

PROFESSIONAL BEHAVIOR, WORK ATTITUDE AND THE TEACHING COMPETENCE OF PRIMARY EDUCATION TEACHERS IN THE NEW NORMAL

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ABSTRACT

This study sought to better understand the relationship of professional behavior and work attitude to the teaching competence of 127 primary education teachers of Candelaria West District, Division of Quezon and its moderating factors in the New Normal. The use of descriptive - correlational research revealed that majority of the respondents are female, 26 -30 years old, married, Bachelor's degree holders, with either below 4 years or 11 to 20 years of experience, Teacher I and from a large school. Findings indicate it was perceived that their professional behavior is very satisfactory in terms of adaptability, integrity, professionalism and efficiency as well as in work attitude as to commitment, punctuality and cooperation. In terms of teaching competence such as mastery of the subject matter, teaching skills, classroom management, evaluation skills and personal skills, teachers are highly competent. Additionally, the teaching competence is significantly interrelated to both professional behavior and work attitude of teachers. Civil status, designation and type of school do not affect teachers' professional behavior, work attitudes and teaching competence.

Keywords: professional behavior, work attitude, teaching competence

INTRODUCTION

It is not just complicated problems and crises coronavirus disease (COVID-19) pandemic brought to the world; it leads to multi-dimensional issues. In March 2020, schools in the Philippines were forced to stop face-to-face learning activities and encouraged to find alternatives to primary learning modality. Most public schools abruptly shifted to a modular approach, and some were into online classes. To further discuss, the modular approach and online class emplaced Filipino students learn in their homes, leaving teachers with

no choice but to instantly shift gears to respond to students' and families' needs with synchronous and asynchronous learning instruction. The teachers immediately responded with the need to teach in new modalities.

Teachers became busier than they were before, as they were expected to prepare the Self Learning Modules for Modular Distance Learning as well as instructional materials to be used for synchronous and asynchronous learning instruction. Another to mention, teachers now work from home in front of their laptops, trying to

simultaneously instruct their own children and perform household responsibilities.

Nevertheless, whether face-to-face teaching or Distance Learning Modalities, the success of educational institutions in producing quality learners depends on how teachers carry their roles. Teachers are committed to helping every learner develop as a whole person, fulfill their potential and help shape a shared future focused on the well-being of individuals and communities. Mainly, the quality of education is shown by the quality of teachers. Professional teachers must have high competence and commitment in terms of carrying out the tasks expected of them.

As encapsulated by Patah and Boon (2021) cited by Hassan et al (2021), every profession has sets of professional standards that must be met to ensure the profession's quality and effectiveness, and teachers are no exception. As a result, teachers must maintain their professionalism throughout the pandemic to ensure their quality and effectiveness.

The heightened demands for teachers' professional development to cater the needs for emerging technology added by enormous and newly preparation for synchronous and asynchronous instruction make the pandemic more challenging for teachers, not to mention the risk of being infected while at home or on-site.

Appropriate professional behaviors are expected from teachers to demonstrate. Work is also perceived by its social significance in defining a person. The quality of his work reflects the quality of a worker. Well organized work and work done on schedule simply imply a reliable, disciplined and conscientious worker; characteristics that some teachers could not possess due to some factors, especially this time of pandemic.

Professional attitude may be regarded as a key determinant of an effective teaching process, Korkmaz et.al (2020). The teacher's attitude toward their career defines the bounds of teaching and learning. In the end, teachers' feelings and interests influence their performance. Teachers' beliefs, experiences, and perceptions have a greater impact on their instructional practices. The changes that occur in the education system brought by pandemic could have an impact to teachers' overall performance.

