Academic Support of Graduates of Professional Teacher Certification Program Senior High School Teachers

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Abstract: This descriptive research study aimed to assess the academic support of secondary school teachers with certificates in teaching (CIT) in the Philippine countryside. The respondents were the 157 CIT teachers from secondary schools in the Department of Education, Schools Division of Antique. Data were gathered using the duly validated and reliability-tested researcher-made questionnaires on the Academic Support Inventory with mean, frequency, percentage, and standard deviation as descriptive statistical tools. The findings of the study revealed that when CIT Senior High School teachers were taken as an entire group and classified according to administrative and collegial support, the level of academic support was Very high in the aggregate and both dimensions. When they are grouped according to degree completed, sex, length of teaching experience, and subject taught, CIT Senior High School teachers have a very high level of academic support, both in terms of administrative and collegial support. The study concluded that the schools provide adequate academic support for holders of CIT Senior High School teachers, which emanates from both the administration and their colleagues. Hence, it is recommended that academic support needs to be sustained. Given that CIT completers recognized the overwhelming support from the administration and their colleagues, this factor is essential for CIT completers to develop.

1. Introduction

Many school teachers are non-education degree holders, but by having a Certificate in Teaching (CIT) and passing the Licensure Examination for Teachers (LET), they can pursue some career as professional teachers. In the Department of Education (DepEd) Schools Division of Antique, there are more than 200 Senior High School (SHS) teachers who are certificate-in-Teaching completers, and they form part of the DepEd workforce that contributes to shaping the minds of Antiqueño learners [2]. It has been observed by many school administrators, such as head teachers and principals, that generally, there is a need for CIT senior high school teachers to improve their teaching performance compared to those who are education degree graduates. One factor considered as a possible determinant of the teaching performance of CIT senior high school teachers is academic support [3]. However, there is also a shortage of studies, particularly in the case of the Department of Education

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Schools Division of Antique, on CIT completers' teaching performance, specifically on whether this aspect is being determined by academic support [4]. Academic support refers to the wide variety of instructional methods, educational services, or school resources extended to holders of CIT SHS teachers. Such support can come from the administration and the colleagues/peers of these CIT Senior High School teachers [5].

This study is anchored on the Theory of Challenge and Support. The Theory of Challenge and Support as the basis for academic support was developed by [6]. The theory states that "for growth to occur, a person needs a balanced amount of challenge and support as appropriate for the task [7]. In addition, a person must be ready, physically and psychologically, in order to grow." According to Sanford, when a person is given too much support, they fail to learn, and when they are given too little support, they tend to get frustrated by their challenges and quit trying. Many leaders today struggle with the tension that is created through this growth development process [10]. The theory of challenge and support speaks about learning and the belief that, in order for teachers' development to occur, there needs to be equal amounts of challenge and support [11].

The development of education is a huge concern for every nation, especially the developing ones. Education has reached some point where the learning of students is affected, as well as the quality of education [12]. One reason for these changes is a lack of practice among teachers or less strict requirements for getting certification to be legitimate educators [13]. School institutions should not only be based on certifications or paper; they must observe teachers in terms of how they provide learning to the students and give teachers time to prove that they deserve to teach for their institution [14]. Teaching quality must include strong instructions to enable a wide range of students to learn. Strong instructions meet the demands of discipline, the goals of instructions given, and the needs of the students in certain subjects [17]. Teacher quality is a factor that can be linked with teaching quality. The skills, dispositions, and knowledge of a teacher in the subject to which he/she is assigned are major factors that can affect the quality. An excellent teacher may not offer the best quality of education when there is a mismatch in the situation, the needs of the learners, and the knowledge of the teacher.

