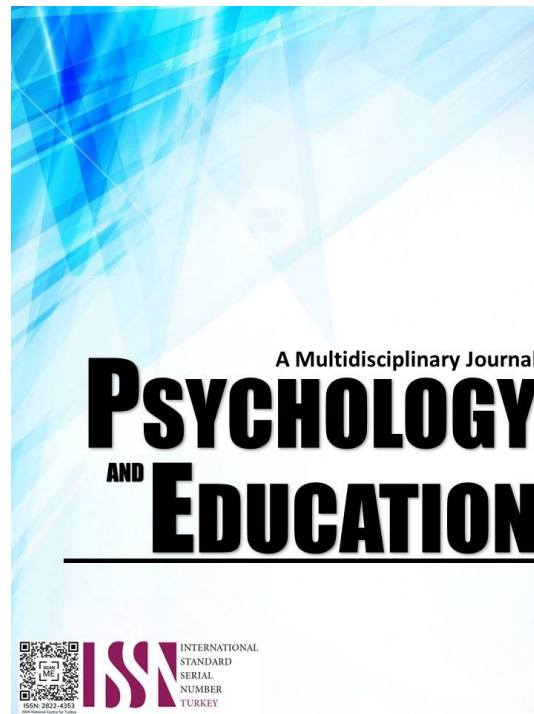


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Scaling the Academic Ladder: Enhancing In-service Training for Teachers Through Educational Attainment

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Abstract

This study aimed to determine the instructional competencies of teachers in their educational qualifications and their relationship to the implementation of INSET. This study employed the mixed method and ex-post facto research designs. The respondents were interviewed about four significant concepts; attendance, interests, topics, and relevance of INSET. The respondents were the 149 grade 6 teachers from the first congressional district of Capiz. Data were gathered using validated and reliability-tested researcher-made survey questionnaires. They were analyzed using descriptive and inferential statistical tools such as frequency count, mean, t-test for independent samples, one-way Analysis of Variance (ANOVA), and Pearson-r. The results revealed that the instructional competencies of teachers, regardless of categories and educational qualifications, all were "very Competent" Thus, the Scheffe Test revealed a "high significant difference" Regarding educational qualification and the implementation of INSET, teachers are always attending the implementation of INSET. But BS with MA has a greater interest in the implementation of INSET. Teachers with MA revealed topics and relevance of INSET was essential. Educational qualification helped educators to have great regard for the performance of INSET. A closed-in synergy among stakeholders of the school may be considered, and regular supervision by the school administrators to upgrade teachers on the current trends and issues in teaching and learning areas may also be emphasized. Thus, these personal attitudes and factors are essential in implementing INSET in the district. Key officials should consider an excellent policy on the effectiveness of every INSET. The main focus of the training is to improve the teaching and learning process.

Keywords: *INSET, performance of teachers, instructional competencies, professional qualities, work ethics*

Introduction

Teaching has been considered a noble profession because it can significantly affect not only the intellectual but also the personal development of individuals. Not only is it an act of teaching to be conducted, but it must be carried out well to achieve its purpose of creating a good impact on the learners. Teaching performance may be relative; it varies from teacher to teacher but established characteristic traits have served as indicators of good teaching performance. Undoubtedly, teachers' beliefs and total personalities affect the way they perform their professional duties. Their innate or cultivated personal qualities affect how they teach, whether they realize it or not. Indeed, emerging qualities serve as hallmarks of the best teaching (Chetty et al., 2014).

A teacher's job is to provide quality education to all students. Aside from colleagues, teachers have a responsibility to interact positively with parents and other stakeholders in a child's education. Contact with parents must be kept professional, free from arguments and physical contact. If a teacher has an issue with a parent, another teacher or administrator must be present during all meetings. Teachers also must avoid being unduly influenced by parents and other stakeholders when it comes to students' grades or other

school-related matters (Zeiger, 2018). Teachers are at the prime of their teaching careers and imply a positive approach to teaching challenges. They discovered that the older the teachers, the firmer their beliefs regarding self-efficacy in a study regarding the relationship between Iranian teachers' self-efficacy, scores, and pedagogical success (Khakimova et al., 2020).