OBJECTIVES OF THE STUDY

This study aimed to find out the relationship between Professional Behavior, Work Attitude and Teaching Competence of Primary Education Teachers and its moderating factors in the New Normal. In accordance, this sought to: 1) determine the demographic profile of the respondents in terms of sex, age, civil status, educational attainment, years of experience, designation and type of school 2) ascertain the perceived level of the respondents on professional behavior in terms of adaptability, integrity, professionalism and efficiency 3) find out the perceived level of the respondents on their work attitude in terms of commitment, punctuality and cooperation 4) determine the perceived level of teaching competence of the teachers-respondents in terms of mastery of the subject matter, teaching skills, classroom management, evaluation skills and personal Skills 5) determine significant relationship between the professional behavior and teaching competence of primary education teachers 6) determine significant relationship between the work attitude and teaching competence of primary education teachers 7) identify the civil status, designation and type of school moderates the relationship between the professional behavior, work attitude and teaching competence of primary education teachers.

METHODOLOGY

The research employed a descriptive-correlational method. It determined the relationship between professional behavior and work attitude of teachers to teaching competence in the new normal. There 127 public primary education teachers from 11 schools of the district who served as respondents of the study. They were selected according to the grade level they are handling as part of the restriction of the study.

The researchers utilized a self-made and adapted survey questionnaire. Profiles of the respondent was at the first part of the questionnaire that solicited the respondents' personal information which includes age, gender educational attainment, years of experience,

designation and the type of school where they were designated.

Respondents' perception on professional behavior was on the second part. The third part determined the respondent's perception on work attitude. The last part of the questionnaire was the respondents' perception on teaching competence. All the sub-variables have seven (7) statement indicators. All the parts soliciting respondents' perception has a four-point scale whereas 4-Highly Practiced, 3- Practiced, 2-Less Practiced, and 1-Not Practiced at All.

The research instrument was pilot-tested on ten (10) primary teachers from other district and underwent a Cronbach Alpha analysis reliability test. The results then were considered in the finalization of the research instrument. After the finalization of the research instrument, the researchers made a request letter for the Dean of the graduate program and the panel members and was approved to conduct the study. A letter then to the School Division Superintendent was submitted and after the approval, permission to the Public-School District Supervisor was asked. The responses were solicited through Google Forms as one precautionary measure and as a strict compliance in the safety protocols. The data gathered were organized and tabulated and treated statistically for analysis and interpretation of each result.

The frequency distribution and percentage were used to describe the profile of the respondents. Mean and standard deviation supported the respondents' perception on professional behavior and work attitudes as well as the perception of the respondents in terms of teaching competence. Pearson Product-Moment Correlation Coefficient was used to determine the significant relationship of the variables at .05 level of significance. Pearson product moment correlation was used to show the relationship between professional behavior and work attitude of teachers to teaching competence. On the other hand, Kruskal – Wallis Test was used in order to determine if the moderating factors such as civil status, designation and type of school of the respondents can strengthen, diminish, negate, or otherwise alter the association between

independent and dependent variables at a .05 level of significance.

RESULTS AND DISCUSSION

1. Profile of the Respondents

1.1. In terms of Sex

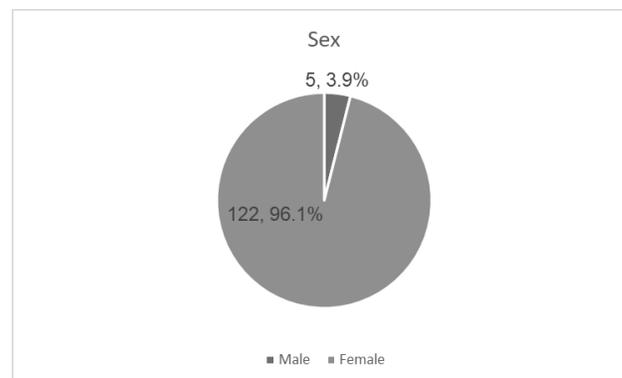


Figure 1. Distribution of the Respondents in terms of Sex

The majority of the respondents are female comprising 122 of the respondents or equivalent to 96.1%, while the remaining 5 or 3.9% are males.

