

Teaching Competence and Attitude Towards the Teaching Profession of Senior High School Teachers: Education Vs. Non-Education

Jonathan P. Wong

Romblon State University – Romblon Campus, Philippines
jo_wong3@yahoo.com

**Asia Pacific Journal of
Education, Arts and Sciences**

Vol. 7 No.1, 54-61

January 2020

P-ISSN 2362-8022

E-ISSN 2362-8030

www.apjeas.apjmr.com

ASEAN Citation Index

Date Received: July 13, 2019; Date Revised: January 8, 2020

Abstract – *In an effort to help improve the quality of education and student performance, the Philippines has implemented the K12 program, which led to a mass hiring of teachers to teach in senior high schools. Since the guidelines in the selection and recruitment of senior high school teachers do not specify the need to employ education graduates much more a licensed teacher, the implementation of K12 program has generated doubts as to the quality and competence of these newly appointed teachers especially those who are a non-education graduate. In line with this pressing concern, the present investigation has shed light on the critical question as to whether there exists a significant difference in the teaching competence and attitude of these teachers. The sample of the study comprised of 95 education graduate and 29 non-education graduates from among the various senior high schools in the Division of Romblon, MIMAROPA region. Findings revealed the existence of a significant difference in all the teaching competence dimensions of education and non-education respondents with the education graduate group having the edge over those who are non-education graduates. Moreover, the education graduates manifested a more positive attitude towards the teaching profession than those non-education respondents. A significant relationship was also confirmed between the type of education obtained at the undergraduate level and the teaching competence of both groups of respondents. The study provides a general implication to DepEd officials to consider revisiting the guidelines in the selection and recruitment of senior high school teachers.*

Keywords – *Attitude towards teaching, Education graduate, Non-education graduate, Teaching competence*

INTRODUCTION

Teachers are regarded as the most important school-based factor that influences students' achievement levels. Poor academic performance by numerous students in both higher and basic education institutions

has gained significant attention by most researchers in the field of educational management. In the McKinsey report How the world's best-performing school systems come out on top, this is stated clearly: *'The available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers'* [1]. Moreover, based on a large-scale survey on factor influencing learning outcomes of pupils, Hattie [2] suggests that the quality of teachers has a more substantial impact on the learning of pupils than the quality of the curriculum, the teaching methods, the school building or the role of parents. Previous studies on the subject on students' academic performance by AL-Mutairi [3] and Kang'ahi et al. [4] indicated that although there exist several factors that influence students' academic performances, the teachers' competence remains one of the major determinants of students' academic achievements. Therefore, consistent evaluation of the professional skills or competence is imperative since, in practice, the competence of teachers is directly measured by students' academic achievements [5], [6].

According to Adunola [7] and Ganyaupfu [8], teaching is a collaborative process which encompasses interaction by both learners and the teacher. Following Akiri & Ugborugbo [9], the competence in the teaching process is a multidimensional concept that measures numerous interrelated aspects of sharing knowledge with learners which include communication skills, subject matter expertise, teaching skills, and attitude. Spikova in Molina [10], defined the term "teacher's competence" as a set of professional skills and dispositions that the teacher should possess to carry out his/her job effectively.

Competence of teachers, however, may be affected by several factors. These factors are either personal related or externally related. Among these factors, teacher education level, teacher experience, and teacher certification are some of the main attributes of teacher quality that have gained attention and have been the

focus of many investigations. Some studies concerning the factors that influence the teachers' teaching competence, however, vary in their findings. For instance, results of existing meta-analytic reviews examining the relationship between student achievement and both teacher education level and experience are in conflict, with some suggesting a positive relationship and others suggesting no relationship [11], [12]. Researchers and policymakers have regarded improving teacher quality as a successful way to improve student achievement. These teacher-related factors, especially the teacher quality and performance, have generated a great deal of attention.

Teacher experience, teacher education level, and other personal related aspects have been viewed as the characteristics that are related to teacher quality. They may also be viewed as important criteria in selecting teachers, serving as proxy variables for skill level or expertise. Research on the impact of teaching experience and teacher education level on student achievement has a long history, beginning in the 1960s, of both elementary- and secondary-education teachers [13].

