

# Teacher Profile and Professionalism in Integrated Schools in the Division of Valenzuela City

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**Abstract:** *This study aimed at describing the teacher profile and professionalism in integrated schools in the Division of Valenzuela City. The descriptive method was used in this study. The respondents were one hundred (100) teachers in four public secondary integrated schools in the City of Valenzuela. A devised questionnaire was used to gather data. In terms of their profile, most of the teachers were young and new in the service, taking masters and doctoral degree, and attending seminars and trainings related to their profession. Findings revealed that teacher professionalism in terms of competence; performance; conduct; and personality create positive interactions and caring attitude that are very useful and awareness on the styles and complexity on the career of teachers as professionals. Furthermore, profile such as years in teaching and highest educational attainment found to be significant to teacher professionalism, however, teacher-related trainings found to be not significant to teachers professionalism. It is recommended that teachers should extend their professional preferences, finish graduate studies, and develop positive and utmost relationship to their co-workers and focus on commitment as teachers willing to do their best as professionals.*

**Keywords:** *Teacher, Years in Teaching, Highest Educational Attainment, Teacher-Related Training, Professionalism*

## 1. INTRODUCTION

Professionalism relies on the efficiency, competence, attitudes, and performance. Today's educational policies aim at making decision more effective, seeing teaching as a continuous process of learning can make education stronger. In order to be globally competitive, educators are pushed to move and be aware of the many ways and necessary steps to gather information and strategies that are helpful. Above all, teachers need to keep what is best for the learners.

Profile and professionalism are important among teachers especially in Integrated Schools. These allow them to grow and help them in what they can give towards their respective schools and students. In practice, being professional encompasses an extremely broad range of experiences, interactions, and observations. The quality of teachers is known as the key predictor of students' performance. According to Cruess (2006), professionalism as a subject must be taught explicitly. This requires an institutionally accepted definition which then must be learned by both students and faculty. This directs what will be taught, expected, and evaluated. Of equal importance, and more difficult to achieve, is the incorporation of the values and attitudes of professionalism into the tacit knowledge base of physicians in training and in practice (Cruess, 2006). Further, this requires learning experiences which encourage self-reflection on professionalism throughout the continuum of medical education. Because of the great influence of role models and because most physicians do not fully understand professionalism and the obligations required to sustain it, faculty development is essential to the success of any program

on professionalism (Cruess, 2006). Also important are strong institutional supports including adequate resources, the presence of a longitudinal program which ensures repeated exposure throughout the educational process, a supportive environment, and a system of evaluation which reinforces teaching. Teaching as a profession that demands continuous development of knowledge and ability through training program. It is an open process that requires learning throughout one's life. Competence itself isn't characterized by something that the individual acquires at a sudden time, but its continuous process in development. This means that it's important for teachers to develop their competencies, not only at the beginning of their career but throughout their working life.

Teachers quality and training are essential factors to promote and to ensure quality teaching skills, knowledge that are useful in process of personal and professional life as teachers (Lisbon Strategy, 2000). The profile of teachers that has been developed as a guide for the implementation of teacher education program should be considered as stimulus for identifying the profile as a tool for self-reflection, in particular serve as starting point for overcoming personal experiences. Bilz and Parkinson (2008) listed several objectives that should be set to individualize and promote the growth of teachers professionally; first, create professional learning communities; second, encourage teacher growth and development through goal setting; third plan and provide workshops and trainings around individual teacher's needs; fourth, give teachers time and opportunities to follow-up their workshops and share with other teacher; fifth, plan appropriate induction programs for new teachers. Teacher's professional ethics do not depend with their experience,

concluded that profiles differed significantly regarding the indicators of teacher's professional identity. Teacher's belonging and the profiles did not significantly differ in their amount of experience. Professionals need not only one's decision making but also improve one's self-esteem as a teacher.

