

Personal-Professional Attributes of Teachers and Learning Competence of Junior High School Students

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ABSTRACT

This study investigated junior high school students' learning competency as well as the personal and professional characteristics of teachers. To secure data and produce accurate study results, the descriptive-correlation method was employed. Without attempting to change the variables or establish a causal relationship between them, a descriptive-correlation study describes and forecasts how variables naturally relate to one another in the real world (Frat, 2015). Don Enrique Bustamante National High School in Bago Gallera, Talomo District, Davao City, served as the study's site. The chosen teachers and students who were enrolled in the 2020–2021 school year served as the study's responders. The basic random sample technique was used in this study to select the respondents. A questionnaire created by the researcher and based on the variables examined in this study was also used. The degree of teachers' professional and personal qualities that affected students' learning competency is clearly visible and materialized based on the study's results and conclusions. Lastly, the study found a strong correlation between students' learning competence and teachers' personal and professional characteristics. As a result, teachers' attitudes, both personal and professional, are now crucial in ensuring high-quality education. Only when teachers possess specific traits and attributes can education reach its ultimate purpose. Therefore, teachers are a school's primary source of energy, and their effectiveness is directly correlated with the caliber of their teaching quality.

Keywords: *Personal-Professional Attributes, Learning Competence.*

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

Considering that teaching has the potential to have a substantial impact on students' intellectual and personal growth, it has long been seen as a noble vocation. Teaching must not only be done, but it must be done correctly in order to fulfill its goal of positively influencing the students. According to White (2012), a genuine educator is not content with mediocre work. He is not content to hold his students to a standard that is less than the best that they are capable of achieving. Teachers need to be proficient in a wide range of competencies in order to enhance student learning, particularly in a complex setting where hundreds of crucial decisions must be made every day (Jackson, 1990).

Since teaching competence is a fundamental component of an efficient training process that aims to contribute to the welfare of a particular nation or the globe at large, teachers require a wide range of competence in order to meet the complex difficulties of today's world. While a high degree of professional skill is essential, the essence of excellence in teaching—the essential ability to transform students—is also provided by positive personal and professional traits (Nessipbayeva, 2012).

Teachers are the key players in the educational process. Their readiness, knowledge, and level of performance determine how well training and education go. Although the characteristics of successful teaching may vary from person to person, there are some traits that show a teacher's complete dedication. Teachers' competence and overall personality undoubtedly influence how they carry out their professional responsibilities. Whether they are aware of it or not, the way they teach is influenced by their natural or developed personal traits. The finest teaching does have certain emergent characteristics, in fact (Bain, 2014). Furthermore, according to Cain (2017), effective teaching involves a synergistic fusion of three elements: the instructor, theory, and practice.

Regardless of which attitudes one strives for in teaching, the teacher always plays an important role. The role of a teacher relates to what individuals actually do (their behavior), while the role of an individual can also be influenced by the expected actions of individuals, in particular the individuals' own expectations or the expectations of others. As a general rule, teachers teach more by what they are than what they say (Hendry, 2012).

The role of the teacher is never uniquely defined, and its definition is influenced by many factors. There is never a single definition for the teacher's function; rather, it depends on a variety of elements. Teachers' personal-professional characteristics are influenced by both internal and external circumstances. While external factors include the opinions and expectations of other stakeholders, including students, parents, coworkers, school administrators, and the general public, internal elements are those that affect a teacher's personal image of their role. Both kinds of elements have a significant role in a teacher's professional identity. Teachers themselves produce internal elements that impact how they interpret their function, and these influences fall into two categories: expectations and their own views about what role is most important.

Furthermore, attaining high-quality education now heavily depends on the attributes of a teacher. Only when teachers possess specific traits and attributes can education reach its ultimate purpose. As a result, instructors are a school's primary source of energy, and their caliber has a significant impact on how effective the institution is. Since instructors' perceptions of their own professional identities can also influence how productive they feel at work, their expectations show how well they understand their own roles. As a result, a lot of writers stress how crucial high-quality education is in forming expectations and their role. The setting of teaching affects instructors' expectations in addition to the educational experience (Chan, 2014).

Teachers who teach students with lesser abilities perceive their role differently than teachers who educate students with greater abilities, according to a 2013 study by Ben Peretz (2015) and colleagues. Teachers' professional identities are closely linked to the expectations they set for their students. In today's world, educators should possess the abilities, qualities, and competence needed to carry out their jobs well. According to authors who have researched these topics, one of the key pillars upon which educators construct their professional identities is the role that they give to themselves or to their environment.

Through training, education brings out pupils' innate abilities to build their personalities. It encourages people to set an example for success in their surroundings. Copriady (2014) asserts that education seeks to improve equity, reshape society, and equip citizens. A vital part of the educational process is teaching and learning. At the school level, instructors interpret and give meaning to the curriculum by choosing the subjects to teach, the medium of education, and the method of evaluation. Two essential elements of the educational system are teachers and students. Quality learning is dependent on the professional qualities and ability of instructors since teachers teach and students learn what they teach them (Ugbe, 2010).

Through classroom-teacher decisions, the curriculum is actualized. Consequently, there is a greater demand for improved teacher competency when it comes to teaching information and skills. Knowledge acquisition by students is the only reliable indicator of a curriculum's effectiveness, hence this is required. The ability of a teacher to effectively manage learning activities is essential to the active engagement of students in the learning process. Teacher pedagogical competency is more specifically

defined as the abilities and disposition of a teacher in managing the teaching process through instructional strategies and resource use. The only people who can make the needed improvements in their pupils' lives are capable educators (Tope, 2012).

Therefore, subject matter, understanding of teaching strategies and learning styles, and the application of effective teaching approaches to enhance the process of knowledge acquisition and application—thereby transforming students into new knowledgeable and competent beings—are all necessary for teachers to be competent. Kain (2015) asserts that a number of variables can affect how well pupils succeed academically in schools.

Students' motivation, attitude toward schoolwork, self-confidence, and ultimately their personality development is all significantly impacted by a teacher's good attitude. According to Gundogdu (2007), teaching is therefore much more than just speaking and explaining; teachers' positive traits have a favorable impact on students' personalities as well as their academic and personal lives. Furthermore, the competency of the pupils is the main objective of effective learning. In order to generate it, it requires the professional and instructional efficacy of the teachers in its authority to apply learning (Utami, 2013).

If teachers want to effectively impart knowledge and, thus, encourage better academic achievement, they must base their pedagogical competence on the requirements, preferences, and learning styles of their students. Since research shows that a greater lack of interest in academic activities in mismatched learning environments contributes to poor academic achievement, it is imperative that teachers' pedagogical competency and students' learning styles be properly matched. The methods of instruction used to impart knowledge have a significant impact on the implementation of educational policy guidelines about the quality of teaching and learning (Chika, 2012).

Instructional media can have a significant impact on instruction. According to the World Bank (2011), instructional resources are crucial components in raising students' academic achievement, and without them, the planned curriculum is difficult to execute (Baylor & Ritchie, 2012). One essential element that can either improve or hinder the quality of education is the availability of sufficient teaching and learning resources.

According to Ampiah, Hart, Nkhata, and Nyirenda (2013), in order for teachers to prepare effectively, they must be aware of what their pupils are capable of. Joshua, Monday, and Alla (2016) discovered that teachers in Nigeria had unfavorable opinions about using student performance scores to gauge how well teaching methods were working. In Kenya, Kimaniet (2013) found that students' learning competency is influenced by the quantity of assignments they are given as well as how those assignments are marked and graded.

In the Division of Davao City, particularly in Don Enrique Bustamante National High School, a problem with the learning competence of students is prevalent. The researcher, being a teacher in this academe, felt the need to resolve this pressing problem on how to address or to develop the learning competence of the students. Hence, this study.

➤ *Review of Significant Literature*

Examining various methods for comprehending junior high school students' learning competency and teachers' personal-professional characteristics is the aim of this literature study. Furthermore, this literature review examines a number of elements intended to address the problem. Lastly, the goal of this literature review is to present an analysis of previous and ongoing research on the topic.

➤ *Personal-Professional Attributes of Teachers*

All of their students are profoundly and permanently impacted by their teachers. The development of students' self-esteem and learning competency is just as significant as the instruction of specific academic abilities. In the classroom, boosting self-esteem is linked to improved motivation and learning proficiency.

Furthermore, teachers' success at work is influenced by both their professional and personal qualities, including their competence. The development of a competent teacher's fundamental qualities is the main goal of effective professional learning. It improves instructors' comprehension of the material they teach and gives them a variety of tools to help their pupils acquire it (Wenger 2012).

A key component of being a good leader is how teachers handle themselves. It is critical to understand that instructors' behavior is based on personal qualities such as self-awareness, self-confidence, self-control, self-knowledge, introspection, resilience, and determination. Every effective teacher should possess general professional qualities, even though each job calls for individuals with particular abilities and skills. These qualities enable them to demonstrate that they are well-rounded educators. Most of these are typically possessed by those who are highly esteemed and admired in their position (Wenger 2012).