In an attempt to help improve quality education and student performance, the Philippines has implemented the K12 curriculum, which led to a mass hiring of teachers to teach in senior high schools. Since the selection criteria for teachers who will teach in the senior high school do not specify the need to employ education graduates much more a licensed teacher, the implementation of K12 curriculum has generated doubts as to the quality and competence of these newly hired teachers especially those who are non-education graduate and at the same time without a license which may seriously affect the academic performance of senior high school students which is the primary concern of any educational institution.

In the Division of Romblon, several high schools were allowed to offer senior high with specific track or field of specialization. These high schools have employed teachers who are non-education graduate and without a license. Although other teachers have taken 18 units of professional education and were able to pass the Licensure Examination for Teachers (LET), others are still in doubt as to their capacity to effectively and efficiently perform the function of being a teacher.

The need to pursue this study is, therefore based on the following grounds. One, the K-12 program has just been implemented and requires periodic evaluation in many aspects, such as the teachers' competence and students' achievement. Second, studies on the influence of the degree program earned by teachers (education or

non-education graduate) to students' academic achievement are still limited. Third, hiring policies of DepEd, require continuous improvement and that those aspects to be improved must be evidenced-based. This study can somehow contribute to for the DepEd's aim of providing quality education through better policy in recruitment and selection of teachers.

OBJECTIVES OF THE STUDY

This study was intended to determine how well the teachers in the senior high schools perform in their teaching job when grouped according to whether they are education or non-education graduate. It also examined the factors associated with their teaching competence. The study aimed to test the significant difference in the level of teaching competence of senior high school teachers classified as to education and non-education graduate; test the significant difference in their attitude towards the teaching profession classified as to education and non-education graduate; and test if the teaching competence significantly influenced by whether the respondent is education or non-education graduate.

METHODS

The study employed the one-shot survey design as its primary goal is to describe the situation/condition of a study population as it exists. In this case, the study population is the senior high school teachers in the Division of Romblon of whom their teaching competence was assessed. The survey method was used since this study is a descriptive-correlation in nature. Through the survey, characteristics of the respondents regarding their profile, teaching competence, and attitude towards the teaching profession were clearly described.

Respondents

The primary respondents of the study are the 124 senior high school teachers who were hired by the time the K12 was implemented or those who were given appointment for the school year 2016-17. They were divided into two categories as education graduate and non-education graduate. Around ten school heads had participated in the study who took part in assessing the competence of their teachers using the questionnaire prepared by the researcher.

Data Collection

The main instrument used in gathering data was the questionnaire which was drafted based on the research questions and related studies. Part one of the questionnaire dealt with the teaching competence

comprising of five factors which include: mastery of the subject matter, instructional competence, communication skills, classroom management skills, and assessing student learning skill with a total item of 25. Part two dealt with the attitude towards the teaching profession with total items of 10. All the items from part 1-2 used a Likert scale type of measurement which is a scale attributed to Rensis Likert (1931), who described this technique for the assessment of attitudes.

The reliability of the instrument was tested through the use of the Cronbach's Alpha. It is a statistical tool used to measure the internal consistency reliability for any scales or subscales one may be using. The reliability threshold is set at .70. Cronbach's Alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's Alpha coefficient is at 1.0, the greater the internal consistency of the items in the scale. George and Mallery (2003) provided the following rules of thumb: "> .9 – Excellent, > .8 – Good, > .7 – Acceptable, > .6 – Questionable, > .5 – Poor, and < .5 – Unacceptable". The result showed that all the major variables were found to be reliable as they generated a Cronbach's Alpha coefficient ranging from .70 - .90, which are way beyond the threshold set at .70. The result further denotes that most of the variables have excellent Cronbach's alpha value implying good internal consistency of the items in the scale. It should be noted that while a high value for Cronbach's alpha indicates the good internal consistency of the items in the scale, it does not mean that the scale is unidimensional. Factor analysis is a method to determine the dimensionality of a scale but is beyond the scope of this study. To gather the needed data, permission was sought from the office of the school division superintendent and the school heads of the various secondary schools. Upon approval, the instrument was then administered to the senior high school teachers. The respondents were then assured that their answers will be treated with utmost care and confidentiality since the data will only be used for research purpose only and that their names shall not be disclosed.

