teachers of Division of Antique with permanent/regular plantilla and randomly selected.

The main reason why the researcher chose this study is to motivate other teachers to perform better since awards and recognition is part of the promotion of the Department of Education aside from knowing the extent and effect of awards' mechanism to the performance of teachers in the academe.

Establishing the Program on Awards and Incentives for Service Excellence (Praise) in the Department of Education as stated in Do 9, S. 200. This DepEd Order enclosed the DepEd PRAISE that aims to encourage, recognize and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to organizational productivity.

Methodology

This study used a causal-comparative research design where the main purpose is to seek and find relationship between independent and dependent variables after an action or event has already occurred. In the context of the study the independent variables are the profile of the respondents which includes age, gender, highest educational attainment, civil status, teaching position, number of years in teaching, number of awards received and take home pay while the dependent variables are the teachers' attitude towards DepEd awards' mechanism in terms of career advancement, personal satisfaction, social recognition and monetary gratification.

The study was conducted in three public secondary schools in the division of Antique. The respondents of the study were one hundred thirty-two (132) teachers from public secondary schools. The study used the researcher-made survey questionnaire checklist about the profile of the teachers. Part I of the questionnaire checklist includes the personal profile of the teachers and the Part II includes the teachers' attitude towards DepEd awards mechanism.

Findings

The study revealed that majority of the teachers were females with the age bracket of 24-40 years old and with units earned from their Graduate studies. Most of them were married, and Teacher I in position in the DepEd with 20 years and above in the teaching or service. They were given only 1-3 times number of awards with take-home pay of between 10, 001 – 15, 000. The over-all grand mean of teachers' attitude towards DepEd awards' mechanism with respect to career advancement, personal satisfaction, social recognition, and monetary gratification was 4.44 and verbally interpreted as "Favorable". There was a significant difference on teachers' attitudes towards DepEd awards' mechanism when grouped according to gender, age, highest educational attainment and teaching position in terms of career advancement, personal satisfaction, social recognition and monetary gratification.

Conclusion

The study concluded that personal profile of the teachers contributes to their attitudes towards DepEd awards' mechanism. The teachers' attitudes towards DepEd awards' mechanism is essential on their part since this can enhance their morale and motivation. Whether male or female the teachers need social recognition especially during school-based recognition. The higher the educational attainment of the teachers the more they will be recognized even in the school setting. The longer the service of the teachers in the public school the more they received the recognition and awards designed by the school for them.

The study recommended that principals must continue to guide the school planning team in establishing the connection on stakeholders and different projects, programs of the school in terms of designing the PRAISE recognition in the school level. The school must continue to strive to the best level of practice in the School-Based Management System by following the proposed decision model on the educational paradigm in line with the SBM specifically on the awards mechanism as part of the SBM Practice in the school. The DepEd must create a program or projects that will support the in increasing the budget of each school so that the different programs, projects and activities of the school will be visible to the community especially on giving awards and recognition to the teachers in the school setting. School head, Division personnel and DepEd official may consider this study in creating programs, projects and activities to enhance the awards mechanism of the teacher in the DepEd.

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