1.2. In terms of Age

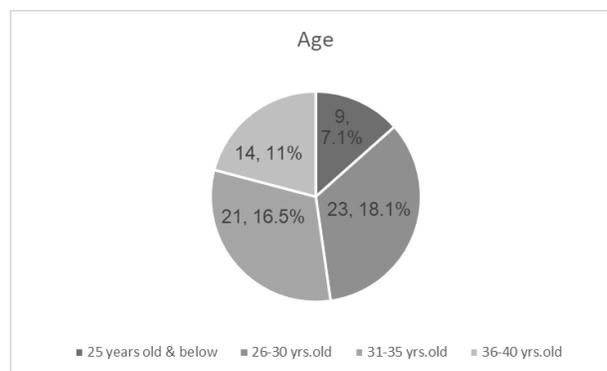


Figure 2. Distribution of the Respondents in terms of Age

The greatest concentration of respondents is found in the 31 – 35 years old and 26 – 30 years old with 21 (16.5%) and 23 (18.1%) respectively. There are also 9 (7.1%) teachers aged below 25

years and 14 (11%) teachers in the 36 – 40 years old handling primary grades.

1.3. In terms of Civil Status

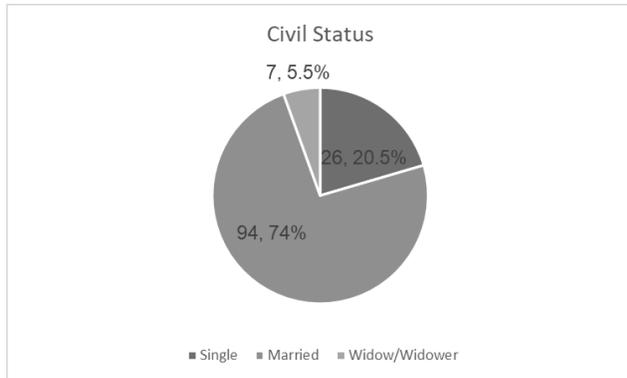


Figure 3. Distribution of the Respondents in terms of Civil Status

In terms of the civil status of the respondents, the great portion are single or married. There are 26 or 20.5% single while 74% or 94 of them are married. The remaining 7 or 5.5% are widows/widowers.

1.4. In terms of Educational Attainment

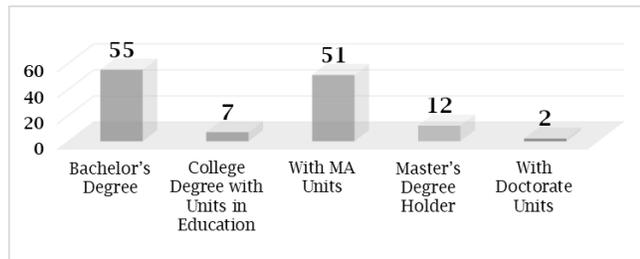


Figure 4. Distribution of the Respondents in terms of Educational Attainment

Majority of the respondents are Bachelor's Degree holders with 43.3% or 55. It is followed by those education graduates with units of master's degree with 40.2%, 51. There are 12 with master's degree, 5.5% are teachers but finished a non-education course and took units of education while the least are those with doctorate units with 1.6% or 2 respondents.

1.5. In terms of Years of Experience

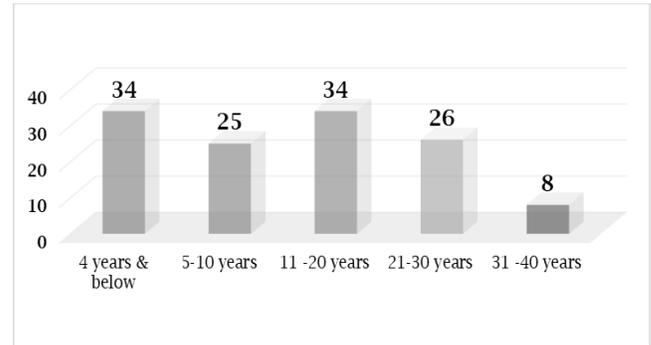


Figure 5. Distribution of the Respondents in terms of Years of Experience

It can be gleaned that teachers in the district handling classes of the primary levels are almost evenly distributed in terms of the years of experience. The number of teachers with 4 years of experience has a frequency of 34. There are 25 teachers with 5 to 10 years of experience, 34 teachers with 11 to 20 years of service and for the 21 to 30 years, there are 26. The least frequency was recorded for 31 to 40 years in service with only 8 teachers.