Data Analysis

The data gathered in this study were tallied and tabulated for statistical analysis. The descriptive statistical tools used for the analysis of data include percentage, and weighted arithmetic mean. Inferential statistics such as Pearson Product Moment Correlation Coefficient and t-test for the independent sample were

utilized in determining significant relationship and differences between the dependent and independent variables. The data were analyzed using the SPSS software version 21. The given scale was used to interpret the result of the survey.

Weighted Mean (WM)		Descriptive Interpretation (DI)
3.51 - 4.00	-	Strongly Agree Very Competent (SA) (VC)
2.51 - 3.50	-	Agree (A) Competent (C)
1.51 - 2.50	-	Disagree (DA) Advanced (A)
1.00 - 1.50	-	Strongly Disagree (SDA) Beginner (B)

RESULTS

Displayed in Table 1 is the level of teaching competence of the senior high school teachers in the Division of Romblon divided into five dimensions namely mastery of the subject matter, instructional skills, communication skills, classroom management skills, and assessment skills.

Looking at the competence level of those who are education graduate, it can be gleaned that they are competent in all the dimensions of teaching competence. A closer look at the composite mean will suggest that they are more competent in assessing student learning having obtained the highest composite weighted mean score of 3.14. The lowest mean score, however, was garnered by mastery of the subject matter (3.08) implying that they are not that good in this dimension.

For the non-education group, although their composite mean score in all teaching competence dimension fall under the competent level, their competence appears to be somewhat lower compared to those education graduates. A comparison of the overall weighted mean score of the two groups of respondents will further denote that those who are education graduate have higher overall weighted mean score than those who are a non-education graduate. It suggests that those who are education graduate perform better than those who are not education graduate. Based also on the composite weighted mean score in every competence dimension of the non-education respondents, they are more likely not that competent as far as mastery of the subject matter is concerned having obtained the lowest composite weighted mean score of 2.74. The highest mean score was obtained by instructional skills competence (2.80), implying that they are better in this dimension compared to the other aspects of teaching competence.

Table 1. Level of teaching competence of the teacher respondents

A. Mastery of the subject matter	Education (N=95)		Non-Education (N=29)	
	WM	DI	WM	DI
1. Presents the lesson in clear, logical, and an organized manner.	3.13	A	2.80	A
2. Explains the lessons without reading his/her notes.	2.98	A	2.67	A
3. Presents well-sequenced activities.	2.99	A	2.71	A
4. Conducts drills/reviews that relate to the previous and present lesson.	3.08	A	2.74	A
5. Provides explanation beyond the content of the lesson.	3.21	A	2.80	A
Composite Mean	3.08	C	2.74	C
B. Instructional Skills	WM	DI	WM	DI
1. Uses varied, appropriate strategies and approaches suited to the needs and capabilities of students.	3.22	A	2.92	A
2. Uses appropriate instructional materials in the presentation and development of the lesson, which includes both indigenous and multimedia.	3.24	A	2.84	A
3. Employs interactive, collaborative, cooperative, and integrative learning approaches.	3.00	A	2.77	A
4. Stimulates and compliments students to elicit positive and active interaction and participation.	3.01	A	2.71	A
5. Asks questions which develop critical, rational, and higher order thinking skills (HOTS).	3.10	A	2.75	A
Composite Mean	3.11	C	2.80	C
C. Communication Skills	WM	DI	WM	DI
1. Communicates ideas, logically, convincingly, and effectively in the language used as a medium of instruction.	3.24	A	2.90	A
2. Speaks in a clear, pleasant, well-modulated voice.	3.17	A	2.77	A
3. Observes correct grammar both in English and Filipino in speaking and writing.	2.99	A	2.74	A
4. Pronounces words correctly and properly.	3.05	A	2.76	A
5. Asks and acknowledges questions in a friendly and cordial manner.	3.05	A	2.70	A
Composite Mean	3.10	C	2.77	C
D. Classroom Management Skills	WM	DI	WM	DI
1. Maintains order and discipline in the class.	3.15	A	2.80	A
2. Shows concern, respect, and good rapport with students.	3.11	A	2.70	A
3. Manage all available classroom resources profitably and efficiently (Resource Management).	3.02	A	2.71	A
4. Starts and ends teaching-learning activities promptly (Time Management).	3.09	A	2.72	A
5. Uses systematic ways of checking attendance, assignment, group works, correcting, distributing, and collecting papers.	3.24	A	2.82	A
Composite Mean	3.12	C	2.75	C
E. Assessment of Skills	WM	DI	WM	DI
1. Prepares relevant test items	3.31	A	2.89	A
2. Makes a table of specification	3.21	A	2.79	A
3. Utilizes test result to improve teaching	3.06	A	2.76	A
4. Provides qualitative feedback to students	3.03	A	2.68	A
5. Uses rubrics assessment in evaluating students' performance and output	3.09	A	2.77	A
Composite Mean	3.14	C	2.78	C
Grand Mean	3.11	C	2.77	C