Professionalism is one of the most important keys that each individual/professional must possess. To highlight the 21<sup>st</sup> century education, especially in the implementation of K to 12 Curriculum, professionalism must be strictly observed and practiced. The purpose of this study is to describe the professionalism of senior high school teachers and how is it used as a main tool in attaining the goals and objectives of K to 12 curriculum.

### **Objectives of the Study**

This study aimed at determining the profile and describes professionalism of teachers in integrated schools in the Division of Valenzuela City. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in terms of the following:
  - 1.1 Years in Teaching;
  - 1.2 Educational Attainment; and
  - 1.3 Teacher – Related Training?
2. How may the professionalism of teachers be described in terms of the following:
  - 2.1 Competence;
  - 2.2 Performance;
  - 2.3 Conduct; and
  - 2.4 Personality?
3. Is there a significant difference in teacher professionalism when grouped according to teacher profile variables?

## **METHODOLOGY**

### **Research Design**

The descriptive research method was utilized in this study. This method of research utilizes an organized form of scientific investigation to gather information about teacher profile and professionalism in integrated schools in the Division of Valenzuela City. 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 the study. The questionnaire was administered to the target respondents to obtain the information about teacher profile and professionalism.

### **Respondents of the Study**

A total of one hundred (100) teachers were chosen purposively as respondents. They were senior high school teachers from four (4) integrated schools in Valenzuela City.

### **Instrument of the Study**

The main data-gathering instrument of the study was a devised questionnaire. The devised questionnaire was prepared specifically for the purpose of the study. It followed the standard criteria and procedure on constructing a devised questionnaire. The questionnaire was prepared by the researcher through reading books, journals and magazines, published and unpublished studies, and other reference. The survey questionnaire consisted of two parts. The first part of the questionnaire pertains to teacher profile of teachers in terms of years in teaching, educational attainment and teacher-related training. The second part is the teacher professionalism in terms of competence, performance, conduct, and personality, each sub problem consists of five indicators.

Research adviser and experts were consulted for comments and suggestions on statements that appeared vague, which in turn were revised. After approval of the questionnaire by the adviser, copies were printed and distributed for the gathering of data.

### **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 profiles of the respondents were quantified using frequency and percentage, while teacher professionalism was quantified using descriptive statistics such as weighted mean procedures. On the other hand, to determine significant difference between teacher professionalism when grouped according to profile variables, Analysis of Variance was utilized (ANOVA).

## **RESULTS AND DISCUSSION**

Table 1  
*Profile of the Respondents in terms of Years in Teaching Service*

Years in Teaching Service	Frequency	Percentage
1-5 years	40	40 %
6-10 years	23	23 %
11-15 years	7	7 %
16-25 years	22	22 %
26-35 years	7	7 %
36-40 years	1	1 %
<b>Total</b>	<b>100</b>	<b>100 %</b>

Table 1 is shows that teachers are mostly young and fresh in teaching experience and only a few them are seasoned in the teaching profession. Since, nowadays, there are more aspiring teachers who want to teach despite huge responsibilities, young teachers exist to fill up this noble profession. New teachers are more competitive and active in

the field of teaching profession at the same time they have a long time to contribute what is still needed to improve the professionalism of teachers. It also implies that new teachers who are new in the service can perform very well and ready to accept challenges of 21<sup>st</sup> century education.

Table 2  
*Profile of the Respondents in terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
MA/MS with Doctorate units	7	7 %
Master's Degree Holder	21	21 %
BS/BA with Master's units	39	39 %
Bachelor's Degree Holder	33	33 %
<b>Total</b>	<b>100</b>	<b>100 %</b>

Table 2 presents that most of the teachers are pursuing higher studies such as master's and doctoral degree. Continuing professional education helps them to be promoted into a higher position and to increase their salary. Teachers who are pursuing higher studies had a lot of time to enhance their professional qualities as well as personal

qualities. It implies that teachers who take graduate studies become more matured and open-minded on what he is facing in his workplace. Moreover, the more the teachers take higher, then he learns and to improve his professional weaknesses.