Classroom goal structure in achievement was identified in research as highly influenced by goal structures on students' motivation, learning, and engagement. It was predicted that classroom goal structures provide consistent achievement goals for students inside the classroom. It is also where students can see their classrooms as a medium for promoting mastery goals and tend to adapt to these goals. Students who belong in these classrooms usually display desirable achievement motivation tendencies, heightened persistence, effort, and cooperation. Classrooms with mastery goal structures promote higher challenge seeking, use of more adaptive learning strategies, less disruptive behaviour of students, less cheating during exams, lessens help-seeking and novelty, and promotes positive trends in the student's grades. Research in performance goal structure, as observed overtly and thoroughly, has shown associated poor adaptation of students' outcome and avoidance behaviour, avoidance of seeking help from other students, increased self-handicapping, increase in cheating behaviours, and less persistence in work and procrastination [19].

School teachers who score well on certification programs and exams can improve the outcomes of the students. It was also stated that school institutions cannot determine attributes in prospective teachers well that may help them in improving the achievements of the student. Many conducted studies could largely help to move into a more informed situation and have more resources for the issue. In the USA, some states tightened their teacher preparation and certification requirements. In contrast, other states eased their requirements and introduced more different alternative ways to be considered certified in order to attract more people to teaching [22]. Procedures and guidelines may vary as certified teachers in some states are directly hired to public schools within the state after the certification process [23]. Certification would always include exams, general knowledge capabilities, and teaching skills, and nearly involves coursework and practice teaching [24]. The certification process would gradually put teachers who have poor performances during examinations out of classrooms and give prospective teachers the opportunity to grow and improve their skills as educators [25].

In 2001, numerous studies showed that effective teaching strategy has an impact on the achievement of students [15]. Specific hands-on activities, specific applications, and real-life simulations can positively affect students' learning, especially in mathematics and science. Every factor in teaching effectiveness must be explored by educators to create certain techniques for every aspect of the learning capabilities of a learner and to provide for their learning needs.

Characteristics of teachers when they enter teacher education are considered heterogeneous in terms of gender, place of origin within the country (city, state, or region), educational experiences, and qualifications as educators. Various characteristics of teachers also vary depending on where country they belong. It was theorized that adults build these characteristics as they grow up, which is in contrast with children, who have their self-concept developed, have greater learning readiness, and can take problem-solving approaches. Most experienced teachers make their practice routine and make it habitual and automatic. Experienced teachers usually have implied and enough knowledge to act in different situations that may happen within the learning process.

Distinguishing related but distinct ideas of teacher quality and teaching quality is important for school institutions. The traits of a teacher may vary, depending on the concept and goals of education. Teacher qualities were prominently associated with the expectations of what a teacher could do. It was also mentioned that most teachers would include numerous dispositions from their students in order to help them and to teach them in an unbiased manner, willing and able to understand instruction to help them succeed academically, to strive in learning and improve, and willing to collaborate with professional and parents that are in service of individual students and school as a whole institution.

Almost all traditional teacher preparation programs involve specific learning materials and tools for teaching pedagogy. Major skills are developed by teachers so that they can construct and communicate through the material to students. Others also include requiring teachers to signify pedagogy knowledge through exams and/or coursework. Pedagogy, which is a debatable field in teacher preparation, is connected with knowledge of instructional methods. Learning various theories, measurement, testing, and management of classroom orderliness. It was observed that teacher preparation programs and teacher certification requirements are too much when dealing with pedagogy. Others observed that academic knowledge has the greatest effect on the outcomes of student performances, where the majority of prospective teachers can exercise their distinct skills in educating individuals [9].

As to quality teaching, another major consideration is the various conditions in instruction. Suppose a high-quality teacher lacks a sustainable number of teaching materials, a reasonable class size, and the opportunity to talk with other teachers and communicate with the students. In that case, the learning experience will not be sustainable for the needs of every learner, even if the quality of the teachers in charge is excellent. Teachers do not control the conditions of teaching quality, and they depend on the plans of the school institution and the policies followed. High teacher quality might positively affect teaching quality in positive ways, but not that highly. Hence, an established teaching context must be mentioned along with other qualities and major roles of individual teachers in a school institution.

This study aimed to assess the academic support of the holders of Certificate in Teaching (CIT) Senior High School teachers in a Philippine Countryside. It sought to find out the level of academic support of teachers in terms of administrative and collegial support when they are taken as a whole and when they are grouped according to degree completed, sex, length of teaching experience, and subject taught.