Teachers have a long tradition of helping students with personal problems. They also interact with the pupils daily and thus are in an excellent position to provide personal direction. They can empathize with pupils, have patience and flexibility, have excellent interpersonal skills, are open to new ideas, and are aware of individual differences. Good teachers also habitually promote and sustain positive group interaction in their classes and develop a helping relationship with pupils and parents. In all these ways, the teacher's role is closely allied to that of the counselor. Hence, it is argued that the descriptive rating of "Outstanding" across different factors is unquestionably justified (Leeuwen and Janssen, 2019). School teachers have a long tradition of helping students with personal problems. They can empathize with pupils, be patient and flexible, have excellent interpersonal skiable openness to new ideas, and be aware of individual differences. Good teachers also habitually promote and sustain positive group

interaction in their classes and develop a helping relationship with pupils and parents. In all these ways, the teacher's role is closely allied to the counselor's (Leeuwen and Janssen, 2019).

A study on pre-service k-8 teachers' professional noticing and strategy evaluation skills showed that teacher evaluation refers to a school's formal process of reviewing and rating teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. While governed by state laws, teacher-evaluation systems are generally designed and operated at the district level, and they vary widely in their details and requirements. Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often taken into account. But many evaluation systems have undergone significant changes in recent years. Indeed, by the end of the 2000s, teacher evaluation, long an ignored and obscure policy element, had become one of the most prominent and contentious topics in K-12 education (Zamnal and Magiera, 2018). Some studies revealed no significant difference in teaching standards, competence, and performance when teachers were grouped according to educational attainment and employment (Madrigal, 2018). There were essential relations between classroom management skills and professional experience. Collaboration with administration, parents, and counseling service foundation is significant (Sadik and Akbulut, 2015). Educational attainment and teaching experiences substantially relate to the teachers' assessment skills and literacy. The result of the study shed light on some implications and reforms in the teacher education curriculum and professional development (Azarcon, 2017). Also, The study about the relationship between learning effectiveness, teacher competence, and teachers' performance Madrasah Tsanawiyah at Serang, Banten, Indonesia, revealed an association between learning effectiveness and teacher performance (Rahmatullah, 2016).

But this study is anchored on In-Service Training for Teachers (INSET) in relationship to educational qualifications. INSET is one of the tools to help improve teaching and learning in basic education curricula. However, a study about INSET gearing towards Education 4.0 revealed topics was informative, but some were useless according to some teachers (Tupas and Noderama, 2020). Teachers

always wanted to engage in INSET to enhance their knowledge and skills in their respective fields of specialization. A study of INSET in the elementary teachers in the Division of Cabadbaran City showed they attended the training for teaching strategies and assessment. But the study's findings revealed the knowledge content of each teacher. Implementing INSET depends on school heads, teachers' interests, training needs, and approaches to organizing the training (Omar, 2014). Universal classroom management strategies like ideal model behavior allow students to help establish a guideline to encourage initiative, offer praise, use non-verbal communication, hold parties, and give tangible rewards. Furthermore, this also allows for excitement for content, offers different types of free study time, writes group contracts, assigns open-ended projects, and gives only two marks for informal assessment. These could help pupils learn and be motivated to learn (Osakwe, 2014). Indeed, this research study was conceived and undertaken within the context of teachers' professional qualities and its effect on In-Service Training for Teachers (INSET). Thus, this study aimed to determine the instructional competencies of teachers in their educational qualifications and its relationship to the implementation of INSET.