Table 3  
*Profile of the Respondents in terms of Teacher Related Trainings*

Teacher Related Trainings	Frequency	Percentage
Professional Training Seminar	28	28 %
Research Training and Workshop	15	15 %
Enrolled in Continuing Education	25	25 %
Attended Educational Conference	17	17 %
Attended Faculty Meetings	15	15 %
<b>Total</b>	<b>100</b>	<b>100 %</b>

Table 3 illuminates that the teacher in terms of teacher-related training, most of them equipped with the professional training, seminars, workshops, meetings, still enrolled in continuing education program to sustain their professional growth. Teachers are active in attending related trainings to hone their skills and abilities in teaching, as well as their professionalism. In effect, teachers are open and ready to

offer himself for further improvement for his career. Moreover, they are willing to accept these trainings and conferences as part of their professional growth.

Table 4  
*Teacher Professionalism in terms of Competence*

Competence	Average	Interpretation
1. Maintains high expectations for students when confronted with setbacks; continues to focus on the students' academic success	4.33	Very Competent
2. Provides reasonable examples of effective lesson planning, instructional strategies, and/or student assessment	4.28	Very Competent
3. Indicates confidence that all should be held to high standards	4.18	Competent
4. Be able to diversify their lessons to meet the needs of learners of ability levels	4.11	Competent
5. Encourages students to reflect on social reality and empowers them to transform the existing conditions that shape their lives	4.11	Very Competent
<b>General Average</b>	<b>4.22</b>	<b>Very Competent</b>

Table 4 presents the teacher's professionalism in terms of competence. It shows that most of the indicators are rated very competent as shown by the general weighted average of 4.22. This connotes that teachers are competent in doing his tasks, duties and responsibilities. Also, it reflects that

teachers are equipped with knowledge and skill in using and applying pedagogy which is needed in teaching. Teachers more on student's welfare inspite of discouragement, teachers provide existing place to shape the reality of assessing success on both for teachers and the students.

Table 5  
*Teacher Professionalism in terms of Performance*

Performance	Average	Interpretation
1. Expresses personal and professional expectations and/or preferences that we are in line with the school culture	4.10	Very Satisfactory
2. Demonstrates interests and skills that match the school's culture needs	4.27	Outstanding
3. Demonstrates commitment to the well-being and development of all students	4.40	Outstanding
4. Dedicated in his or her efforts to teach and support student learning and achievement	4.38	Outstanding
5. Uses him or her professional knowledge and understanding of student, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her students	4.34	Outstanding

<b>General Average</b>	<b>4.30</b>	<b>Outstanding</b>
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Table 5 presents the teacher’s professionalism in terms of performance. It shows that most of the indicators are rated as outstanding as can be gleaned from the general weighted of 4.30. This implies that Teachers possess high standards in their performance in teaching. It shows that they perform very well because they are committed, dedicated, and passionate in their job and are considering themselves as an advocator in achieving and promoting the goals and

objectives of the Department of Education. Teachers considered as an advocator of education that expresses both professional and personal preferences to promote learning and achievement to the best effort and support of teachers. In effect, teacher’s performance tied up with the concepts of leading as passionate with professional knowledge.

Table 6  
*Teacher Professionalism in terms of Conduct*

<b>Conduct</b>	<b>Average</b>	<b>Interpretation</b>
1. Creates positive relationship with administrators, faculty and students	4.58	Satisfactorily Practiced
2. Interacts appropriately with supervisors, colleagues, parents and students	4.49	Satisfactorily Practiced
3. Uses appropriate language in all verbal and written communication	4.43	Satisfactorily Practiced
4. Shows sensitivity in all interaction with other professionals	4.33	Satisfactorily Practiced
5. Enjoys cooperating with others in different school activities	4.30	Satisfactorily Practiced
<b>General Average</b>	<b>4.43</b>	<b>Satisfactorily Practiced</b>

Table 6 presents the teachers’ professionalism in terms of conduct. It shows that all of the indicators are rated as satisfactorily practiced based on the recorded general weighted mean of 4.43. This reflects that teacher engaged highly in positive relationships with administrators, supervisors, colleagues, parents as well as students with sensitivity and also abides the Code of Ethics for

Professional Teacher. Teachers are highly appeared in the basis of attitudes with knowledge and skills. It indicates that the quality of education with high quality teachers may be measured in terms of their conduct and decorum and its effectiveness in teaching, turning to attain good quality education towards good attitudes of teachers.