Table 2 presents the t-Test results in the level of teaching competence of the teacher respondents classified as to education and non-education graduate.

The data in the table discloses that there exists a significant difference in the teaching competence of the two groups of respondents categorized as education and non-education graduate. The competence level of the two

groups varies in all dimensions, having generated a probability value in every dimension less than the alpha level set at .05. It can, therefore, be stated that it is very unlikely that the observed difference will occur by chance. This further indicates that there is .001 probability that the marked difference was the result of chance. It also confirms the analysis stated in table 2 that education graduate performs better in teaching than those who are not education graduate. This is supported by the higher mean rating obtained by the education group compared to those non-education. The variation in their competence can be attributed to many factors and it might due to the degree earned or type of education acquired wherein those who have taken up education course tend to be more competent than those who are graduate of another course. Their training in their undergraduate degree program which provided them

with the necessary knowledge, and skills both in content and pedagogy had given them the edge over those who were trained to teach.

This study also measured the attitude of senior high school teachers towards the teaching profession. Table 3 provides the weighted mean result for both groups of respondents. Based on their mean score, the education graduate manifested a higher mean score of 3.44 described to be more favourable than those who are non-education graduate with a mean score of 2.99, resulting in a difference of .44. As to whether the difference is significant, the t statistics showed that it is indeed significant with a *P* value less than .01 suggesting that the senior high school teachers attitude towards the teaching profession vary when they are grouped according to the degree earned.

Table 2. Difference in the level of teaching competence of the teacher respondents classified as to education and non-education graduate

Competence Dimension	Group	SD	Mean	Mean Difference	Df	t	Sig. (2 tailed)
Mastery of the Subject Matter	Education	.34130	3.0744	.32956	122	3.823	.000
	Non-education	.57295	2.7448				
Instructional Skills	Education	.34954	3.1088	.31107	122	3.438	.001
	Non-education	.61837	2.7977				
Communication Skills	Education	.32977	3.0932	.32077	122	3.699	.000
	Non-education	.60251	2.7724				
Classroom Management Skills	Education	.29545	3.1122	.36048	122	4.463	.000
	Non-education	.58170	2.7517				
Assessment Skills	Education	.31343	3.1474	.37036	122	4.363	.000
	Non-education	.60639	2.7770				

P < .01

Table 3. Difference in the attitude towards the teaching profession of the teacher respondents classified as to education and non-education graduate

Competence Dimension	Group	Mean	SD	Mean Difference	Df	t	Sig. (2 tailed)
Attitude Towards the Teaching Profession	Education	3.44	.5752	.44	122	3.125	.002
	Non-education	2.99	.9172				

P < .01

Table 4. Relationship between teaching competence and undergraduate degree program of the teacher respondents

Dependent Variable	Independent Variable Teaching Competence	
	Pearson's r	Sig (2-tailed)
Type of education	-.351**	.000

NS = Not Significant
 ** = Significant at .01

Displayed in table 4 is the Pearson's correlation between the teaching competence and undergraduate degree earned by the teacher respondents categorized as either education or non-education graduate.

It can be gleaned from the data that the teaching competence of both groups of respondents is affected by the course they have taken at the undergraduate level. This is based on the obtained p-value of .000, which is less than the alpha value set at .05 level of significance. The result suggests that the type of education that the respondents acquired in their undergraduate degree affects their teaching competence.

