TEACHERS' PROFESSIONAL RELATIONSHIP SKILLS AND COMMITMENT TO TEACHING PROFESSION

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Abstract

This study is conducted to determine the level of teachers' professional relationship skills and commitment to the teaching profession among the target teacher-respondents. This study focused on the level of teachers' professional relationship skills and commitment to the teaching profession in Mlang South District for School Year 2022-2023. The respondents of the study include 99 teachers of Mlang South District wherein eight of whom are principals of eight public elementary schools. Those teachers serve as permanent school heads and are in charge of advisory classes. The variables measured involve the teachers' professional relationship skills which assess in terms of demeanor, rapport, and awareness to individual differences. While the commitment to the teaching profession is likewise measured in terms of professionalism, withitness, and reflectivity. Based on the results, the teachers' professional relationship skills in terms of demeanor, rapport, and awareness to individual differences are highly practiced by the teachers. Moreover, the teachers are highly committed to teaching profession in terms of professionalism and reflectivity, while generally committed when it comes to withitness. Findings also revealed that teacher's professional relationship skills significantly contributed to the commitment of the teachers to the teaching profession. The study concluded that the teacher's professional relationship skills significantly contributed to the commitment of the teachers to teaching profession which means that the highly practiced of teacher's professional relationship skills will be converted to the high commitment of the teachers to the teaching profession.

Keywords: commitment, emotional skills, education, professional relationship

1. INTRODUCTION

Teachers are widely regarded as the primary drivers of the learning system. They are the ones who facilitate the entire learning process in the classroom. Their primary concern is to make learning experience, whether inside or outside the classroom, effective, productive, and meaningful. Teachers are demanded to understand the nature of the learners (Acero et al., 2015).

Teachers' unprofessionalism often reflects that of the school systems. Many teachers who are exhausted and worn down by this lack of professionalism, combined with their working conditions, may resist any kind of change, systematic initiative, or new ideas because they are simply trying to survive, physically or emotionally (Burns, 2015). Teachers often opt for alternative employment due to difficult working conditions, poor status and teaching in structured environments, or they might oppose any efforts to raise professionalism such as professional development.

Teaching research found that "professional skills are important variables shaping learning activities to have a beneficial effect on results for students, to the extent that results from the justification, and ongoing focus of teacher involvement." Teacher professional development has a major impact on student learning (Didion et al. 2020). Effective professional development equips teachers to pursue the moral goal of assisting pupils in thriving.

Studies on the effectiveness of professional development were conducted. A policy on teacher professional development was implemented by the Department of Education. The teachers' professional development in the classroom is facilitated by this policy. However, very limited references point out to its influence on commitment to teaching profession (Earley & Porritt, 2013). Thus, the researcher pursued and find out the teachers' professional relationship skills and its commitment to the teaching profession. As a result, the researcher was determined to carry out this research.

2. STATEMENT OF THE PROBLEM

This study determined the level of teachers' professional relationship skills and commitment to the teaching profession in Mlang South District for school year 2022-2023.

Specifically, it answered the following research questions:

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1. What is the level of teachers' professional relationship skills in terms of demeanor, rapport, and awareness to individual differences?

2. What is the level of commitment to the teaching profession in terms of professionalism, withitness, and reflectivity?

3. Is there a significant relationship between teachers' professional relationship skills and commitment to the teaching profession?

4. Do the teachers' professional relationship skills significantly influence to commitment to the teaching profession?

3. FRAMEWORK

Goal Contents Theory (GCT), a 1993 Kasser and Ryan mini-theory of self-determination theory (SDT), underpins this study. The theory states that intrinsic and extrinsic goals affect motivation and wellness differently. BPNT also mediates personal well-being and life goals. GCT says extrinsic and intrinsic motivation affect people differently. Based on the theory, extrinsic or intrinsic life objectives address demands for competence, relatedness, and autonomy differently and variably correlated with well-being. GCT shows people have intrinsic or extrinsic life goals (Ryan et al., 1997).

Goal Content Theory states that intrinsic aspirations provide internal satisfaction, joy, or personal significance, while extrinsic aspirations are more concerned with how others view them (Kasser & Ryan,1993). To achieve intrinsic aspiration, one must meet the basic psychological needs of autonomy, competence, and relatedness. For instance, a person who exercises to look good may be doing so because of peer pressure. Those who exercise for fun are internally motivated (Sheldon & Kasser,1995).

The theory suggests two life goals: intrinsic and extrinsic. Community belonging, self-acceptance, and health are intrinsic goals. Money, beauty, and fame are extrinsic goals (Ryan, 1995).

The schematic diagram shows the conceptual framework of the study. This study aims to determine the level of teachers' professional relationship skills and commitment to the teaching profession. The independent variable is shown in Block 1 which includes the teachers' professional relationship skills which assess the following dimensions: demeanor, rapport, and awareness to individual differences. The dependent variable as shown in Block 2 is the commitment to the teaching profession which measures professionalism, withitness, and reflectivity. Further, it is conceptualized that the independent variables affect and influence the dependent variable of the study (Acero et al., 2015).

A dedicated educator collaborates with colleagues to improve classroom learning. Professional relationships foster many positive behaviors (Liakopoulou, 2011). Strong relationships among students and teachers can significantly increase their level of motivation, which in turn helps them enhance learning. An important approach to share and uphold values and reputation at school is through acting professionally and being considerate of others.