Table 7  
*Teacher Professionalism in terms of Personality*

<b>Personality</b>	<b>Average</b>	<b>Interpretation</b>
1. Acknowledges his/her own strength and weaknesses and limitations	4.46	Excellent
2. Assures significant personal or professional risk to accomplish important goals	4.36	Excellent
3. Expresses dissatisfaction with the status quo and seek ways to improve performance	4.24	Excellent
4. Recognizes specific strength or develop opportunities in others	4.21	Excellent
5. Inspires others to by articulating a compelling mission or vision	4.27	Excellent
<b>General Average</b>	<b>4.31</b>	<b>Excellent</b>

Table 7 presents the teachers' professionalism in terms of personality. It shows that all of the indicators are rated as excellent as shown by the general weighted average of 4.31. This implies that the teacher knows his strength and weaknesses especially when it comes to the teaching profession. The teacher has a good personality especially in inspiring and recognizing others. They are willing to

improve performance in teaching, can handle professional risk, adopt changes to recognize strength, and assure significant learning. They know that a student learns from his personality because he is committed and dedicated in his work. In effect, the greater personality expresses, the greater goals as maintained dignified personality.

Table 8

*Test of Significant Difference between Teacher Professionalism when Grouped according to Profile Variable*

Variables	Computed f-value	Critical f-value	Decision	Interpretation
Years in Teaching and Professionalism	3.67	2.31	Reject the Null Hypothesis	Significant
Highest Educational Attainment and Professionalism	2.73	2.70	Reject the Null Hypothesis	Significant
Teacher-Related Training and Professionalism	1.66	2.47	Do not reject the Null Hypothesis	Not significant

To determine whether there is or no significant difference between years in teaching service and teacher's professionalism, the foregoing data were subjected to Analysis of Variance (ANOVA).

Table 8, presents the result of the test of significant difference between teacher profile and professionalism. The result showed that there is a significant difference in years in teaching, educational attainment, and professionalism; therefore the null hypothesis is rejected while there is no significant difference in teacher-related trainings and professionalism; therefore the null hypothesis is accepted.

This implies that the teacher profile such as years in teaching, educational attainment affect their professionalism because this profile can contribute to their professional growth and development, while teacher-related training is focused more on the content of curriculum.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

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

1. Most of the teachers were new and young in the public school, taking higher studies and attending training related to education; therefore, they can contribute a lot of things and at the same they have a long time to enhance and uplift their professionalism.
2. Teacher professionalism in terms of competence rated descriptively very competent, in that, teachers

believed that they are qualified enough to perform their career as teacher throughout their working life, assuming that it requires learning throughout life. In terms of performance rated descriptively as outstanding, teachers devoted and committed in their profession and willing to do his best to serve his country. In terms of conduct rated descriptively as satisfactorily practiced because most of the teachers do positive interaction and create workable attitude that are very useful to career as professional teacher. In terms of personality is rated descriptively as excellent because teachers now a days are more trendy in terms of profession, work field, and knowledge and standards, therefore, teachers are aware on the styles of complexity on the career of teachers.

3. Years in teaching and educational attainment is significant to professionalism because this profiles enhance the professionalism of teachers at the same time, it develops not only their professional qualities but also their personal qualities. While teacher-related training is not significant to professionalism because it also talks on the contents and pedagogies in education.

### Recommendations

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

1. Teacher should be encouraged to finish their graduate studies.

2. Teacher should extend their professional preferences that are inclined on what the school needs for its growth and development.
3. Teacher should embrace and adapt the school activities that develop camaraderie among staff and teachers.

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