

Relationship Between Attitude Towards In-service Education and Professional Advancement Among Selected Faculty Members of Central Philippine University for School Year 1998-1999

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ABSTRACT

This study aimed to determine the relationship between attitude towards in-service education and the professional advancement among selected faculty members of Central Philippine University, school year 1998-1999. This was conducted among 122 selected full-time faculty members of Central Philippine University. Sample respondents were drawn using random sampling by means of lottery. The main instrument used in this study was a 19-item questionnaire about certain attitudes on in-service training and the respondents' professional advancement.

The results of the study revealed that the majority of respondents had favorable attitude towards in-service training and always attend faculty meetings, lectures, seminars and conferences. Other respondents attend these in-service trainings sometimes and a few never attend at all. For formal schooling, a bigger proportion of respondents were enrolled in the Graduate School.

When relational analysis between attitude and professional advancement was utilized, results showed that attitude of teachers towards in-service training was not significantly related to any of the three areas on professional advancement, namely: membership in professional organization; attendance in faculty meetings, lectures, conferences, seminars and workshop; and formal schooling. Of these, only association between attitude towards in-service training and formal schooling was discussed in the results.

When the relationship between attitude and personal characteristics

was analyzed, results revealed that except on sex, all the other variables such as age, civil status, educational attainment and family income were not significantly related to attitude towards in- service training.

In the light of the findings of this study, the following conclusions were drawn regarding the profile of the respondents, their attitude towards in- service education and their professional advancement.

A greater proportion of the respondents had favorable attitude towards in-service education, became members of a professional organization although there were few who did not join at all. A higher percentage of active members joined one or two organizations while few members had joined three or four organizations. The faculty members' attitude towards in-service training and professional advancement were not significantly related to each other.

INTRODUCTION

Background and Rationale

Teaching is a profession where changes are constantly taking place. These discoveries in methods of teaching are the rule rather than the exception. Teachers who are not up to date would be astonished by advances which have been made in the techniques of his profession. The teacher who is to be a challenging leader of students must learn how to keep abreast with such changes.

The professional growth of the teacher involves not only a continuous effort to understand students better, but also constant self-appraisal in which the teacher carefully scrutinizes methods of improving his own learning. A professionally maturing teacher is not only better able to diagnose and meet his own needs, but sets a worthwhile example of growth and learning for students with whom he works. Continued systematic learning by the teacher can make teaching a very pleasant and exhilarating experience. Financial recognition is also given for continued professional growth and development.

In-service education has come to be recognized in our school system by the modern administrator and supervisor as an integral part of educational planning. According to Gregorio (1966), No occupation really becomes a profession unless the individual in it participate actively in an enterprise designed to keep him up to date and abreast of new developments and ways of solving professional problems.

In-service education of teachers, supervisors, and administrators is a legal requirement and an ethical mandate. Likewise, the Code of Professional Ethics for teachers in the Philippine school system states that, all school officials and teachers should strive to broaden their cultural outlook and deepen their professional interest. They should pursue such studies that will improve their efficiency and by other means which will keep them abreast of the trends in education and the world in which they live. A professional must keep up with the tide of new and ever-changing scientific and technological advancement in order to become more productive and globally competitive.

Objectives of the Study

This study aimed to determine the relationship between attitude towards in-service education and the professional advancement among selected faculty members of Central Philippine University, School Year 1998-1999.

More specifically, this study aimed to determine the characteristics of faculty members in terms of: age, sex, civil status, educational attainment and, family income; and, determine the respondent's attitude towards in-service education and their professional advancement.

This study also aimed to determine the relationship between the respondents' attitude towards in-service education and their professional advancement and the respondents' attitude towards in-service education and their selected personal characteristics.

Hypotheses of the Study

There is no significant relationship between the faculty member's attitude towards in-service education and professional advancement.

The attitude of respondents towards in-service education is not significantly influenced by selected personal factors such as age, sex, civil status, educational attainment and family income.

METHODOLOGY

The descriptive-relational approach was used in this study. The respondents included 122 selected full-time faculty members of Central Philippine University. The sample respondents were drawn using random sampling by means of lottery. The main instrument used in this study was a 19-item questionnaire about certain attitudes towards in-service training and the respondents' professional advancement.

To ensure the validity of the questionnaire, face validation approach was used. Pretesting was done after which final revision of the instrument was made. Questionnaires were finally distributed to the respondents for data gathering. Upon retrieval of the accomplished questionnaires, the data were tallied, encoded, computerized, and interpreted accordingly. The following statistical methods of analysis were utilized in the treatment of data.

1. Frequency/Percentages were used to describe selected personal characteristics of the respondents such as sex, civil status, and educational attainment as well as all the dependent variables.

2. Means were used to describe the age, family income and attitude towards in-service education and certain demographic characteristics of the respondents.

Cramer's V was used to determine whether there is a significant relationship between attitude and educational attainment, and between attitude and enrolment in the graduate school. The level of significance for all association was set at .05.

RESULTS, ANALYSIS AND INTERPRETATION

Characteristics of the Respondents

Shown in Table 1 are the personal characteristics of the respondents. The data reveal that the respondents were in their early forties, their mean age being 42.95. Faculty members were dominated by females and majority were married. Almost half (46.7 percent) had master's degree units and less than one-fourth of the faculty members (21.3 percent) had Master's Degree. Others had Doctoral units (4.1 percent), were Doctoral Degree holders (2.5 percent) and with LL.B units (2.5 percent). A higher proportion (46.5 percent) of the teachers had a gross family income of P16,001 and up.