Methodology

This study utilized a mixed-method approach using the descriptive-correlation method and ex-post facto research designs. The study also used an ex-post facto research design. The researcher conducted an interview focusing on the respondents' engagement in the conduct of INSET. The study respondents were 149 grade 6 teachers in the first congressional district of Capiz. Table 1 presents the respondents of the study. In this study, Slovin's formula was used to determine the sample size, which was 149 out of 238 total population of grade 6 teachers in the first district of Capiz, of which 29 teachers were from Pilar district, 25 from Panay district, 28 from Pontevedra, 23 from Panay district, 24 from Maayon district, and 20 from President Roxas district. Stratified sampling techniques and convenience sampling techniques were also used in the study. Table 1 presents the data.

Table 1. *Distribution of Respondents*

Variables	Frequency	Percentage
Highest Educational Attainment		
Bachelor's Degree	65	43.60
Bachelor's Degree with MA Units	55	36.90
Master's Degree	26	17.50
MA Degree with Doctoral Units	3	2.00

Results and Discussion

The research instrument used in this study was a researcher-made questionnaire of four parts. Part I gathered the teachers' educational attainment, Part II gathered data on the teachers' professional qualities, part III gathered information on instructional competencies, and part IV interviewed the respondents on four categories, attendance, interest, topics, and relevance of INSET.

The researcher-made tool was validated by five experts in the field of education. The reliability test was conducted on 30 non-respondents from the second congressional district of Capiz. The reliability coefficient was the basis of the standardization of the tool before the administration. The data were gathered using a researcher-made survey questionnaire validated, and reliability tested. The result of the reliability testing proved that the tool was reliable with a Cronbach's Alpha of .867. The gathered data were analyzed using descriptive-correlational tests.

After obtaining permission, the researcher reproduced the questionnaire according to the number of respondents. The researcher personally administered the questionnaire to ensure a reliable output of the study. Respondents were given enough time to answer the survey. Since the questionnaire was self-administered, some respondents were requested to return the questionnaire the next day, and a provision that those questionnaires which were not returned as scheduled would be collected from them the following day.

The data gathered were compiled, sorted, and reviewed. The researcher ensured that all the pertinent items were responded to and had sufficient data. The information gathered was encoded, tabulated, and analyzed with the help of her statistician. The following statistical tools were employed in analyzing the gathered quantitative data; these are frequency counts and percentages, mean, standard deviation, Cronbach's Alpha, T-test, Analysis of Variance (ANOVA), and Pearson-r. All statistical analyses were set at a 0.05 level of significance. Data gathered were computer-processed using the latest version of the SPSS program.

Table 2 shows the instructional competencies of teachers in terms of teaching skills when classified according to educational attainment

Table 2. *Instructional Competencies of Teachers in Terms of Teaching Skills*

Instructional Competencies	Teaching Skills		Guidance Skills		Management Skills		Evaluation Skills	
	Mean	Description	Mean	Description	Mean	Description	Mean	Description
Educational Attainment								
BS	4.68	Very Competent	4.65	Very Competent	4.44	Very Competent	4.65	Very Competent
BS with MA units	4.74	Very Competent	4.65	Very Competent	4.46	Very Competent	4.68	Very Competent
MA	4.54	Very Competent	4.51	Very Competent	4.31	Very Competent	4.52	Very Competent
MA with Doctorate units	4.40	Very Competent	4.33	Very Competent	4.07	Very Competent	4.30	Very Competent

The results revealed that teaching, guidance, management, and evaluation skills, regardless of educational qualifications, were "Very Competent." The study about teacher quality in the light of the Philippine professional standards for teachers revealed that the level of teaching standards competence and performance of basic education teachers assessed by the principals and teachers themselves were proficient and satisfactory. In comparison, the study on teacher quality is in light of the Philippine professional standards for teachers (Roberto and Madrigal, 2019).

The study's results about the "Roles and Performance of a Global Teacher" analyzed teachers' roles and how these have been affected by physical, psychological, emotional, and spiritual factors. As revealed by the study, teachers generally carried out their roles excellently. Significant interrelationships exist between and among the functions and the factors that affect them. Simply put, the physical, psychological, emotional, and spiritual factors directly affect the successful exercise of their roles (Enanoza and Abao, 2014).