Common attributes of teachers include being enthusiastic, good leaders, ethical, compassionate, knowledgeable, dedicated, patient, confident, strong communicators, empathetic, reflective, and more (De Luca, 2015).

Achieving high-quality education now heavily depends on the qualities of teachers. Only when teachers possess specific professional and personal attributes can education reach its ultimate purpose. Accordingly, a school's teachers are its primary source of energy, and their caliber has a significant impact on how effective the school is (Tope, 2012).

➤ *Self-Development*

Maintaining a stable and mature emotional state, reflecting and embracing oneself, and being open to working with others are the three key requirements listed in the self-development dimension (Vigesaa, 2012). In order to interact with others, teachers must have a steady and mature emotional state. One extremely important aspect is to deal with colleagues' behavioral and learning issues in a wise manner rather than imposing feelings on them. Furthermore, teachers must demonstrate their compassion of others' feelings and offer pupils therapy, particularly when kids exhibit inappropriate emotional expression (Amaro, 2010). Since self-development is a process of consciously improving oneself in various aspects, it can help teachers grow emotionally and psychologically to become more loving, compassionate, and positive people. Considering that it is the conscious pursuit of personal growth, it can enhance personal skills, competence, talents, knowledge and can serve as a guide to help them notice, correct, and change their mistakes and negative habits.

Additionally, self-improvement can improve teaching abilities, which will improve student outcomes (Schon, 2013). Teachers that are also open to working with others are vital to their profession. It can alter their perspective on their task and improve their prospects of success (Lao, 2014). Teachers that are dedicated to lifelong learning are the ones who achieve professional success in the classroom. The enormous achievement is also closely related to personal development. When teachers' personal growth at work receives the attention it needs, they achieve very remarkable outcomes. The matter is, when teachers care about their personal development and closely tie their inner needs, the tasks they have to complete, and the goals of the school, this is when the magic happens (Clinchy, 2012).

➤ *Professional Growth*

Pursuing professional growth means that teachers should update their professional knowledge, skills, and ethics to pursue the excellence of instruction (Rowlands, 2010). Since educational contents change with time, teachers should keep abreast of the new development and examine their professional progress. Peer groups are an excellent way to advance one's career outside of obtaining a degree or certificate. Inset training, field trips, in- or out-of-school activities, and conversations amongst instructors from various grade levels and subject areas all support management and professional development (Samet, 2011). Teachers should share their own knowledge with colleagues and take advantage of all available opportunities, whether official and informal, for professional development.

Furthermore, adapting the way work instruction is implemented to respond to changes in the workplace is also a component of professional development; the only difference is that it is prompted by outside factors that require teachers to reposition and adapt (Ranson, 2012). Employers must be aware of the reasons for and specifics of school reforms. They might also assess how to react to and adequately prepare for changes in education. They must provide their thoughts to the leaders if initiatives are having trouble being implemented at the class and school levels. Individual development is a concern for a teacher who seeks professional development (Ronel, 2012).

A teacher who prioritizes adapting to reforms satisfies the demands of educational changes, and a teacher who is eager to share their knowledge with others highlights the growth of the professional community (Chen, 2013). Additionally, professional development supports educators in maintaining their excellence in their field in addition to their competence. Pursuing professional development actively guarantees that knowledge and abilities remain current and applicable. Additionally, it enables educators to be more cognizant of evolving trends and paths within the teaching profession.

They will continue to develop into excellent educators through the cooperation of faculty members with expertise in areas of vital need and teachers who are aware of the needs of their pupils, as well as their enthusiasm and purpose. Teachers should view teaching as a process of empowering students to take charge of their own education, much like an artist approaches a blank canvas with ideas that evolve over time. They can learn how to incorporate the creative process into their own classroom by interacting with the instructors. Lesly (2004).

Aguilar (2005) noted in her study that teachers who occupy administrative positions have more teaching experience and are exposed to professional growth activities are the ones perceived to be more competent in teaching. Peterson (2005) added that success in teaching is reflected not only in the personal qualities of the graduates but it is also shown in their performance. The ultimate criterion of teaching success is the number, kind, and amount of desirable change produced in the students.

➤ *Professional Attitude*

An essential quality of the teaching profession is a professional mindset, which encompasses moral and ethical considerations. Being eager to invest time and effort and following professional codes at work are two factors that fall under the category of professional attitudes (Elisha, 2011). One crucial component of professional attitudes is the readiness to invest time

and effort in professional growth and services. Positive attitudes among teachers are linked to improved teaching and learning outcomes, according to research.

One important premise of effective teaching methods is a professional mindset. The most crucial element in student motivation and growth is regular engagement between educators and students, as well as between educators and parents and the community. They instill in students a positive sense of self-worth and confidence. Additionally, it is recommended that educators dedicate time to professional development activities, research, professional services, and preparation for work (Wald, 2012). Teachers are required to follow the principles set forth by each profession (Beck & Murphy, 2014). On the one hand, teachers should follow regulations in work law and professional community codes. On the other hand, they should know the essence and purposes of the job, be willing to fight for justice, as well as break something unfair and unjust (Mayhew, 2011).

It's very important for teachers to foster a positive attitude within themselves and their students. The French philosopher Voltaire articulated, "The most courageous decision one makes each day is the decision to be in a good mood." Our educational system does not need teachers who are always looking at the glass as being half empty.

Teachers who have a positive professional attitude are better equipped to create a collaborative workplace where everyone can contribute. On the other hand, a pessimistic outlook hinders learning, reduces motivation, and limits achievement. Therefore, education should cultivate a range of desirable values in addition to information acquisition. Achieving high-quality education now heavily depends on teachers' professional attitudes. Only when educators possess specific traits and attributes can the educational objective be accomplished. Positive-minded educators strive for excellence and accomplish their objectives. Therefore, a school's teachers are its primary source of energy, and their caliber has a significant impact on how effective the school is.

➤ *Instructional Competence*

Teachers are under intense pressure to receive pertinent training that will improve their teaching methods. Teachers must improve their pedagogical skills to meet the demands of their students as the learning environment and their preferred methods of learning continue to change. For students to learn, teachers' methods of instruction are essential. The instructional competence of the teacher has a significant impact on the learning competence of the students. Nonetheless, some teachers deliver teaching badly, which leads to inefficient student learning (Hudson, 2008).

According to Barnes' (2006) research, the most potent school-related factor influencing kids' academic achievement is still the instructional competency of instructors. Calvin and Chumba (2011), referenced in Anjest (2005), define academic performance as a means of conveying a student's academic standing.

According to Lardizabal et al. (2004), classroom teachers are rated by their supervisors to help them improve their teaching performance. In rating a teacher, the supervisor evaluates the teacher's level of performance in instructional competence based on their teaching, management, and evaluation skills. The purpose of an instructional strategy is to involve students, encourage, motivate and make them focus on learning. Teachers choose and use different teaching strategies according to the need of concepts, learners, resources, and all others. It is necessary for teachers to use a large range of instructional strategies to develop and maintain the interests of the students. A wise selection and implementation of instructional aids make teachers' lessons more interesting, effective, and understandable (Harris et al., 2010).

Instructional competence can be attained through professional training and experience. Although instructional competence is greatly influenced by other related factors like abilities, interest, and intelligence, teachers still ought to possess this attribute for them to perform their tasks satisfactorily (Vavral, 2013).

➤ *Learning Competence of Students*

Students in Junior High School need opportunities to assume full responsibility for their learning, to reflect on their progress, to showcase their strengths, and to engage in class and school activities. However, students with limited experience of success tend to believe that other students learn by a mysterious process to which they themselves do not have access. It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them develop these habits.

Today's education focuses on creating self-sufficient, skilled, and adaptable lifelong learners. It involves teaching the fundamental abilities of literacy and communication, problem-solving, human interactions, and technology within the context of several disciplines (Baker 2002).

Engaging students in their own learning requires a balance of challenging, relevant learning experiences that offer multiple avenues for student choice and responsibility through cooperative, project-based, and active learning. This includes opportunities to select content, set learning goals, ask questions, reflect on their learning, practice communication and problem-solving skills, and assume leadership roles in the classroom (Audas, 2002).

Fortunately, there are other people who can help teachers figure out how to best support children in becoming competent and fully functional. Numerous studies offer guidance. Bransford, Brown, and Cocking's updated edition of *How People Learn* focuses on studies on human learning and everyone's capacity for learning. The study clarifies the structure of knowledge and pinpoints the elements that influence people's ability to become competent and grow their competence.

In short, students develop competence and skills by becoming active participants in a learner-centered environment. The teachers and students in that environment learn from one another through projects or work-related interpersonal communications and interactions with their environment. As time goes on, active involvement increases content learning and supports students move from novice to competent status.