DISCUSSION

This study has shed light to the question as to whether the teaching competence of those teachers teaching in senior high school differ with each other when they are grouped according to the degree earned either one is an education graduate or non-education graduate. When their competence was measured as a whole, the overall weighted mean suggests that the teachers are competent in all the competence dimension such as mastery of the subject matter, instructional skills, communication skills, classroom management skills and assessment of student learning skills. This finding is somewhat comforting knowing that those who are teaching in the senior high schools are competent enough to engage in the teaching profession. To allow teachers to become productive, possession of competencies in teaching is essential. As Jackson [14] had pointed out, to maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. However, when they are grouped as to education and non-education, there appears to have a difference in their competence with the education group registering a higher mean rating. The result of the t-test for equality of means confirms that the mean difference is significant, which suggests that those education graduates tend to perform better than those teachers who are not education graduate. To establish whether their degree earned can affect their teaching competence, the Pearson correlation result tells that there exists a significant relationship between the two variables. The result somehow finds conformity in another study such as in the case of Maputol [15], who conducted a study entitled Teachers' Aptitude and Teaching performance in the Secondary Level which focused on education and non-education graduate, wherein he found out that teacher-applicants who are education graduates can perform better than non-education graduates.

Similarly, Olsen [16] found out that education graduates were equal to and in some cases, better than non-education graduates on all variables. The present investigation, therefore, provides an implication as to the value of the degree earned, especially when it comes to the teaching profession. While anybody can engage in teaching even if he/she is not an education graduate, a closer look at his/her teaching competence can provide a glimpse that it is not always easy to teach.

As to their attitude towards the teaching profession, both groups differ too, with the non-education group having only a fair attitude towards teaching. Attitude plays a vital role in determining people reactions to a particular situation [17]. Attitude is a predisposition to respond favourably or unfavourably to an object, person, or event [18]. Thus, the successful attainment of the teacher training goal of providing season professionals to cater to the workforce need of the education system depends strongly on the future teachers' attitudes towards the profession. It is believed that, if future teachers' perception towards the profession is negative, it is likely that, the teacher training goal of providing season professionals will not be realized. Reinke and Moseley [19] maintained that the teacher's attitude is an important variable in the classroom application of new ideas and novel approaches to instruction. Therefore, attitude is one of the main factors that determine the success of any program [20]. The findings of this investigation support the Iceberg Model of Competency proposed by Spencer and Spencer [21] that knowledge and skills, two of the underlying categories of a competency model, are relatively easily developed and improved through education and training as those who have completed the degree in education possess higher level of teaching competence compared to those who have taken other degree not related to education. The Iceberg Model of Competency further explains that motives and traits, which form part of attitude are more likely to be hidden since they comprised the innermost part of an individual's personality. Therefore, they are more difficult to develop which somehow explain why non-education graduate senior high school teachers have only fair attitude towards the teaching profession. While the result does not discredit the capability of those non-education graduates to engage in teaching, it implies that building an effective school requires teachers to be competent and that the competencies provide the essential core around which decision makers can construct teacher preparation, teacher hiring, teacher development, and teacher and school evaluations.

LIMITATIONS OF THE STUDY

The study may not have captured some aspects of the senior high school teachers' teaching competence. Thus it is limited to some respect. First, the instrument is limited to five factors only. There are other aspects of competence that were not covered, such as professional development, ethics and morality, and other values. Second, the evaluation of competence is limited only to the assessment made by their school heads, and other stakeholders were not involved. Third, the total number of respondents for the non-education group is limited. Fourth, the evaluation of competence might still be considered premature since some teachers had been in the teaching profession for one year only. Future research endeavors similar to this one may consider enriching the study by looking at these limitations.