Educators who are older and with long years of service show a decline in the quality of their professional behavior. The discrepancy in the educators' behavior when classified as the length of service shows the difference (Tarto and Sridiyatmikob, 2020).

There was a significant relationship between classroom management skills and variables such as professional experiences, classroom management courses/seminars taken before, classroom management books, pedagogical background, and type of schools (Fatma and Akbuhut, 2015).

Table 3 presents differences in the instructional competencies of teachers in terms of teaching skills, guidance skills, management skills, and evaluation skills when classified according to educational attainment

Table 3. *Differences in the Instructional Competencies of Teachers in Terms of Teaching Skills, Guidance Skills, Management Skills, and Evaluation Skills when Classified According to Educational Attainment*

Variables	Sum of Squares	df	Mean Square	F-ratio	P-value
<i>Teaching Skills</i>					
Between Groups	.915	3	.305	3.023	.032
Within Groups	14.639	145	.101		
Total	15.554	148			
<i>Guidance Skills</i>					
Between Groups	.630	3	.210	1.874	.137ns
Within Groups	16.251	145	.112		
Total	16.881	148			
<i>Management Skills</i>					
Between Groups	.795	3	.265	1.507	.215ns
Within Groups	25.491	145	.176		
Total	26.286	148			
<i>Evaluation Skills</i>					
Between Groups	.821	3	.274	1.866	.138ns
Within Groups	21.257	145	.147		
Total	22.078	148			

The Scheffe test revealed a "high significant difference" in the instructional competencies of the respondents in terms of teaching skills between masters' and Bachelor's degree holders and teachers with Master's units ($p=0.048 < 0.05$). The results mean that the instructional competencies of teachers in terms of their teaching skills differ from each other when they are

The study of the effect of teachers' work ethic practices: a study at a daily school in the Kubang Pasu District showed a significant difference between pre and post-test results in the aspect of discipline and conduct of teachers (Othman and Khalid, 2018).

Table 4 presents the Post-hoc Test on the difference in the instructional competencies of teachers in terms of teaching skills when classified according to educational attainment

Table 4. *Post-hoc Test on the Difference in the Instructional Competencies of Teachers in Terms of Teaching Skills when Classified According to Educational Attainment*

Educ. Attainment	Educ. Attainment	Mean df	Sts Error	P
Bs	BS with MA Units	-.05790	.058	.753
	Masters Degree Holder	.14000	.074	.233
	MA with Doctorate Units	.27846	.188	.450
BS with MA	BS	.05790	.058	.753
	Master's degree Holder	.19790	.076	.048
	MA with Doctorate Units	.33636	.188	.284
Masters Degree Holder	BS	-.14000	.074	.233
	Master's degree Holder	-.19790	.076	.048
	MA with Doctorate Units	.13846	.194	.891
MA with Doctorate Units	BS	-.27846	.188	.450
	Master's degree Holder	-.33636	.188	.284
	MA with Doctorate Units	-.13846	.194	.891

The Analysis of Variance (ANOVA) revealed no significant difference in teachers' performance when classified as to highest educational attainment, $F(3,145)=1.295$, $p=.279$. There is no significant difference in the teachers' performance when classified as educational attainment," was accepted. The findings mean that teachers' performance, regardless of their highest educational attainment, appeared to be the same.

The result of the study about the effect of teachers' work ethic practices: A Study at a Daily School in the Kubang Pasu District" showed a significant difference between pre-test and post-test results in the aspect of discipline and conduct of teachers (Othman and Khalid, 2018).