➤ *Communicative Learning*

Since a communicative learning style is crucial, it is believed that learning occurs best when genuine meaning is conveyed. Learning to utilize the language is made possible by the utilization of learners' innate language learning methods in authentic conversation. Additionally, courses that follow the communicative method are more learner-centered, may involve the use of real content, and are defined by an effort to create meaningful and authentic communication. In communicative learning style, students can learn best by personal feedback and interaction; learn well from group discussion and activities and in sharing ideas with class discussion (Sharp, 2015).

In Malaysia, for instance, the study conducted by Bidabadi (2010) entitled "Style Preferences by Iranian EFL Freshmen University" pointed out the importance of knowing the learning style of the students before discussing the major topic in the classroom. Using a variety of classroom activities, he discovered that many of his students are communicative learners who want a communicative and social learning approach, most likely because they believe it will best meet their needs when learning a language. Put differently, his students are likely to learn through conversations, watching, listening to native speakers, speaking English with friends, watching English-language television, utilizing English outside of the classroom, and picking up new vocabulary through hearing it (Hurtado, 2008).

According to a Khan (2013) study conducted in the Municipality of Columbia, language proponents believe that learning a second language is equivalent to obtaining the linguistic tools necessary to carry out various tasks. Language proficiency, discourse proficiency, sociolinguistic proficiency, and strategic proficiency are the four aspects of communicative competence that he outlined. Since communicative competency is a topic of discussion among language teachers worldwide, the study found that teaching a second language to all language learners is the most challenging task (Krashen, 2010).

However, with the use of a communicative approach, language teachers can teach the students the target language that allows them to use in the industry. The study revealed that a communicative approach based on communicative and linguistic criteria is proposed to bring language learning closer to the needs of the industry (Yamat, 2010).

Additionally, students of all ability levels are able to communicate, and they value being pushed and inspired to advance their knowledge and abilities in order to become more capable. Therefore, communicative learners would engage in interactive and communicative activities in every area of the classroom, from phonics, spelling, and life skills to icebreakers, needs assessments, and goal-setting. According to the study, language instructors should engage in communicative exercises that encourage and mandate that students talk to and listen to other students as well as members of the community and program. Finding information, removing barriers, talking about oneself, and learning about the culture are all legitimate goals of communicative actions.

Even when a lesson is focused on developing reading or writing skills, communicative activities should still be integrated into the lessons (August 2018).

Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss and Ross-Feldman, 2010).

➤ *Analytical Learning*

The effectiveness and efficiency of learning are achieved when programs consider the learning styles of the students. Increasing student learning, the desired outcome of all instruction, requires developing the ability to recognize students' learning styles and use techniques that increase the probability of achieving success. With this one, analytical style is very important, in which they like to concentrate on the details of language, such as grammar rules, and enjoy taking apart words and sentences. They are sometimes unable to see the "big picture" because of their attention to its parts (Kanske, 2010).

Moreover, it is significant for them to be fully equipped with many distinctions among speech sounds, grammatical forms, and words and phrases as they learn new material. It encompasses the preparation of individuals possessing the foundational skills

and core competencies needed to be minimally qualified for a specific occupation as determined through a job analysis or occupational profile (Tragant, 2014).

The aim of knowing the learning styles of the students is indeed to prepare graduates to enter the workforce fully qualified in the application of knowledge, skills, and experiences. For analytical learners, they have cognitive strengths that lead them not just to analyze prudently and demonstrate great interest in structures but to put a great deal of value on revealing their independence by performing these things themselves autonomously (Sharp et al., 2013).

Previous studies into the learning styles of English First Language (EFL) students have generally reported that they favor analytic style and disfavor other learning styles. Reid (2012) reported that Chinese university students studying in the USA favored analytic style and disfavored other language styles. Melton (2016) found that Chinese university students favored communicative and analytical styles.

On the other hand, Jones (2014) found that his Chinese (Taiwan) university students favored analytical and communicative methods. A survey of adult Language 2 immigrants in the US was carried out by Rossi-Le in 2013. They favored conversational and analytical methods. According to numerous universities and institutions, students generally favor learning activities that require calculations, logical games, puzzle solving, and discussion of difficult issues and concepts over group projects, out of the two learning types of students—communicative and analytical. culture.

In actuality, the study showed that students could learn things independently without assistance and use vocabulary terms to convey their ideas and viewpoints when writing essays. Additionally, students use an interdisciplinary approach to apply their academic knowledge and abilities in order to show how applicable they are in work-related scenarios. In fact, employing a range of learning styles to apply academic knowledge and skills in a professional setting shows how to use these abilities (Guilbahar et al., 2010).

➤ *Authority-Oriented Learning*

Considering the necessity of structure and sequential advancement, this learning method instills responsibility and dependability in students (Gonzales, 2014). Some students would rather have their own textbook, write everything down in a notebook, study grammar, learn by reading, and pick up new terms by having them explained by the teacher (Hyaes, 2013).

Furthermore, this style relates well to a traditional classroom, and this favors the teacher as a figure of authority. Moreover, language learners like to have clear instructions, and they are not comfortable with consensus-building discussions. Authority-oriented learners are those who are probably not predisposed to actively organize information; they would like their teacher to explain everything to them, tend to have their own textbooks, to write everything in a notebook, to study grammatical rules, to learn by reading, and to learn new words by looking at them (Ellis, 2013). Learners are said to be accountable and reliable who need structure and sequential progression. They also relate well to a traditional classroom, like to have clear instructions and to know what they are doing.

Additionally, the authority-oriented style is most frequently used in lecture or auditorium settings, where students take notes and memorize key details while the instructor presents a lengthy, biased discussion on a predetermined topic. Because of this, it is impossible to meet the demands of every student (Richmond, 2011). Keen (2017) asserts that genuine relationships are typically thought to be the most effective when they exist between students and teachers. Evidence suggests that a student's literacy development improves when teachers and pupils collaborate, according to Keen. Information sharing seems to be a crucial element of a good home-school relationship (Musti-Rao & Cartledge, 2014).

Additionally, Musti-Rao and Carledge (2014) said that communication must be positive, straightforward, and constant. Keen (2017) asserts that genuine relationships are typically thought to be the most effective when they exist between students and teachers. Evidence suggests that a student's literacy development improves when teachers and pupils collaborate, according to Keen. Information sharing seems to be a crucial element of a good home-school relationship (Musti-Rao & Cartledge, 2014). Additionally, Musti-Rao and Carledge (2014) said that communication must be positive, straightforward, and constant.

➤ *Synthesis*

The review of significant literature stipulated above pointedly discussed the personal-professional attributes of teachers and the learning competence of the students. This literature backed up the study and served as a blueprint of the researcher during the conduct of this study. The ideas presented by different authors have commonalities that strengthen the perception that the problem exists universally.

➤ *Conceptual/Theoretical Framework*

This study is anchored on the theory of Moran & Hoy (2001), who said that teacher's attitude has a long-lasting impact on the student, well beyond his or her academic career.

Certain instructor attributes and student achievement have been found to be significantly correlated in other studies (Rivkin et al., 2005). There is widespread and strong belief in the impact of teacher attributes on student progress, as demonstrated by Jepsen (2005). Numerous research have shown a connection between student achievement and the attributes of teachers (Fraser & Walberg, 2005). According to research on teacher qualities, successful instructors not only improve students' attitudes about learning and school, but their efforts also lead to higher student achievement (Pamela, 2005). Studies have revealed that a whole range of personal and professional qualities are associated with higher levels of student achievement.

Darling-Hammond (2006) supports this by stating that student achievement depends on the caliber of the teacher. Therefore, a more accurate explanation for variation in teacher effectiveness may be found by linking indicators from both components of teacher quality to student results (Goe, 2007). In his research, Rockoff (2008) similarly came to the conclusion that teacher qualities had a significant impact on student achievement. Teachers are very instrumental to the transfer of knowledge. Ali (2009) observes that there is a statistically significant relationship between teachers' characteristics and student academic performance.

Students' academic performance has several different factors that affect it, one of which is the teacher's attitude towards the student at hand (Ulug & Ozden, 2011). These authors have argued that a student's motivation and confidence in learning behavior are all a factor of the teacher's attitude of teaching towards the students. Not only external characteristics but also attitudes and pedagogical knowledge of teachers have been identified as key qualities influencing student achievement (Hattie, 2012).

According to Schreens (2016), he believed that a teacher's personal traits were essential to their performance. The attributes of teachers are a complex concept that includes both cognitive and non-cognitive elements. Despite being acknowledged as model inputs, teacher qualities are acknowledged as being adaptable to professional development (Blomeke, 2016). Additionally, Goldhaber (2016) noted that there is a higher correlation between student achievement and teacher quality.

The independent and dependent variables were displayed in the paradigm below. As for the independent variable, it refers to the personal and professional characteristics of teachers, which are demonstrated by their instructional competence (teaching skills, knowledge, classroom management, evaluation skills, and mastery of the subject field that enable them to be successful in teaching learners), professional growth (referring to acquiring new skills and work experiences that can help teachers reach a goal in their career), and self-development (the process by which a teacher's character or abilities are gradually developed in various aspects).