2. Literature Review

Cummings [1] sees the timely flow of information as essential to their success in academic aspects. School administrators should value the dissemination of information at the proper time because having bad timing in distributing information from faculty to students, the relationship between the school administration the student may be damaged that may lead to a lack of trust between school administration and students and may result in a toxic type of relationship inside the school. The well-timed flow of information could be the difference in students' decision-making in whether to continue school, just drop out of the school institution, or transfer to the school institution. Administrators in college institutions must keep an eye on the responses of the students whenever they disseminate information to them in order to retain a healthy environment inside the campus and have enough academic support for the students.

The findings of Tickle et al. [8] suggest that administrative support for teachers was crucial in maintaining teacher satisfaction and maintaining the teacher's intent to stay in the profession of teaching. It was also found that administrative support acted as a mediator between the effects of teaching and student and parent interaction and the teachers' job satisfaction. Career longevity also suggests that administrative support plays a crucial role in maintaining teacher satisfaction with a career in education, and administrative support mediated the effects of other teacher and student variables.

Studies by Adeeb et al. [16] concluded that a helpful system surrounds people who have a stronger level of social support and are socially combined in the environment of their university academics and have the chance to recover their academics and achievement more formally and properly. Many researchers concluded that students who show a high degree of social support report a good quality view towards their academics, and the environment's adjustment to the university could be more fluid and can also predict the academic achievement of students. Social support and grade point average (GPA) of students in the university are positively associated with each other, but on the contrary, academic achievement is negatively associated with academic stress.

Some anticipation in academic stress that is related to failure in students' academic aspect is considered as mental stress caused by failure of academics. Academic failure usually includes several demands that are required in a course taken: time management, adjustment to the environment, financial burden, lack of support networks, and social activities. Four academic areas include academic pressure, academic conflict, and academic anxiety. The number of causes of stress in academics are identified, especially for students who are new to university and/or have a first year in college life away from the family. With

the different changes in joining universities, the new semester system is also complicated for first-year students. According to the experts, students in their first year need social support, and they can't improve themselves [18].

The main key to providing academic support is to change students' vital decisions positively, and that is to stay at school. Guiding students toward academic achievement will connect them to a successful future that is attainable for them. It is important to get the students' pride in their school activities so that they can accept the importance of behaving committedly in school by working and studying hard, attending regular classes, and submitting school requirements on time. Making concrete relationships and connections with other students between their school work and their lifetime goals is helpful. Implementing academic support for students could help schools achieve sustainable goals and produce graduates who are ready for employment. Providing students with organized and sustained extra help and/or support to develop their reading skills and comprehension, mathematical order skills, and other skills, students can succeed when faced with circumstances in their curriculum and higher grade levels at higher standards [20].

In the life of normal individuals, social support is considered vital, for it shows a significant impact on the academic achievement of students and is viewed as an influential moderator of the success of a person. Students who suffer from high-stress levels are recommended to have social support. Social support can be attained by students from their parents, teachers, classmates, and friends. In Asia, researchers have shown that social support is a vital part of managing different psychological problems. The lack of social support has been identified as one of the factors that may lead to numerous psychological problems that students may face [21]. It is also essential to consider that the performance of students in the classroom and academics is not only recognized in matters that are related to academics but also in the social support that the students usually get from their society and the people around them.

The academic program-peer teaching method is utilized to make academically successful students educators and to help students who are less advanced in academic learning improve their learning skills. Peer tutors receive special training for their roles as educators within the school premises. A number of researchers have reported that various institutions have pointed to the positive impact of peer tutoring in avoiding the dropout rate of students, especially students with underdeveloped basic academic skills. Peer mentoring is described as teaching as a whole rather than what peer tutoring does. It involves social and emotional support to the learner in addition to the academic assistance that is being served, which is mostly led by more experienced students in their junior and senior years in college. Their learners are the less experienced students, who mainly consist of first- and second-year students [26].