1.6. In terms of Designation

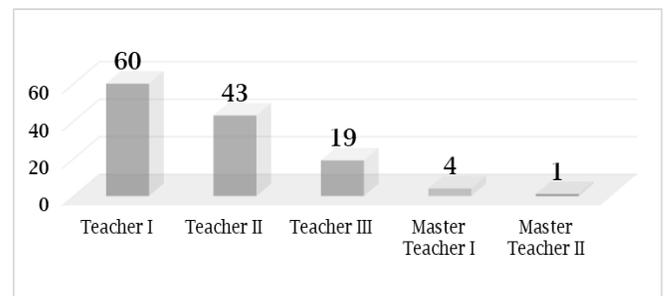


Figure 6. Distribution of the Respondents in terms of Designation

Teacher in the primary grades in the district are mostly composed of those in Teacher I position with 60 (47.2%), followed by Teacher II, with 43 (33.9%) and Teacher III with 19 (15.0%). For the master teachers, there are 4 (3.1%) holders of Master Teacher I positions and only 1 (0.8%) is in a Master Teacher II position.

1.7. In terms of Type of School

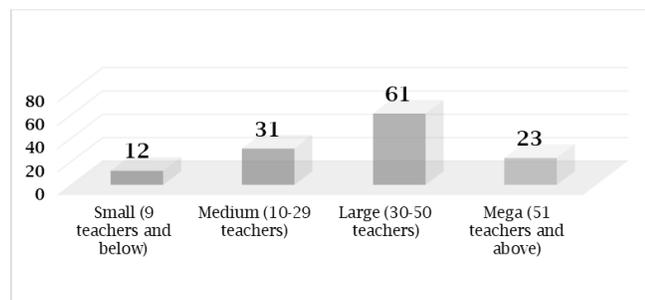


Figure 7. Distribution of the Respondents in terms of Type of School

As to the type of school, results revealed that most of the respondents are from the large schools with 48.0% of the respondents. 24.4% are from medium sized schools and only 23 (18.1%) are from mega schools. The least number of participants came from small schools (9.4%).

2. Perceptions of the Respondents on Professional Behavior

Table 1
Perceived Professional Behavior

Indicators	Mean	SD	VI
Adaptability	3.66	.394	Very Satisfactory
Integrity	3.69	.391	Very Satisfactory
Professionalism	3.79	.339	Very Satisfactory
Efficiency	3.64	.387	Very Satisfactory
Overall	3.70	.378	Very Satisfactory

Professionalism got the highest mean of 3.79 and a standard deviation (SD) of .339 with an interpretation of very satisfactory. This implies that the respondents are highly practicing professionalism and thus, knows the importance of

this professional behavior in performing well and showing competent in teaching. Indeed, according to Meador (2020), in order to maintain the appropriate environment required to achieve the school's educational mission, any unprofessional, unethical, or immoral behavior or action harmful to the district or workplace, or any such behavior or action harmful to working relationships with coworkers, supervisors, administrators, or others, may result in disciplinary action under applicable disciplinary policies, up to and including termination of employment.

On the other hand, Efficiency garnered the lowest mean of 3.64 and a SD of .387 with an interpretation of very satisfactory. This may be due to the implementation of new and different learning modalities that teachers were used to. But regardless of being lowest, still, it is highly practiced by the respondents.

Furthermore, an overall mean of 3.70 and SD of .378 with an interpretation of very satisfactory. Generally, it indicates that the respondents were highly practicing professional behavior. It also suggests that as teachers practiced professional behavior it also shows that they take full responsibilities seriously resulting to a better teaching competence.