CONCLUSION

In the light of the principal findings of the study, the following conclusions are drawn: Senior high school teachers who are education graduate tend to possess better teaching competence and a more positive attitude towards the teaching profession compared to those who are a non-education graduate and that the degree earned by the senior high school teachers is found to have an influential role in their teaching competence. This however does not undermine the ability of the non-education graduates to teach as there are others who have the competence to teach well even without any education units earned. The findings however will serve as baseline information to the DepEd authorities as well as other private educational institutions to consider reviewing their recruitment and selection policy especially in employing teachers who will be teaching in senior high schools. Applicants with education degree may be given priority over those who are non-education graduate. However, when the need to employ a non-education graduate arises, school authorities may subject him/her to training and seminar particularly in the aspect of pedagogy to improve further their teaching competence. In addition, it is recommended that those non-education graduates who intend to be involved in the teaching profession are likewise encouraged to earn education units to any recognized teacher education institution since the amount and quality of education a teacher receives is a logical place to start for determining teacher quality.

REFERENCES

- [1] Barber, M., and M. Mourshed. (2007). *How the world's best-performing schools come out on top*. London: McKinsey.
- [2] Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York, NY: Routledge
- [3] AL-Mutairi, A. (2011). Factors Affecting Business Students' Performance in Arab Open University: Case of Kuwait. *International Journal of Business and Management*, 6(5):146-155.
- [4] Kang'ahi, M., Indoshi, F.C., Okwach, T.O. & Osido, J. (2012). Teaching Styles and Learners' Achievement in Kiswahili Language in Secondary Schools. *International Journal of Academic Research in Progressive Education and Development*, 1(3):62-87.
- [5] Schacter, J. & Thum, Y.M. (2004). Paying for High and Low-Quality Teaching. *Economics of Education Review*, 23: 411-430
- [6] Adediwura, A. A. & Tayo, B. (2007). Perception of Teachers' Knowledge Attitude And Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools *Educational Research and Review*. 2(7): 165-171.
- [7] Adunola, O. (2011). An Analysis of the Relationship Between Class Size and Academic Performance of Students. *Ego Booster Books*, Ogun State, Nigeria
- [8] Ganyaupfu, E.M. (2013). Factors Influencing Academic Achievement in Quantitative Courses among Business Students of Private Higher Education Institutions. *Journal of Education and Practice*. 4(15):57-65.
- [9] Akiri, A. A. & Ugborugbo, N. M. (2009). Teachers' Effectiveness and Students' Performance in Public Secondary Schools in Delta State, Nigeria. *Stud Home Comm Sci* 3(2):107-113
- [10] Molina, A. (2011). *Correlates of National Achievement Test Performance of Grade 6 pupils among selected Elementary Schools of Romblon District, Division of Romblon*. Unpublished Master's Thesis, Romblon State University.
- [11] Goldhaber, D. D., & Brewer, D. J. (2000). "Does teacher certification matter? High school teacher certification status and student achievement." *Educational Evaluation and Policy Analysis* 22(2): 129-146.
- [12] Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12).
- [13] Hanushek, E. A., & Rivkin, S. G. (2006). "Teacher quality." In E. A. Hanushek, & F. Welch (Eds.), *Handbook of the economics of education*, vol. 2 (pp.1051-1078). Amsterdam: North Holland.
- [14] Jackson, P. W. (1990). *Life in classrooms*. New York, NY: Teachers College Press

- [15] Maputol (2010). *Teachers' aptitude and teaching performance at the secondary level*. ADDU-SAS Graduate School Research Journal.7 (1)
- [16] Olsen (1985). *The quality of prospective teachers: education vs. non-education graduates*. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0022>
- [17] Al-Zaidiyeen, N. J. Lai Mei, L. Fook, F. S. (2010). Teachers' Attitudes and Levels of Technology Use in Classrooms: The Case of Jordan Schools. *International Education Studies*, Vol. 3, No. 2
- [18] Ajzen, I. (1988). *Attitudes, personality, and behaviour*. Chicago: Dorsey Press.
- [19] Reinke, K. & Moseley, C. (2002). The effects of teacher education on elementary and secondary Pre-service teachers' belief about integration: A Longitudinal study. *Action in Teacher Education*, 24, 31 – 39.
- [20] Bichi, A. A., Embong, R., Mamat, M. (2015). *Assessment of Postgraduate Students Attitude and Competence in the use of ICT: A Case of Nigerian Students at the Universiti Sultan Zainal Abidin, Malaysia*. Accepted for Publication at the International Journal of Education and Research.
- [21] Spencer, L., & Spencer, M. (1993). *Competence at work: Models for superior performance*, N.Y.: John Wiley & Sons.