Academic support (AP) encompasses a broad array of educational strategies, including tutoring sessions, supplemental courses, summer learning experiences, after-school programs, teacher advisors, and volunteer mentors, as well as alternative ways of grouping, counselling, and instructing students. Academic support may be provided to individual students, specific student populations (such as non-English speakers or disabled students), or all students in a school. AP might be considered a fundamental, inextricable component of an effective school that should be provided to every student and integrated in some way into every course, learning experience, and student-teacher relationship. Additionally, administrators, teachers, counsellors, and other staff members would assume responsibility for providing the academic support students need to succeed regardless of whether parents request additional support or whether state and federal policies obligate the school to provide supplemental services [27].

Risk factors such as academic difficulty and academic failure are most prevalent in terms of student dropout cases in schools. Students' dropout rate increased because of a lack of academic support from the institutions. These movements are conducted or occur to make coursework more intellectually demanding. Most of the students involved in dropout situations felt upset about their coursework, which led them to disengage and start to fall behind other students. It could also be the reason that students lost hope of catching up with their peers in terms of the academic aspect. Nowadays, some successful individuals have not completed college, such as Bill Gates of Microsoft and Mark Zuckerberg of Facebook [28].

It is known that by having different methods and implementing programs to increase academic support in schools, students would be affected positively. By providing students extra help with academic support, they are on the right path, and the risk of being a dropout in university is lessened. They may find a decent job with a decent salary and also have a successful career after graduation. A study showed shreds of evidence that high school students are willing to respond to strong incentives to take learning seriously. Still, they only feel that they have a reasonable probability of succeeding if they are putting more pressure on themselves and putting more effort towards their learning. Extra help must be presented to learners in a clearer way of communicating, which is an additional effort on the student's part, combined with more learning activities that will provide a more successful and obtainable path on the learners' part [29].

The more experienced students provide academic learning to the less experienced students. It is also supported by different research that peer mentoring is an effective way of enhancing a student's academic achievement and lessening the dropout rate

of students, especially first-year students. The success of students academically depends not only on the quality of the curriculum but also on the classroom medium of instruction. The effectiveness of two out-of-class services that colleges established to support the student's academic success has been a key to contributing to this area. The two key programs established were learning assistance and academic advancement. Support programs that connect first-year students to learning specialists together with academic advisors can provide ideal connections and updated information to first-year students so they can achieve their academic goals as freshmen. Without this type of interaction between students and educators, first-year students may encounter problems with ineffective learning strategies, lack of academic goals, and misleading direction in terms of college education goals [30].

3. Methodology

This descriptive research study primarily aims to assess the academic support of the holders of CIT Senior High School teachers in the Schools Division of Antique. The Department of Education Schools Division of Antique is composed of 22 districts and 54 secondary schools.

The Academic Support Inventory was used to find out the academic support of the teacher-respondents. The instruments contain two areas: administrative support and collegial support. The questionnaire is a four-point Likert rating scale consisting of 17 items to measure respondents' perceptions of the support they have from the administration and 16 items from their colleagues or peers.

To answer this instrument, the respondents rated themselves based on the extent of their agreement or disagreement with each of the given items using the following options:

- 4 - Strongly agree (I am doing 76 - 100 percent of the task)
- 3 - Agree (I am doing 51 - 75 percent of the task)
- 2 - Disagree (I am doing 26 - 50 percent of the task)
- 1 - Strongly disagree (I am doing 0 - 25 percent of the task)

The study's respondents are the holders of CIT secondary school teachers chosen through simplified random sampling and snowball sampling. To gather data in this study, questionnaires on academic support were constructed by the researcher and evaluated by a set of validators. The reliability test results showed Cronbach's alpha results for the various areas of academic support: administrative support = 0.876 and collegial support = 0.856. None of the items were suggested to be removed by the validators.

Statistical tests that were used to interpret the data were frequency, percentage, mean, and standard deviation as descriptive statistics. The distribution of respondents according to variables is presented in Table 1.