3. Perceptions of the Respondents on Work Attitude

Table 2
Perceived Work Attitude

Indicators	Mean	SD	VI
Commitment	3.75	.362	Very Satisfactory
Punctuality	3.68	.382	Very Satisfactory
Cooperation	3.71	.360	Very Satisfactory
Overall	3.71	.368	Very Satisfactory



Table 2 presents the summary table of the teacher’s work attitude. Commitment got the highest mean of 3.71 and a SD of .362 with an interpretation of very satisfactory. It indicates that teacher-respondents highly practiced and valued commitment. It is in consonance with the study of Shu (2022) wherein he mentioned that the more committed teachers are in the classroom, the more involved they become with their work.

However, Punctuality got the mean of 3.68 and a SD of .382 which is the lowest. It has an interpretation of very satisfactory which means that still, respondents highly practiced punctuality. It also indicates that they had a positive perception on being punctual in all aspect. Based on the figures above work attitudes got an overall mean of 3.71 with a SD of .368 with an interpretation of very satisfactory indicating that it is highly practiced by the primary teachers in Candelaria West. This result lends credence to the view of Hermogeno et al. (2021) that the work attitude that teachers bring to their profession have an effect on how well they perform in their jobs. Teachers' attitudes and experiences influence not only the performance of the learners but the instructors' own abilities as educators.

4. Perceptions of the Respondents on Teaching Competence

The table 3 reveals the summary table on the teaching competence of the respondents. Among sub variable of teaching competence, Personal skills got the highest mean of 3.76 and a SD of .360 with an interpretation of highly competent.

While teaching skills got the lowest mean of 3.64 and a SD of .412 that indicates that the teaching skills is highly observed but still in a very satisfactory level. This may be due to increasing demand of the use of technology in teaching.

Generally, it has an overall weighted mean of 3.70 and a SD of .390 with a verbal interpretation of very satisfactory in all indicators. It reveals that most of the primary teachers in Candelaria West District are highly competent in their teaching.

Additionally, with strong commitment to the profession, teachers can give positive effects on students' overall development, intellectual growth and skills. This is supported by a study of Nbina

(2012) where it was cited that teacher competence are needed to be very high in order for meaningful teaching learning to take place (Segun, 1986).

Table 3
Perceived Teaching Competence

Indicators	Mean	SD	VI
Mastery of the Subject Matter	3.65	.404	Highly Competent
Teaching Skills	3.64	.412	Highly Competent
Classroom Management	3.71	.398	Highly Competent
Evaluation Skills	3.73	.378	Highly Competent
Personal Skills	3.76	.360	Highly Competent
Overall	3.70	.390	Highly Competent

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5. Correlation Between Professional Behavior and Teaching Competence

Table 4
Test of Correlation Between Professional Behavior and Teaching Competence

Teaching Competence	Professional Behavior			
	Adaptability	Integrity	Professionalism	Efficiency
Mastery of Subject Matter	.615**	.682**	.676**	.744**
Teaching Skills	.644**	.673**	.670**	.762**
Classroom Management	.583**	.588**	.571**	.607**
Evaluation Skills	.627**	.661**	.637**	.682**
Personal Skills	.652**	.744**	.698**	.700**

**Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents the correlation between professional behavior and teaching competence. It is found that correlation is moderate to strong.

Based on the results shown above teaching competence in terms of mastery of the subject matter with an R-value of .615** (adaptability) .682** (integrity) .676** (professionalism) and .744** (efficiency) found to be significantly related to teacher’s professional behavior at 0.01 level of significance. This implies that as teachers are made more capable in terms of teaching competence, it is more likely that they will also show more professional behavior.

In terms of teaching skills, it is found to be significantly related to professional behavior with an r-value of .644** (adaptability) .673** (integrity) .670** (professionalism) and .762** (efficiency) at 0.01 level of significance. This implies that the teachers are capable of showing professional behavior which reflects to their competence in teaching. They are able to showcase teaching skills that are fit to the needs of the learners.

On the other hand, classroom management also found to be significantly related to professional behavior with an r-value of .583** (adaptability) .588** (integrity) .571** (professionalism) and .607** (efficiency). This leads to the conclusion that the learning environment of the students are made sure to be more conducive for all specific types of learners.