In contrast, the study's dependent variable measures the junior high school students' learning competency in three areas: communicative learning (which stresses interaction as the study's means and end goal), analytical learning (which refers to the capacity to gather and evaluate information, solve problems, and reach decisions by examining the elements and structure of concepts), and authority-oriented learning (in which teachers act as knowledge providers and typically entail a one-way discussion on a pre-assigned topic).

Moreover, the study further delved into the possible correlational analysis to quantify the association between the variables of the study.

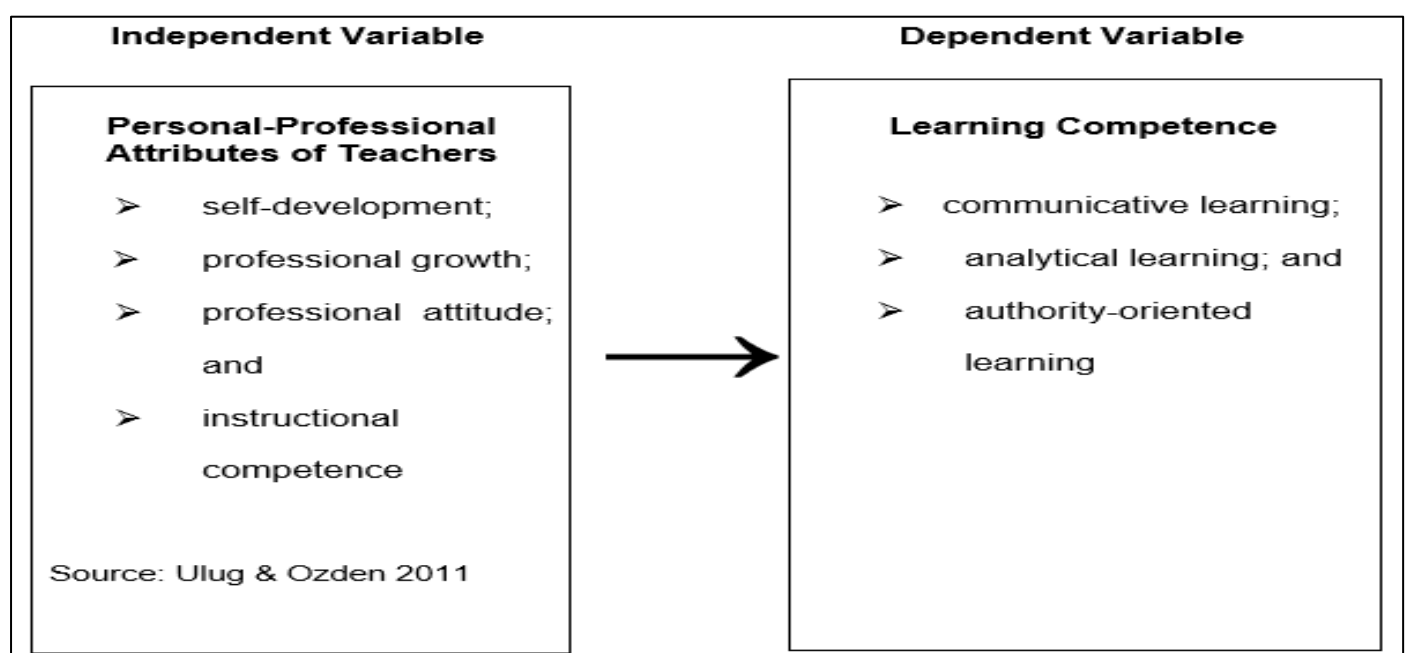


Fig 1 Conceptual Framework Showing the Variables of the Study

➤ *Statement of the Problem*

This study determines the personal-professional attributes of teachers and the learning competence of junior high school students. Specifically, it answers the following questions:

- *What is the Extent of the Personal-Professional Attributes of Teachers in Terms of:*

- ✓ Self-Development;
- ✓ Professional Growth;
- ✓ Professional Attitude; And
- ✓ Instructional Competence?

- *What is the Level of the Learning Competence of Students in Terms of?*

- ✓ Communicative Learning;
- ✓ Analytical Learning; and
- ✓ Authority-Oriented Learning?

- *Is there a significant relationship between personal-professional attributes of teachers and the learning competence of junior high school students?*

- *What component of the personal-professional attributes of teachers significantly influences students' learning?*

➤ *Hypothesis*

This study tested the null hypothesis at a 0.05 level of significance.

NO1 There was no significant relationship between the personal-professional attributes of teachers and the learning competence of junior high school students.

NO2 The components of personal-professional attributes of teachers had no influence on the learning competence of Junior High School students.

The following entities are considered beneficiaries of this study.

The Department of Education is considered a beneficiary of this study because they can develop programs or activities that can motivate the students to intensify the learning competence of the junior high school students. Furthermore, the department can align their priorities towards the development of teachers as leaders who direct the students to learn.

The School Administrator is also considered a beneficiary of this study because they can create programs that seek more sustainable approaches in helping teachers develop their professional growth and instructional competence. They can also regularly identify teacher performance factors that affect school-wide learning outcomes.

The teachers are similarly considered the beneficiary of this study since they know how to take the lead. Being genuine is one of the most important personal characteristics that a teacher can possess in order to teach effectively. Since teachers have an enduring impact, the ability to make the students think and feel in productive ways about learning and themselves as learners provides a transferable orientation to learning and thinking that has an indelible impact beyond the moment. Further, they can abreast their skills of what is new in this fast-changing pace of technological development and pursue training in education-related areas. Teachers are driven to take responsibility for their own development to ensure that their students may progress in the most effective way. Along with knowledge acquisition, education can develop a variety of desirable values. The professional attitude of teachers has become a decisive factor in achieving quality education. The ultimate goal of education can be achieved only when teachers have certain characteristics and qualities in them. Thus, the main energizing force of a school is its teacher, and the effectiveness depends vitally upon the quality of its teachers.

Parents are likewise considered beneficiaries of this study because they can assist their children in the learning tasks. Continuous feedback for the students on their learning can also help reflect on their strengths.

Lastly, this study would serve as a reference for future researchers as they conduct a similar comparative study.

The following words were defined operationally and conceptually for a better understanding of this study.

Personal Attributes refer to the qualities or traits of an individual that includes being honest, having a good sense of humor, or being dependable, according to Mark Lynch (2018).

Professional Attributes refer to the attributes that an individual demonstrates in a professional setting, as stated by Paiva (2017). This covers expectations for conduct as well as the employee's capacity to uphold the institution's principles and fulfill duties as directed by their school administrator.

Learning Competence refers to the capacity to learn information or skills through study, experience, or instruction in an effective or efficient manner, according to Gordillo (2020).

CHAPTER TWO METHOD

Discussed in this chapter are the research design, research setting, research instrument, data gathering procedure, and data analysis used in the conduct of the study for its overall reliability and validity.

➤ *Research Design*

To secure data and produce accurate study results, the descriptive-correlation method was employed. Without attempting to change the variables or establish a causal relationship between them, a descriptive-correlation study describes and forecasts how variables naturally relate to one another in the real world (Frat, 2015).

As Shuttleworth (2014) cited, this method examines the relationship between two (or more) variables. Fernandez (2014) also cited that correlational research is known as associational research, supports this. There are relationships among two or more variables that are studied without any attempt to influence them. This investigates the possibility of relationships between two variables. Moreover, there is no manipulation of variables in this study (Smiley, 2011).

Correlational study examines one or more group characteristics to determine how much they differ from one another. Researcher-imposed treatments are not included in descriptive or correlational studies, which look at variables in their natural settings (Simon, 2011). Correlational studies use methods like cross-tabulation and correlations to show the links between variables.

Ex post facto studies are another name for correlational research. From after the fact is what this practically means. The phrase indicates that the study was carried out following the occurrence of the event of interest in a natural setting. Finding correlations between variables and, if any, a regression equation that may be used to forecast a population's behavior are the primary goals of correlational studies (Simon, 2011).

The researcher sought to ascertain whether junior high school students' learning competence and the personal-professional characteristics of teachers were correlated. It is feasible to predict a score on one variable if a score on the other variable is known, provided that there is a significant enough correlation between both variables (Cummins, 2012).

➤ *Research Respondents*

The study was conducted in Don Enrique Bustamante National High School in Bago Gallera, Talomo District, Davao City. The respondents of the study were the selected teachers and students who were tied up within the school year 2020-2021. The sample size for the pilot study was 32 teachers and 320 junior high school students. The eligibility criteria for these teachers and students were as follows: (1) had been engaged in the afore-mentioned institution as chosen by the researcher during the academic year 2020-2021, and (2) those who agreed to participate. Furthermore, the following were the exclusion criteria for teachers and students. They were as follows: (1) Not engaged in a certain institution as chosen by the researcher during 2020-2021; and (2) those would not agree to participate.