Membership in Professional Organization

As presented in Table 2, a little more than four-fifth (81.6 percent) of the faculty members were members of a professional organization and slightly more than one-tenth (13.9 percent) were not members. Of those who have affiliated with a professional organization, seventy-one percent were active members with more than one-third (38.1 percent) being affiliated to one organization; less than one-third (30.5 percent) in two organizations, and less than one-fifth (17.0 and 14.3 percent) in three or more organizations.

Close to three-fourth (74.3 percent) renewed their membership annually while one percent renewed their membership once every four years. Almost half of the respondents (50.5 percent) were elected to a position in the organization where they were members.

Table 1. Distribution of Respondents According to their Personal Characteristics

(N =122)

Personal Characteristics	f	Percent
Age		
41 years and above (mature adult)	65	53.3
31-40 years old (middle adult)	39	32.0
20-30 years old (young adult)	18	14.8
Mean	42.95	
SD	11.30	
Sex		
Male	25	20.5
Female	97	79.5
Civil Status		
Single	48	39.3
Married	71	58.2
Widowed	2	1.6
Separated	1	0.8
Educational Attainment		
LLB or with units in law	3	2.5
Doctoral Degree	3	2.5
With Doctoral Units	5	4.1
Master's Degree	26	21.3
With Masteral Units	57	46.7
Bachelor's Degree	28	23.0
Gross Family Monthly Income		
High (P16, 001 and up)	37	30.3
Average (P10, 001-P16, 000)	27	22.1
Low (P5, 000-P10,000)		

Table 2. Distribution of Respondents According to Membership in Professional Organizations (N=122)

Categories	f	Percent
Member of any Professional Organization	105	86.1
Not a Member	17	13.9
No. of Active and Inactive Members (n=105)		
Active	75	71.4
Inactive	30	28.6
Number of professional Organization/s In		
4 or more	15	14.3
3	18	17.1
2	32	30.5
1	40	38.1
Renewal of membership		
Annual	78	74.3
Once in every 2 years	9	8.6
Once in every 3 years	7	6.7
Once in every 4 years	1	1.0
Others	10	9.5
Ever been elected to any position		
Yes	53	50.5
No	52	49.5

Enrolment in Graduate School

As for the formal schooling of the respondents, results of the study show that the majority (104 or 85.2 percent) were enrolled in Graduate School. Of these, 96 or 92.3 percent were enrolled in the Masteral Degree Program with slightly more than half (51.0 percent) enrolled in the MAED program. For the doctoral program, four teachers were having doctoral units and another four have Doctoral Degrees (Table 3).

Table 3: Frequency Distribution of Respondents According to Formal Schooling (N=122)

Personal Characteristics	f	Percent
Not enrolled	18	14.8
Enrolled in Graduate School	104	85.2
Program Enrolled (n = 104)		
Masteral	96	92.3
Doctoral	8	7.7
Masteral Program (n = 96)		
MAT	15	15.6
MAED	49	51.1
MAN	3	3.1
MBA	14	14.6
MA Div	3	3.1
MA Eng	4	4.2
Others	4	4.2
Doctoral Program (n = 8)		
With Doctoral Units	4	50.0
With Doctoral Degree	4	50.0

Attitude Towards In-service Training and Educational Attainment

The data in Table 4 reveal that on the whole, more than two-thirds (68.9 percent) of the respondents had favorable attitude towards in-service training. Inversely, less than one-third (31.1 percent) were uncertain as regards their attitude towards in-service training. As shown, respondents with Doctoral units (100 percent) all favored in-service training. Almost the same proportion of Masteral Degree holders (66.7 percent) and of Bachelor's Degree holders (67.9 percent) had the same attitude. Except for those with LLB units who have generally (66.7 percent) uncertain attitude towards in-service training, the rest of the faculty members regardless of their educational attainment have favorable attitude towards in-service training. The distribution trend exemplifies no association between attitude towards in-service training and educational attainment as confirmed by a Cramer's V value of 4.236 which is not significant at 5 percent level. This indicates that educational attainment has no bearing on the attitude of the respondents towards in-service training.

Table 4: Distribution of Respondents According to their Attitude Towards In-Service Training and Educational Attainment

Attitude Towards In-Service Training	EDUCATIONAL ATTAINMENT													
	With LLB Units		With Doctoral Degree		With Doctoral Units		With Master's Degree		With MA Units		With Bachelor's Degree		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Favorable	1	33.3	2	66.7	5	100	17	65.4	40	70.2	19	67.9	84	68.9
Uncertain	2	66.7	1	33.3	0	0	9	34.6	17	29.8	9	32.1	38	31.1
TOTAL	3	100	3	100	5	100	26	100	57	100	28	100	122	100

Cramer's V = 4.236

Not Significant at 5 percent level

CONCLUSION AND RECOMMENDATIONS

A greater proportion of the respondents had favorable attitude towards in-service education and became members of a professional organization. A higher percentage of active members joined one or two organizations while few members had joined three or four organizations.

Results of association between variables revealed that faculty members' attitude towards in-service training and professional advancement were not significantly related to each other. Results further revealed that except for, sex, the respondents' personal characteristics such as age, civil status, family income and educational attainment did not have any bearing on the respondents' attitude towards in-service education.

Based on major findings and conclusions drawn from the results of the study, the following recommendations are presented:

1. Administration should provide adequate financial support for teachers in-service training activities.
2. Faculty members whose attitudes toward in-service education were uncertain should be properly motivated and encouraged. They should be made aware that in-service training will help improve their teaching competencies and skills.
3. Faculty members should be encouraged to continue their membership with any organization related to their profession to keep them up to date and to be abreast with new knowledge, new developments and ways of solving professional problems.
4. A faculty development scholarship program given by the administration should continue if the university had to produce high quality teachers and quality kind of instruction. With the teacher's professional advancement, this will invariably heighten the teacher's sense of security and self-esteem.
5. It will be well to undertake a similar investigation among public school teachers in larger institution of learning.

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