Another component of teaching competence that found strong significant relationship to professional behavior is evaluation skills. This is based on the computed r-value of .627** (adaptability) .661** (integrity) .637** (professionalism) and .682** (efficiency) at 0.01 level of significance. As a fundamental part of the teaching – learning process, evaluation skills are being showcased by the teacher. It supports the use of authentic assessment and other ways of evaluating student learning.

As to personal skills, it is also found to be significantly related to teacher’s professional behavior based on the statistical results given. Adaptability with an r-value of .652**, integrity with .744**, professionalism with .698** and efficiency with .700** computed at 0.01 level of significance. Therefore, it is implied that when teachers tend to possess good deeds and establishes friendly relations with everyone, they are more likely to show behavior expected of professionals.

6. Correlation Between Work Attitude and Teaching Competence

Table 5. Test of Correlation Between Work Attitude and Teaching Competence

Teaching Competence	Work Attitude		
	Commitment	Punctuality	Cooperation
Mastery of Subject Matter	.705**	.613**	.668**
Teaching Skills	.731**	.643**	.642**
Classroom Management	.685**	.545**	.597**
Evaluation Skills	.714**	.569**	.664**
Personal Skills	.671**	.620**	.666**

**Correlation is significant at the 0.01 level (2-tailed).

The test of relationship provides for the positive significant relationship between the teaching competence of the respondents and their work attitude. It is found that correlation is moderate to strong.

Based on the results shown above teaching competence in terms of mastery of the subject



matter with an r-value of .705** (commitment) .613** (punctuality) and .668** (cooperation) found to be significantly related to teacher’s work attitude at 0.01 level of significance. The more committed teachers are, the more they engage in teaching, portraying the skill of teaching with mastery.

Another teaching competence component that found to be significantly related to teacher’s work attitude is the teaching skills with an r-value of .731** (commitment) .643** (punctuality) and .642** (cooperation) at 0.01 level of significance. From the findings, it can be concluded that showing commitment to making students learn with different teaching skills makes teaching and learning more meaningful.

Classroom management as component of teaching competence also is found to be significantly related to work attitude. With r-values .685**, .545** and .597** at 0.01 level of significance. Being able to show proper work attitudes make students perform in class with discipline and thus contribute to the positive view of the teaching being a skillful professional.

On the other hand, evaluation skills also found to be significantly related to work attitude in terms of commitment with an r-value of .714**, punctuality .569** and cooperation with .664** statistically computed at 0.01 level of significance. This indicates that the more committed the teacher shows inside the classroom, the more likely they will take the assessment and evaluation process more seriously, they will also be answering and submitting them on time and will cooperate mostly in most of the learning tasks.

In terms of personal skills, it is found to be significantly related to work attitude with an r value of .671** for affective commitment, .620** for punctuality and .666** for cooperation at 0.01 level of significance. This implies that building a harmonious relationship between teachers, learners and other stakeholders will more likely promote cooperation among one another that eventually may lead to the success of the teaching and learning process.

7. Summary of Values for the Kruskal – Wallis Test

7.1. Summary of Values for the Kruskal – Wallis Test on Civil Status

Table 6
Summary of Values for the Kruskal – Wallis Test on Civil Status as a Moderating Factor on Teaching Competence

Civil Status	Teaching Competence				
	Mastery of Subject Matter	Teaching Skills	Classroom Management	Evaluation on Skills	Personal Skills
Kruskal -Wallis H	2.484	1.582	4.242	1.611	.701
Df	2	2	2	2	2
Asymp. Sig.	.289	.453	.120	.447	.704

Legend: If Sig > 0.05, it is not statistically significant
If Sig < 0.05, it is statistically significant

The results of the Kruskal – Wallis test in order to determine if the respondents’ civil status will moderate their teaching competence are reflected in Table 20. The results reveal that on civil status did not moderate. This means that regardless of the civil status of the respondents, they can show mastery of the subject matter, they also have well developed teaching and evaluation skills, they can manage their classes very effectively and are holistically developed personally.