In choosing the respondents, this study employed the simple random sampling technique. This is a basic type of sampling since it can be a component of other more complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen. At the same time, this is known for its unbiased way of choosing the respondents.

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen.

➤ *Research Instruments*

This study utilized a researcher-made questionnaire. This was the main tool that was used in gathering the data needed for the study. It was designed according to the variables reflected in this study. The first part determined the personal-professional attributes of teachers in terms of self-development, professional growth, professional attitude, and instructional competence. On the other hand, the second part of the questionnaire determined the learning competence of the junior high school students in terms of communicative learning, analytical learning, and authority-oriented learning.

Meanwhile, the parts of the questionnaire were rated by the respondents from 5 as the highest score and one as the lowest score. Such range had its respective descriptive equivalent and interpretation. To interpret the data, the table below with a 5-point Likert scale was used to determine its extent.

➤ *5-Point Likert Scale to Determine its Extent*

Range of Means	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Always	The personal-professional attributes of teachers are very evident.
3.40 – 4.19	Oftentimes	The personal-professional attributes of teachers are evident.
2.60 – 3.39	Sometimes	The personal-professional attributes of teachers are moderately evident.
1.80 – 2.59	Rarely	The personal-professional attributes of teachers are less evident.
1.00 – 1.79	Never	The personal-professional attributes of teachers are not evident.

The same 5-point Likert scale was used to interpret the data in order to determine the level of students' learning competence as follows:

➤ *5-Point Likert Scale to Interpret the Data*

Range of Means	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very High	The learning competence of junior high school students is always observed.
3.40 – 4.19	High	The learning competence of junior high school students is oftentimes observed.
2.60 – 3.39	Moderate	The learning competence of junior high school students is sometimes observed.
1.80 – 2.59	Low	The learning competence of junior high school students is rarely observed.
1.00 – 1.79	Very Low	The learning competence of junior high school students is never observed.

➤ *Data Gathering Procedure*

In order to facilitate the collection of data, the researcher first wrote a letter to the Dean of the Graduate School asking for permission to conduct the study. Upon approval of the research proposal, the Dean of the Graduate School of Rizal Memorial Colleges, Incorporated, issued a letter addressed to the Schools Division Superintendent of Davao City, Dr. Reynaldo M. Guillena CESO V, appending his letter of endorsement. The endorsement letter would attest that I have completed the research proposal for my study. Upon the approval of the School's Division Superintendent, I subsequently sought the approval of the school principal, Mr. Tito L. Tuquib, of Don Enrique Bustamante National High School, where the participants are currently teaching and studying.

As a result of the current COVID-19 outbreak, virtual administration of questionnaires and retrieval of data were conducted. The data gathered were transcribed. Koontz and Weinrich (2000), however, posit that the process and narratives need not be transcribed verbatim as long as the essence of what the participants communicated has been caught in the transcription.

Moreover, since this study was conducted at the height of public health emergency due to Corona Virus Disease (COVID)-19 pandemic, the data collection of this study was set to abide by the required minimum health standards prescribed by the Inter-agency Task Force on Emerging Infectious Diseases (IATF-EID). For safety reasons, the researcher aimed to conduct the data gathering through virtual meetings with the participants using any available computer applications. However, one-on-one interviews should be conducted aside from the virtual meeting, strict observance of health protocol like thermal scanning, disinfection using footbath and alcohol, wearing of face mask, face shield, and at least one-meter social distance of the researcher and participant would be strictly observed.

➤ *Data Analysis*

The following statistical tools were used in the interpretation of data; subsequently, the results were given equivalent adjectival descriptions.

- *Mean*. This was used to determine the levels of personal-professional attributes of teachers and the learning competence of the Grade-7 students.
- *Pearson Correlation Coefficient*. This was used to determine the significant relationship between personal-professional attributes of teachers on the learning competence of the Grade-7 students.
- *Regression Analysis*. This was used to determine what domain significantly influenced the students' learning competence.

CHAPTER THREE RESULTS AND DISCUSSIONS

This chapter presents a discussion of the findings of this study. They are discussed thoroughly, analyzed, and interpreted.

➤ *Personal-Professional Attributes of Teachers in terms of Self-development*

Shown in Table 1 below are the data on *Personal-Professional Attributes of Teachers in terms of Self-development*. The presentation of the result focuses on the indicators with the rating ranging from highest to least. They are as follows: improving personal relationships and becoming emotionally mature has a mean of 4.16 or oftentimes observed, spending more time on daily reading has a mean of 4.13 or oftentimes observed, developing a deeper level of commitment and drive to challenge oneself has a mean of 4.11 or oftentimes observed, improving personal skills and competence has a mean of 4.01 or oftentimes observed, and developing a higher level of self-esteem and positivity has a mean of 3.39 or sometimes observed.

This has gained an overall mean of 3.96 with the descriptive equivalent of Oftentimes Observed, which means that the level of self-development of teachers is highly manifested. This finding is similar to the study of Vigessaa (2012), where he stated that the dimension of self-development defines the basic requirements as maintaining a mature and stable emotional state, reflecting self and accepting self, and being willing to collaborate with others. Maintaining a mature and stable emotional state is a basic requirement for teachers interacting with others. A crucial idea is to handle employees' behavioral and learning issues sensibly rather than blaming others for their feelings. One might also have a clear notion of what or where they will be in the coming years by developing a personal vision of the future through self-improvement. Additionally, teachers must demonstrate their acceptance of others' feelings and offer counseling to pupils when they express them inappropriately (Amaro, 2010).

Table 1 Personal-Professional Attributes of Teachers in terms of Self-Development

Statement	Mean (\bar{x})	Descriptive Equivalent
Develops a higher level of self-esteem and positivity.	3.39	Oftentimes Observed
Improves personal relationships and becomes emotionally mature.	4.16	Oftentimes Observed
Develops a deeper level of commitment and drive to challenge oneself.	4.11	Oftentimes Observed
Spends more time on daily reading.	4.13	Oftentimes Observed
Improves personal skills and competence.	4.01	Oftentimes Observed
Overall	4.08	Oftentimes Observed

Additionally, Schon (2013) reconciles this by implying that teachers have a crucial role in being reflective practitioners. A teacher cannot be considered a professional educator if they see themselves as merely carrying out educational policies without thinking things through before acting (Reagan & Case, 2011). Nonetheless, the department promotes thinking and teamwork. Teachers who are open to working with others are vital to their teaching profession. Teachers must maintain positive relationships with their peers and collaborate with others to develop high-quality instruction by pooling their combined expertise (Lao, 2014).

Self-development is a continuous process that involves continuous learning. It provides educators with the chance to assess and improve their strengths and deficiencies. The advantages include more professional development, increased self-awareness, and increased self-confidence, all of which have an impact on students' learning competency. Although it begins very personally, its development spreads far and affects many facets of life, including one's profession and pupils' capacity for learning (Kerrison, 2013).

When personal development at work is given the attention it deserves, it helps teachers achieve truly outstanding results (Abiog, 2004).

➤ *Personal-Professional Attributes of Teachers in terms of Professional Growth*

Presented in Table 2 below are data on *Professional Growth*. The presentation concentrated on the indicators with the rating obtained from highest to least of the following: improving job performance and existing skills has a mean of 4.11 or oftentimes observed, keeping oneself up-to-date with trends that will distinguish oneself among others has a mean of 4.07 or oftentimes observed, taking on new challenges in current position has a mean of 4.04 or oftentimes observed, and learning about new development in one's field has a mean of 3.39 or sometimes observed, and keeping up with technology, systems and processes has a mean of 3.38 or sometimes observed.

Table 2 Personal-Professional Attributes of Teachers in terms of Professional Growth

Statement	Mean (\bar{x})	Descriptive Equivalent
Keeps up with technology, systems, and processes.	3.38	Sometimes Observed
Learns about new development in one's field.	3.39	Sometimes Observed
Takes on new challenges in current position.	4.04	Oftentimes Observed
Keeps oneself up-to-date with trends that will distinguish oneself among others.	4.07	Oftentimes Observed
Improves job performance and existing skills.	4.11	Oftentimes Observed
Overall	3.80	Oftentimes Observed

The overall mean of 3.80 with the descriptive equivalent of Oftentimes Observed means that the level of professional growth of teachers is evident. This finding is relative to the idea of Rowlands (2010), wherein he expressed that pursuing professional growth means that a teacher updates his/her professional knowledge, skills, and ethics, to pursue the excellence of instruction. Since educational contents change with time, teachers should keep abreast of the new development and examine their professional progress. Other than pursuing a diploma or certificate, the peer group is a valuable channel to promote one's profession. Every learning activity, a field trip of in- or out-of-school, dialogues among teachers of different grades and subject areas all contribute to professional growth (Samet, 2011). Teachers should use every formal and informal opportunity for personal growth and share with colleagues their own knowledge. Teachers are urged to spend time preparing for work, investigating topics, participating in professional development activities, and offering professional services, according to Wald (2012), who reiterates this remark. Teachers and administrators must diligently pursue professional learning in order to acquire the information and abilities necessary to raise student achievement, according to Mizell (2012).