Table 5 presents the difference in the performance of teachers when classified according to the highest educational attainment

Table 5. *The difference in the Performance of Teachers when Classified According to the Highest Educational Attainment*

Variables	Sum of Squares	df	Mean Square	F-ratio	P-value
Performance of Teachers					
Between Groups	.466	3	.155	1.295	.279
Within Groups	17.382	145	.120		
Total	17.848	148			

The data on the relationship between the teachers' professional qualities, instructional competencies, and work ethics of the teachers showed that the computed Pearson's r value for the Professional qualities and instructional competencies is .803 with sig. 2-tailed of 0.000, which is lower than alpha 0.05; for professional qualities and work, ethics is 0.709 with sig. 2-tailed of 0.000, which is also lower than alpha 0.05; for teachers' instructional competencies and work ethics, the result is 0.768 with sig. 2-tailed of 0.000, which is lower than the alpha of 0.05, revealed that the professional qualities of the teachers are significantly related to teachers' instructional competencies and work ethics. Therefore, the study's null hypothesis, stating that "there is no significant relationship between the teacher's professional qualities, instructional competencies, and work ethics," was rejected.

This finding showed that the teachers' professional qualities, instructional competencies, and work ethics were directly related; this means that a change in the professional qualities is expected to cause a corresponding change in teachers' instructional competencies and work ethics.

Results of the study agree with Rahmatullah (2016), in the study the relationship between learning effectiveness, teacher competence, and teachers performance, which revealed a connection between learning effectiveness and teacher performance. Their study "The Relationship between Principal Supervision and Interpersonal communication with the Work Ethic of Teachers" showed a significant relationship between teacher work ethic and job satisfaction (Desrina et al., 2020). Furthermore, "Teacher Quality in the Light of the Philippine Professional Standards for Teachers" also agrees with the result of the study. There was a significant relationship between the level of teaching standards competence and performance. This result showed that the teachers' professional qualities, instructional competencies, and work ethics were directly related; this means that a change in the professional attributes is expected to cause a corresponding change in the instructional competencies and work ethics of teachers (Roberto and Madrigal, 2019).

Figure 1 presents the relationship between the educational qualifications of respondents towards the conduct of INSET.

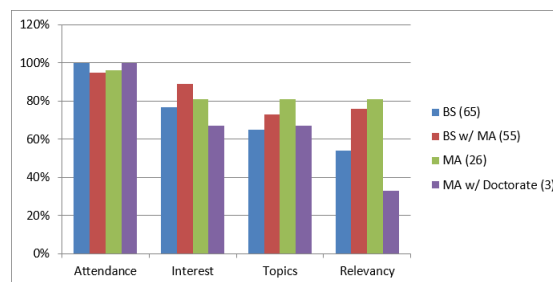


Figure 1. Relationship between the educational qualifications of respondents towards the conduct of INSET.

The results showed attendance regardless of educational attainment, INSET is very important. This activity is compulsory. In terms of interest, BS with MA got the highest percentage which is 89%. The topics of INSET, MA got the highest score of 81%; this showed that the topics and relevant are essential for helping them improve their teaching and learning process. The INSET has a great effect on teachers' professional development (Quilapio and Callo, 2022).

As a graduate of education, teachers were already conversant with content and teaching strategies. But in assessing learning outcomes, they need improvements (Santillan, 2021). Thus, more in-service training on assessment is conducted for teachers is recommended. Also, results of the study INSET and Education 4.0 revealed most of the topics in the training are Gender and Development, and Pedagogical Retooling. The topics chosen of each organizer are informative but some stated it useless (Tupas and Noderama, 2020). But, planning, designing, and resource development are important in the effective implementation of INSET (Quilapio and Callo, 2022).

Conclusion

In-service Training for Teachers (INSET) is essential because, aside from being a compulsory activity during summer and midyear breaks, it is also a topic in bachelors and graduate degrees. INSET helps teachers improve their teaching strategies to give quality education. Thus, Through INSET, experts and curriculum planners discussed and shared current trends. The proposed in-service training based on the present study's findings implies that teachers must engage in varied in-service trainings to improve their teaching performance and may update in the new teaching technologies they can use in teaching. A

closed-in synergy among stakeholders of the school may be considered, and regular supervision by the school administrators to upgrade teachers on the current trends and issues in teaching and learning areas may also be emphasized. Thus, these personal attitudes and factors are essential in implementing INSET in the district. Key officials should great policy on the effectiveness of every INSET. The main focus of the training is to improve teaching and learni process.

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