4. METHOD

Research Design

A descriptive-correlational quantitative research design examined the relationship between teachers' professional relationship skills and commitment to the teaching profession (Routledge, 2013).

The researcher used descriptive survey to determine the level of professional relationship skills and commitment to teaching profession (Acero et al., 2015). Further, she then employs correlational method to determine the relationship and influence of the level of professional relationship skills and commitment to teaching profession (Liakopoulou, 2011).

Respondents

The study's respondents include 99 teachers, eight of whom are school principals of Mlang South District's eight public elementary schools, as determined by sample size using Slovin's Formula. The teachers were chosen as study participants based on the following criteria: Teachers serve as permanent school heads and are in charge of advisory classes. Teachers are supervising head teachers, while others are teaching all of the subjects required in their respective grades during the school year 2022-2023. Teachers are highly recommended as respondents due to their professionalism and dedication to the teaching profession.

Bagontapay Elementary School which comprised the largest number of teachers in the district have twenty-three teachers with their school head that was chosen as respondents. Buayan Elementary School has seventeen of their teachers and their school head who answered the survey questionnaire. Gaunan Elementary School has a total of eighteen teachers and fourteen of them were selected as respondents including their school head. Meanwhile, six teachers and a school head from La Fortuna Elementary School was chosen as respondents.

Moreover, the study included twelve teachers from Lepaga Elementary School and six teachers from New Barbaza Elementary School including the school heads of the said schools. The researcher selected eleven teachers from New Janiuay Elementary School including their school head and to complete the respondents, six teachers were chosen from Pangcog Elementary School. These respondents were randomly selected by the proponent of this study on the basis of the prescribed sampling procedure for the study.

Instrument

A self-made questionnaire based on the readings and literatures was used by the researcher (OECD, 2018). Using Cronbach's Alpha of 0.92 on teachers' professional relationship skills and 0.79 on commitment to teaching profession, the questionnaire has undergone a validity and reliability test.

Part I of the questionnaire consists of teachers' professional relationship skills, which include the following indicators: demeanor, rapport, and awareness to individual difference. Each indicator includes five items. The following scales were used in the study:

Table 1 Likert Scale on the Teachers' Professional Relationship Skills

Level	Descriptive Equivalent	Descriptive Interpretation	Percentage
5	Highly Practiced	The item described is always observed or the condition is very extensive.	81% - 100%
4	Practiced	The item described is always observed or the condition is moderately extensive.	61% - 80%
3	Moderately Practiced	The item described is sometimes observed or the condition is met.	41% - 60%
2	Less Practiced	The item described is rarely observed or the condition is limited.	21% - 40%
1	Least Practiced	The item described is seldom observed or the condition is very limited.	1% - 20%

Part II gauges the commitment to the teaching profession, which likewise includes professionalism, wittiness, and reflectivity. Each indicator includes five items. The following scales were used in the study:

Statistical Tool

Given the descriptive nature of this study, the researcher used quantitative approach in the data analysis (Patton, 2014). The statistician worked with the researcher to compile the data into a coding sheet, which then processed, analyzed, and translated using statistical tools like frequency count and percentage, mean, Pearson product moment correlation coefficient, and linear regression. The researcher used Mean and Weighted mean (Garambas, 2011) in describing the level of teachers' professional relationship skills and commitment to the teaching profession.

The Pearson Product Moment Correlation Coefficient (Garambas, 2011) was also used by the researcher to examine the correlation between teachers' commitment to their careers as teachers and their proficiency in professional relationships. As a final step, the researcher applied Multiple Linear Regression Analysis (Garambas, 2011) to assess the significant impact of the study's independent variables on its dependent variables.

5.   FINDINGS

The study focused on the level of teachers' professional relationship skills and commitment to teaching profession among public elementary schools in Mlang South District in the Municipality of Mlang, Cotabato. This study used the descriptive-correlational research design. The survey was used to evaluate the level of teachers' professional relationship skills and commitment to the teaching profession. Correlation analysis was used to measure the relationship and influence of variables in this study.

Based on the analysis and interpretation of data, the findings are hereby summarized. The teachers' professional relationship skills in terms of demeanor, rapport, and awareness to individual differences are highly practiced by the teachers. Moreover, the teachers are highly committed to teaching profession in terms of professionalism and reflectivity, while generally committed when it comes to withitness. Findings also revealed that teacher's professional relationship skills

significantly contributed to the commitment of the teachers to teaching profession.

6.   CONCLUSION

The study concludes that the teacher's professional relationship skills are highly practiced which is helpful in teachers' commitment to their profession. It indicates that teachers who are skilled and passionate about their profession are successful. As a result, they may produce greater results in any assignment they are given.

Moreover, the teachers are highly committed to their professionalism and reflectivity, while generally committed when it comes to withitness. Teachers who are motivated about teaching and committed to professionalism are the best at exhibiting awareness of all aspects of the learning environment at the same time. They are conscious of their underlying attitudes and assumptions about teaching and learning, which helps them to create a pleasant learning environment.

Teachers' professional relationship skills significantly related to their commitment to teaching profession. This means that 'high practice' of teacher's professional relationship skills can be translated to high teacher commitment to their profession. It is clearly manifested that the teachers' professional relationship skills in terms of demeanor, rapport, and awareness to individual differences will allow them to be great in their respective classes and will positively contribute to their professionalism, withitness, and reflectivity and to other aspects of becoming a professional teacher.

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