This was further supported by Ranson (2012), who claimed that adapting the way work instruction is implemented to respond to changes in the workplace is also a component of professional development; the only difference is that it is brought about by outside factors that require teachers to reposition and adapt. Teachers must be aware of the reasons for and the specifics of the education reforms that are being implemented. They might also evaluate how to react to and adequately prepare for changes in education. Participating in professional organizations, conducting research, enhancing job performance, and continuing education are some of the activities that support professional development. This was affirmed by Ranson (2012), wherein he stated that adjusting the implementation of work instruction for responding to work changes is also a part of professional growth, only that it is initiated by the external forces in which teachers need to adjust and reposition themselves. Facing education reforms, teachers need to know why reforms are undertaken and what reforms are to be undertaken. Further, they may assess how to respond and prepare themselves well for educational changes. Some activities that contribute to professional growth are continuing education, conducting research, participation in professional organizations, and improving job performance.

➤ *Personal-Professional Attributes of Teachers in Terms of Professional Attitude*

Presented in Table 3 are data on personal-professional attributes of teachers in terms of professional attitude with the rating obtained from highest to least. They are as follows: dedicating oneself to his/her job duties and helping others to meet the objectives has a mean of 4.08 or oftentimes observed, demonstrating gratitude and appreciating other co-workers has a mean of 4.07 or oftentimes observed, accepting criticism and using them to improve one's productivity has a mean of 4.02 or oftentimes observed, speaking about work-related subjects rather than personal topics has a mean of 3.39 or sometimes observed, and taking the initiative in the workplace for additional tasks has a mean of 3.38 or sometimes observed.

Overall, it obtained an overall mean of 3.79 which means to be Oftentimes Observed. This proved that the level of personal-professional attributes of teachers in terms of professional attitude is evident. Among the items, the highest is dedicating oneself to his/her job duties while helping others to meet the objectives, demonstrating gratitude, and appreciating other co-workers. Finally, among these items, the lowest is on taking the initiative in the workplace for additional tasks, with a mean score of 3.38. This means that this professional culture is extensively practiced by teachers. Hence, there is a need for teachers to be resourceful for extra tasks and work without being told what to do. Although teachers show initiative, they still must act whenever necessary. They also must identify opportunities that hone their skills and help them grow in the workplace. This is affirmed by the study of Pressley and Associates (2011), wherein he stated that teachers with a positive attitude and initiative perform better in the teaching and learning process. They are more motivated in their profession. This is further supported by Zimmerman & Pons (2016), who claimed that instructors who exhibit positive professional attitudes behave compassionately toward students, parents, and coworkers, and that their performance improves. Nevertheless, the study found that there are fewer possibilities for instructors in the sample schools to take the initiative for extra work. According to Naiman (2011), instituting ongoing professional development programs in schools could further improve teachers' professional attitudes. Teachers will have more possibilities to change their perspectives on teaching and learning as a result of this (Abedi, 2016).

Table 3 Data on Personal-Professional Attributes of Teachers in Terms of Professional Attitude

Statement	Mean (\bar{x})	Descriptive Equivalent
Speaks about work-related subjects rather than personal topics.	3.39	Oftentimes Observed
Dedicates oneself to his/her job duties and helps others to meet the objectives.	4.08	Oftentimes Observed
Takes the initiative in the workplace for additional tasks.	3.38	Sometimes Observed
Accepts criticism and uses them to improve one's productivity.	4.02	Oftentimes Observed
Demonstrates gratitude and appreciates other co-workers.	4.07	Oftentimes Observed
Overall	3.79	Oftentimes Observed

A favorable professional attitude makes a more competent contribution to the pupils' education. Students look up to the personalities of their teachers. Students' learning is directly and favorably impacted when educators take pride in their work. They consequently share responsibilities, are kind, embrace variety, and care (Brown and Richard, 2008).

➤ *Personal-Professional Attributes of Teachers in terms of Instructional Competence*

Presented in Table 4 are data on *Personal-Professional Attributes of Teachers in terms of Instructional Competence* arranged from highest to lowest. They are as follows: demonstrating mastery on the lesson and stimulating students' interest in learning has a mean of 4.07 or oftentimes observed, providing students with quality instructional delivery aligned to the skills of each student has a mean of 4.05 or oftentimes observed, designing well-planned instructional objectives has a mean of 4.03 or oftentimes observed, employing instructional strategies and practices has a mean of 4.01 or oftentimes observed, and imparting knowledge to the students while engaging their active responses in an effectively disciplined environment has a mean of 3.34 or sometimes observed.

Table 4 Personal-Professional Attributes of Teachers in terms of Instructional Competence

Statement	Mean (\bar{x})	Descriptive Equivalent
Imparts knowledge to the students while engaging their active responses in an effectively disciplined environment.	3.34	Sometimes Observed
Employs instructional strategies and practices.	4.01	Oftentimes Observed
Designs well-planned instructional objectives.	4.03	Oftentimes Observed
Provides students with quality instructional delivery aligned to the skills of each student.	4.05	Oftentimes Observed
Demonstrates mastery of the lesson and stimulates students' interest in learning.	4.07	Oftentimes Observed
Overall Observed	3.90	Oftentimes

Overall, it received a mean score of 3.90, indicating that the requirements pertaining to instructors' instructional techniques are clearly visible. This demonstrates how teachers support each student's learning and development by creating and delivering meaningful and genuine student assessments and using performance analysis to assist improve learning goals. This is corroborated by Hudson's (2011) research, which found that teachers need to improve their pedagogical skills in order to meet the demands of their students when their learning environment and preferences change.

The way teachers teach is crucial to how well students learn. The instructional competency of the teachers has a significant impact on the students' comprehension of competency. There are, however, some outcomes that show inadequate performance in the delivery of instruction, leading to ineffective student learning. Clinchy (2013) reconciles this by stating that a number of observations highlight teachers' inadequate proficiency in coordinating classroom activities with the lesson's goal.

Additionally, some teachers lack the skills needed to create assessments that are appropriate for the students' level (Fullan, 2012). Involving, motivating, and focusing pupils on learning are the goals of instructional competence, according to Janssen (2014). Lessons become more engaging, efficient, and understandable when teaching tactics are carefully chosen and put into practice.

➤ *The Students' Learning in Terms of Communicative Learning*

Table 5 presents the data on the *Students Learning in terms of Communicative Learning* arranged from highest to lowest. They are as follows: engaging in interaction and meaningful communication has a mean of 4.01 or oftentimes observed, using new language accurately and fluently has a mean of 4.00 or oftentimes observed, learning through collaboration and sharing with others has a mean of 4.00 or oftentimes observed, achieving fluency and accuracy in communication has a mean of 3.10 or sometimes observed, and focusing on achieving communicative competence without neglecting grammatical structure and on fluency without neglecting accuracy has a mean of 3.00 or sometimes observed.

The results obtained an overall mean of 3.62, which expressed that it is Oftentimes Observed. This implies that the level of student's learning in terms of learning on communicative is manifested. The finding is parallel to the point of view of Sharp (2015), wherein he stated that communicative learning style is very important; hence, the idea that learning language successfully comes through having communicated with real meaning is true. When learners are involved in real communication, their natural strategies for language acquisition would be used, and this would allow them to learn to use the language.

Additionally, lessons are more learner-centered, authentic content may be used, and classroom activities guided by the communicative method are defined by an attempt to develop meaningful and authentic communication. Students with a communicative style learn best when they receive one-on-one feedback and engage with others; they also learn best when they participate in group discussions and activities and share ideas during class discussions.

Table 5 The Students' Learning Competence in Terms of Communicative Learning

Statement	Mean (\bar{x})	Equivalent Descriptive
Focuses on achieving communicative competence without neglecting grammatical structure and fluency without neglecting accuracy.	3.00	Sometimes Observed
Engages in interaction and meaningful communication.	4.01	Oftentimes Observed
Uses new language accurately and fluently.	4.00	Oftentimes Observed
Achieves fluency and accuracy in communication.	3.10	Sometimes Observed
Learns through collaboration and sharing with others.	4.00	Oftentimes Observed
Overall	3.62	Oftentimes Observed

The finding conforms to the statement of Khan (2013) in Municipality of Columbia wherein it implicated those language proponents as acquiring the linguistic means to perform different kinds of functions similarly viewing learning as a second language.

He presented four dimensions of communicative competence: linguistic competence, discourse competence, sociolinguistic competence, and strategic competence.