According to Esposto & Weaver (2011) civil status is a moderator for some important variables such as the efficiency and effectiveness of an employee. This is because of the time, being an essential element. Those who are single have the time for themselves while those married or with children have other tasks to attend to. However, according to Mustakim & Ismail (2017), this can be surpassed by effective time management and avoiding procrastination. He suggested to have a checklist of activities for a day then proceed as scheduled. This way, it saves time and energy.

7.2. Summary of Values for the Kruskal – Wallis Test on Designation

Designation of teachers are assessed against a specific set of criteria which includes, education, experiences and seminars attended. With these documents, a teacher may be regarded and considered for promotion. With designations as a moderator in determining the teaching competence, the results showed that it is not significant. This leads to the conclusion that with experience, or thorough education or plainly



passion for teaching, one can be an effective teacher with developed teaching competence.

Table 8
Summary of Values for the Kruskal – Wallis Test on Type of School as a Moderating Factor on Teaching Competence

Type of School	Teaching Competence				
	Mastery of Subject Matter	Teaching Skills	Classroom Management	Evaluation Skills	Personal Skills
Kruskal -Wallis H	2.754	2.340	.425	.673	2.735
Df	3	3	3	3	3
Asymp. Sig.	.431	.505	.935	.880	.434

Legend: If Sig > 0.05, it is not statistically significant
If Sig < 0.05, it is statistically significant

There is this perception in teaching that small schools are less performing than larger schools. This is because when resources are the basis, small schools really have relatively small financial, human and other resources allocation. But this does not hinder teachers from doing their teaching job effectively. In fact, when tested whether the teaching competence of teachers can be moderated by the type of school, the result is found to be not significant. Meaning, whether a teacher is assigned in a smaller and more remote school, they can still show competence of a teacher that is stationed in a school in the city with a larger population and facility.

Schools are categorized based on the number of teachers and this is addressed yearly (Alodail, 2020). With that said, the results of Derilo (2019) in his study are in support to the findings of the current research. No significant differences were noted maybe because of the maintenance of the teacher – student ratio which implies that the attention given by teachers in a large school is the same amount of attention a learner in a medium or mega school receives. Therefore, the quality of education received by learners are not dependent on their type of school.

CONCLUSIONS

Based on the data gathered, it is inferred that:

1. Majority of the respondents are female, 26 -30 years old, married, Bachelor's degree holders, with either below 4 years or 11 to 20 years of experience, Teacher I and from a large school.
2. Teachers' professional behavior is very satisfactory in terms of adaptability, integrity, professionalism and efficiency.
3. Commitment, punctuality and cooperation as variables for work attitude are also perceived as very satisfactory.
4. In terms of teaching competence as to mastery of the subject matter, teaching skills, classroom management, evaluation skills and personal skills, teachers are highly competent.
5. There is a positive significant relationship existing between professional behavior and teaching competence of the teachers. Correlation is moderate to strong.
6. Work attitudes and teaching competence has a positive significant relationship. Correlation is moderate to strong.
7. None of the civil status, designation and type of school moderates to teaching competence of the teachers.

RECOMMENDATIONS

Considering the findings of the study, the results and the conclusions, the researchers hereby recommend the following:

1. Other variables that may be related to teaching competence may be explored to further strengthen the research findings.
2. Perception may be varied for the purpose of comparison. There may be other researchers who might want to consider gathering and comparing the perception of the teachers or peers, stakeholders and students.
3. Researchers may utilize the existing assessment for teaching competence to increase correlation validity/reliability.

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AUTHORS' PROFILE



Mildred H. Arce, is a Teacher II at Candelaria Elementary School-Main, Poblacion Candelaria, Quezon. She teaches Grade One pupils. She was a former Kindergarten Teacher before handling Grade One class. She graduated her bachelor's degree at Southern Luzon State University-Tiaong Campus. She is taking her master's degree at Laguna State Polytechnic University-San Pablo Campus.



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