➤ *The Students' Learning Competence in Terms of Analytical Learning*

Shown in Table 6 are the data on *The Students' Learning Competence in terms of Analytical Learning* arranged from highest to lowest. They are as follows: integrating one's observations into what he/she already knows has a mean of 4.07 or oftentimes observed, learning through one's experiences and judging the accuracy of what he/she encounters has a mean of 4.00 or oftentimes observed, keeping routines and structures that focus on tasks without distraction has a mean of 3.36 or sometimes observed, tackling problems with logic and analysis has a mean of 3.35 or sometimes observed, and acquiring new and accurate facts that lead to an understanding of concepts has a mean of 3.34 or sometimes observed.

From the findings presented, it has an overall mean of 3.62, which is implicated to be Oftentimes Observed. This means that the level of students' learning on analytical is evident. The finding conforms to the statement of Kanske (2010) where he mentioned that the effectiveness and efficiency of learning are being achieved when programs are taken into account. In increasing student learning, the desired outcome of all instruction requires developing the ability to recognize students' learning styles and use techniques that increase the probability of achieving success. With this one, their analytical style—where they like to focus on the linguistic details—is crucial. Sometimes their attentiveness to the details prevents them from seeing the "big picture" Tragant (2014) adds that as students acquire new content in the target language, it is crucial for teachers to completely prepare them with a wide variety of grammatical forms.

Table 6 The Students' Learning Competence in Terms of Analytical Learning

Statement	Mean (\bar{x})	Descriptive Equivalent
Learns through one's experiences and judges the accuracy of what he/she encounters.	4.00	Oftentimes Observed
Integrates one's observations into what he/she already knows.	4.07	Oftentimes Observed
Tackles problems with logic and analysis.	3.35	Sometimes Observed
Acquires new and accurate facts that lead to understanding of concepts.	3.34	Sometimes Observed
Keeps routines and structures that focus on tasks without distraction.	3.36	Sometimes Observed
Overall	3.62	Oftentimes Observed

Evidently, the students as respondents of this study manifest that they learn through their experiences, judge the accuracy of what they encounter, and integrate their observations in the things that they already know about.

➤ *The Students' Learning Competence in Terms of Authority- Oriented Learning*

Shown in Table 7 are the data on *The Students' Learning Competence in terms of Authority- Oriented Learning* from the highest to the lowest mean. They are as follows: preferring teacher as an authoritative figure has a mean of 4.11 or oftentimes observed, desiring to have clear instructions and to know exactly what he/she is doing has a mean of 4.05 or oftentimes observed, relating well to a traditional classroom has a mean of 3.37 or sometimes observed, requiring structure and sequential progression and disliking discovery learning has a mean of 3.35 or sometimes observed, and feeling comfortable with a consensus-building discussion has a mean of 3.33 or sometimes observed.

Table 7 The Students' Learning Competence on Authority- Oriented Learning

Statement	Mean (\bar{x})	Descriptive Equivalent
Prefers teacher as a authoritative figure.	4.11	Oftentimes Observed
It relates well to a traditional classroom.	3.37	Sometimes Observed
Desires to have clear instructions and to know exactly what he/she is doing.	4.05	Oftentimes Observed
Requires structure and sequential progression and dislikes discovery learning	3.35	Sometimes Observed
Feels comfortable with a consensus-building discussion	3.33	Sometimes Observed
Overall	3.64	Oftentimes Observed

From the findings presented, it has an overall mean of 3.64, which is implicated to be Oftentimes Observed. This means that the level of students' authority-oriented learning is also evident. This is supported by Hyaes (2013) wherein he affirmed that this learning style makes learners responsible and dependable because of its structure and sequential progression (Gonzales, 2014). Some learners prefer teachers to explain everything, to have their own textbook, to write everything in a notebook, to study grammar, to learn by reading, and to learn new words by seeing them.

Furthermore, this is reconciled by Ellis (2013), who stated that this learning style relates well to traditional classroom learning and this prefers the teacher as a figure of authority. Moreover, these learners like to have clear instructions, and they are not comfortable with consensus-building discussion and sequential progression that leads to discovery learning.

Authority-oriented learners are those who are probably not predisposed to actively organize information; they would like their teacher to explain everything to them, tend to have their own textbooks, to write everything in a notebook, to study grammatical rules, to learn by reading, and to learn new words by looking at them (Ellis, 2013).

➤ Summary of the Students' Learning Competence

Table 8 shows the summary of the *Student Learning* in which revealed an overall mean of 3.63. The two indicators are presented with their corresponding mean rating, namely: authority-oriented learning 3.64; analytical learning 3.62; and communicative learning 3.62. All of these indicators are with the descriptive equivalent of Oftentimes Observed.

Table 8 The Summary of the Students' Learning Competence

Indicators	Mean (\bar{x})	Descriptive Equivalent
Communicative Learning	3.62	Oftentimes Observed
Analytical Learning	3.62	Oftentimes Observed
Authority-oriented Learning	3.64	Oftentimes Observed
Overall	3.63	Oftentimes Observed

This is supported by the study of Reid (2010), who expressed that each student has a preferred way of absorbing, processing, and retaining new information and skill. Further, it constitutes preferences that orient a learner as to how they approach the learning tasks rather than capacities that determine how well they learn (Ellis 2010).

As competence is proven, students continue to progress. In other learning models, students are exposed to content – whether skills or concepts – over time, and success is measured summatively. In a competency-based learning system, students are not allowed to continue until they have demonstrated mastery of the identified learning competence. In this way, the definition of competency-based learning is closely tied to mastery learning.

➤ Summary on the Personal-Professional Attributes of Teachers and Learning Competence of Junior High School Students

Presented in Table 9 are data on the summary on the personal-professional attributes of teachers and learning competence of the junior high school students. The overall mean of the data in this table is 3.76. The indicators are presented with a corresponding mean: under personal-professional attributes of teachers, self-development obtained the highest mean of 3.96; instructional competence, 3.90; professional growth, 3.80; and professional attitude, 3.79. Under learning competence of junior high school students, authority-oriented 3.64; analytical learning 3.62; and communicative learning has a similar mean of 3.62.

Table 9 The Summary on the Personal-Professional Attributes of Teachers and Learning Competence of Junior High School Students

Variable/Indicators	Mean (\bar{x})	Descriptive Equivalent
Personal-Professional Attributes of Teachers		
Self-development	3.96	Oftentimes Observed
Professional Growth	3.80	Oftentimes Observed
Professional Attitude	3.79	Oftentimes Observed
Instructional Competence	3.90	Oftentimes Observed
Learning Competence		

Communicative Learning	3.62	Oftentimes Observed
Analytical Learning	3.62	Oftentimes Observed
Authority-Oriented Learning	3.64	Oftentimes Observed
Overall	3.76	Oftentimes Observed

This is consistent with the claims made by Alvarez and Gonzales (2010), who defined teacher development as a sustained process of personal development that helps educators define and understand their teaching practices and identities. Effective teachers must engage in high-quality professional development "that is squarely focused on increasing teachers' content knowledge and teaching skills" in addition to ongoing coaching, support, and a results-oriented mindset, according to Clark (2017). Students learn more when those requirements are satisfied.

After all, "Good teaching is not an accident," as Hayes Mizell once stated. Additionally, Zineb (2018) emphasized that self-development is a potent instrument for instructors to achieve a clear and sound sense of who they are, which can lead to increased self-worth and confidence.

Furthermore, continuous assistance from school administration guarantees that everyone is in agreement and that the project quickly turns into a system. After gathering data, teacher teams start implementing educational tactics, reviewing the data, reflecting, and making any adjustments. Teachers' professional development has resulted in a curriculum that is both sustainable and guaranteed to benefit students (Shanahan, 2018).

➤ *Relationship between Personal-Professional Attributes of Teachers and the Learning Competence of the Junior High School Students*

The association between junior high school students' learning competency and the personal-professional characteristics of instructors is displayed in Table 10 below. With a p-value of .000, the results demonstrate a strong correlation between teachers' personal and professional characteristics and students' learning competency.

Palmer's (2003) study confirms that teachers' personal and professional characteristics influence effective teaching methods. Positively oriented teachers perform better in the teaching-learning process and contribute more competently to the students' education.

According to Garret (2013), "...the fact is schools need to be sure that the teachers who are putting up their hand to come in and do teaching have got not only the right qualifications but also the additional temperament, commitment, enthusiasm, and direct strengths and real desire to do that job".

Table 10 Relationship between Personal-Professional Attributes of Teachers and Learning Competence of the Junior High School Students Correlations

		PPA_ overall	Attributes Mol_ overall	Students' Learning C_ OVERALL	P-value	Decision on Ho
PPA -_overall	Pearson Correlation	1	.501**	.480**	0.000	Reject Ho
	Sig. (2-tailed)		.000	.000		
	N	139	139	139	0.001	Reject Ho
Attributes Mol_Overall	Pearson Correlation	.501**	1	.763**	0.001	Reject Ho
	Sig. (2-tailed)	.000		.000	0.001	Reject Ho
Students-L_ OVERALL	Pearson Correlation	.480**	.763**	1	0.001	Reject Ho
	Sig. (2-tailed)	.000	.000		0.001	Reject Ho
	N	139	139	139	0.001	Reject Ho

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

Well-mannered teachers with competent skills translate pleasant attributes to the students that increase their achievement and instructional competence.

➤ *The Domain of Personal-Professional Attributes of Teachers that Influenced Students' Learning Competence*

Shown in Table 11 below is the *Domain of Personal-Professional Attributes of Teachers that influenced Students' Learning Competence*. The results show that the domains that best influence students' competence are teachers' self-development, and instructional competence. Self-development has a p-value of 0.000 while professional growth, professional attitude and instructional competence have a p-value of 0.001; thus, rejecting the null hypothesis.

Table 11 The Domain of Personal-Professional Attributes of Teachers that Influenced Students' Learning Competence

Independent Variables (Domains)	Dependent Variable	F	p-value	Decision on Ho1
Self-development	Students' Learning Competence	5.176	0.000	Reject Ho
Professional Growth	Students' Learning Competence	4.112	0.001	Reject Ho
Professional Attitude	Students' Learning Competence	4.106	0.001	Reject Ho
Instructional Competence	Student' Learning Competence	5.106	0.001	Reject Ho

Maslow's (2012) study supports this, stating that experts believe teachers' self-development is essential to students' learning and, incidentally, helps them become more competent at higher grade levels. Teachers can get genuinely remarkable outcomes when they receive the attention they need for their professional growth and instructional competency. Gorshkova (2010) also made the argument that an educator's quest for excellence depends on their ability to teach.

The findings demonstrate that, since it is a fundamental component of an efficient training process, teachers' instructional competency also influences students' learning competency in the classroom. Teachers are properly trained and certified to oversee and administer the school's instructional operations, according to Rahaman (2011). A teacher must create instructional materials and use effective teaching techniques in order to accomplish learning objectives and facilitate teaching-learning processes.

Education should foster the development of a range of positive values in addition to knowledge acquisition. A key component of attaining high-quality education is now teachers' self-development. Only when teachers possess specific traits and attributes can education reach its ultimate purpose. Accordingly, teachers are a school's primary source of energy, and their caliber has a critical impact on its efficacy (Friedman, 2001).

The p-value of the independent variables is less than 0.05 test of a significant relationship. Hence, the null hypothesis is rejected. This implies that there is a significant relationship between the personal-professional attributes of teachers and the learning competence of junior high school students with a p-value of .000. This means that the level of learning competence of the students is affected by the factors that determine it.

The results show that the domains that best influence students' competence are teachers' self-development and instructional competence.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Presented in this chapter are the conclusions and recommendations drawn from the foregoing findings of the study which are likewise detailed. It also presents the focal points of the research and the results of the statistical analysis.

The study aimed to determine the personal-professional attributes of teachers that affect the learning competence of the Junior High School students at Don Enrique Bustamante National High School, in the Division of Davao City for the School Year 2020-2021.

The findings revealed that the level of personal-professional attributes of teachers in terms of self-development, professional growth, professional attitude and instructional competence is high. The level of learning competence of junior high school students in terms of communicative learning, analytical learning, and authority-oriented learning is also high.

Based on the results and findings of the study, the level of teachers' personal and professional attributes of teachers that influenced the students' learning competence is highly evident and manifested.

Thus, the personal and professional attitude of teachers has become a decisive factor in achieving quality education. The ultimate goal of education can be achieved only when teachers have certain characteristics and qualities in them. Hence, the main energizing force of a school is its teacher and the effectiveness of it depends vitally upon the quality of its teachers.

➤ *Conclusions*

Based on the findings of the study, the following conclusions were drawn: (1) the personal-professional attributes of teachers in terms of self-development is oftentimes observed; (2) the personal-professional attributes of teachers in terms of professional growth is oftentimes observed; (3) the personal-professional attributes of teachers in terms of professional attitude is oftentimes observed; (4) the personal-professional attributes of teachers in terms of instructional competence is oftentimes observed; (5) the students' communicative learning is oftentimes observed; (6) the students' analytical learning is oftentimes observed; (7) the students' authority-oriented learning is oftentimes observed; (8) the Summary on the Student Learning indicators are oftentimes observed; (9) the variables on The Personal-Professional Attributes of Teachers and Learning Competence of the Junior High School Students are oftentimes observed; and (10) the Relationship between Personal-Professional Attributes of Teachers and the Learning Competence of the Junior High School Students is proven.

Finally, the study revealed that there is a significant relationship between personal-professional attributes of teachers on the students' learning competence.

➤ *Recommendations*

As appended from the results, it is highly recommended that DepEd Officials being the policy makers should draft a policy introducing an intervention program for personal and professional development of teachers.

The School Administrator should conduct seminars and workshops about different teaching strategies, approaches and techniques in teaching, making lessons, and using different instructional materials to enhance their competence in different areas in curriculum.

Teachers should be driven to take responsibility for their own personal and professional development to ensure that their students may progress in the most effective way. They need to be equipped with the skills and attitudes by which they can help their students become competent learners. Teachers should regularly assess their current practices to identify their individual strengths and development needs.

Parents should help their children develop more efficient and effective study habits, show concern for how they're getting on, stay in touch with their teachers, devise fun ways to test them, and get involved in their education.

Future Researchers are encouraged to conduct similar study on the relationship of personal-professional attributes of teachers and their probable effects on the learning of students.

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APPENDICES**Appendix A****PERSONAL - PROFESSIONAL ATTRIBUTES OF TEACHERS AND LEARNING COMPETENCE OF JUNIOR HIGH SCHOOL STUDENTS****Survey Instrument**

Name: _____

School: _____

Instruction: Kindly use the checklist in assessing the personal-professional attributes of teachers and learning competence of junior high school students. Check your chosen answer.

Jayzel E. Abadilla

Researcher

Legend:

- 5 - Strongly Agree
 4 - Agree
 3 - Neutral
 2 - Disagree
 1 - Strongly Disagree

➤ *Part I. Questionnaire on Student Learning*

- Instruction: The purpose of this questionnaire is to find out your opinions about the given statements. Put a check mark on the item that best describes in each using the rating scale below.

No.	Personal-Professional Attributes of Teachers in terms of Self-development	5	4	3	2	1
1.	Develops a higher level of self-esteem and positivity.					
2.	Improves personal relationships and becomes emotionally mature.					
3.	Develops deeper level of commitment and drive to challenge oneself.					
4.	Spends more time on daily reading.					
5.	Improves personal skills and competence.					
No.	Personal-Professional Attributes of Teachers in terms of Professional Growth	5	4	3	2	1
1.	Keeps up with technology, systems, and processes.					
2.	Keeps up with technology, systems, and processes.					
3.	Learns about new development in one's field.					
4.	Keeps oneself up-to-date with trends that will distinguish oneself among others.					
5.	Improves job performance and existing skills.					
No.	Personal-Professional Attributes of Teachers in terms of Professional Attitude	5	4	3	2	1
1.	Speaks about work-related subjects rather than personal topics.					
2.	Dedicates oneself to his/her job duties and helps others to meet the objectives.					
3.	Takes initiative in the workplace for additional tasks.					
4.	Accepts criticism and uses them to improve one's productivity.					
5.	Demonstrates gratitude and appreciates other co-workers.					
No.	Personal-Professional Attributes of Teachers in terms of Instructional Competence	5	4	3	2	1
1.	Imparts knowledge to the students while engaging their active responses in an effectively disciplined environment.					
2.	Employs instructional strategies and practices.					
3.	Designs well-planned instructional objectives.					
4.	Provides students with quality instructional delivery aligned to the skills of each student.					
5.	Demonstrates mastery on the lesson and stimulates students' interest in learning.					

➤ *Part II. Questionnaire on Learning Competence of Junior High School Students*

No.	Learning Competence of Junior High School Students in terms of Communicative Learning	5	4	3	2	1
1.	Focuses on achieving communicative competence without neglecting grammatical structure and on fluency without neglecting accuracy.					
2.	Engages in interaction and meaningful communication.					
3.	Uses new language accurately and fluently.					
4.	Achieves fluency and accuracy in communication.					
5.	Learns through collaboration and sharing with others.					
No.	Learning Competence of Junior High School Students in terms of Analytical Learning	5	4	3	2	1
1.	Learns through one's experiences and judges the accuracy of what he/she encounters.					
2.	Integrates one's observations into what he/she already knows.					
3.	Tackles problems with logic and analysis.					
4.	Acquires new and accurate facts that lead to understanding of concepts.					
5.	Keeps routines and structures that focus on tasks without distraction.					
No.	Learning Competence of Junior High School Students in terms of Authority-Oriented Learning	5	4	3	2	1
1.	Prefers teacher as an authoritative figure.					
2.	Relates well to a traditional classroom.					
3.	Desires to have clear instructions and to know exactly what he/she is doing.					
4.	Requires structure and sequential progression and dislikes discovery learning.					
5.	Feels comfortable with a consensus – building discussion.					