Table 1: Distribution of Respondents According to Variables

Variables	n	%
Entire group	55	100
Degree completed		
• Business courses	17	31
• Engineering	7	13
• Arts and Sciences	31	56
Sex		
• Male	21	38
• Female	34	62
Subject taught		
• Languages	3	5
• STEM	12	22
• TLE	30	55
• Humanities and Social Sciences	10	18
Length of teaching experience in DepEd		
• 1 – 4(years)	36	
• 5 and above	19	35

To determine the score of an individual respondent in a specific area of academic support, the numerical equivalents of the options the respondent has chosen are added, and the mean for that particular area is computed. The mean is translated into a numerical scale with the corresponding verbal description shown below (Table 2):

Table 2: Numerical scale with the corresponding verbal description

Scale	Description
3.26 – 4.00	Very high
2.51 – 3.25	High
1.76 – 2.50	Low
1.00 – 1.75	Very low

4. Results and Discussion

4.1. Level of Academic Support of Teachers

The level of academic support of the holders of Certificate in Teaching secondary school teachers in terms of administrative and collegial support when taken as an entire group and when they are categorized according to identified variables was ascertained in this study. The mean and standard deviation were used to determine the data.

4.2. Entire group

As an entire group, the results of the study revealed that the level of academic support of teachers in terms of administrative and collegial support was Very high for both aspects in the aggregate, as indicated by an overall mean of 3.68 (SD= 0.34) for administrative support and 3.46 (0.53) for collegial support. These results suggest that CIT senior high school teachers receive the most support from both their administrations and colleagues or peers, as evidenced by the results of the study.

4.3. Degree completed

Regardless of the degree completed, secondary school teachers had a Very high level of academic support in terms of administrative and collegial support. Business course graduates' overall mean was 3.69 (SD=0.44) for administrative support while 3.55 (SD=0.55) for collegial support. In the case of Engineering graduates, the overall mean was 3.45 (SD=0.32) for administrative support and 3.28 (SD=0.33) for collegial support. Arts and Sciences graduates, on the other hand, have an overall mean of 3.72 (SD=0.27) for administrative support and 3.45 (SD=0.56) for collegial support. This result could be attributed to the managerial support extended by the school heads to teachers, hence supporting the findings of Tickle et al. [8] that state administrative support for teachers was crucial in maintaining teacher satisfaction and maintaining the teacher's intent to stay in the profession of teaching. It was found that administrative support acted as a mediator between the effects of teaching and student and parent interaction and the teachers' job satisfaction.

4.4. Sex

Both male and female CIT secondary school teachers had a very high level of academic support in terms of administrative and collegial support. In the case of male teachers, the overall mean is 3.65 (SD=0.29) for administrative support, while 3.42 (SD=0.50) for collegial support. In the case of female teachers, the overall mean is 3.70 (SD=0.38) for administrative support while 3.48 (SD=0.55) for collegial support. It can be observed that there is a slightly higher level of academic support for female teachers than for their male counterparts.

4.5. Length of teaching experience

Secondary school teachers, regardless of length of teaching experience, received a very high level of academic support in terms of administrative and collegial support. In the case of teachers with 1 – 4 length of teaching experience, the overall mean is 3.71 (SD=0.37) for administrative support while 3.47 (SD=0.50) for collegial support. For those with 5 years and above of service, the overall mean is 3.61 (SD=0.28) for administrative support while 3.44 (SD=0.59) for collegial support.

Here, the high level of support that TIC teachers receive, both from their administration and colleagues, could explain why all of them stay in the profession. This was highlighted by Tickle et al. [8], who found a correlation with career longevity and suggested that administrative support plays a crucial role in maintaining teacher satisfaction with a career in education.

4.6. Subject taught

The results indicate that faculty teaching languages receive less academic support than those teaching STEM, TLE, and HumSS. For language teachers, the overall mean is 3.15 (SD=0.78) for administrative support while 2.67 (SD=0.88) for collegial support. In the case of STEM teachers, the overall mean is 3.64 (SD=0.38) for administrative support while 3.28 (SD=0.66) for collegial support. TLE teachers, on the other hand, have an overall mean of 3.70 (SD=0.28) for administrative support and 3.53 (SD=0.43) for collegial support. Teachers teaching Humanities and Social Sciences obtained an overall mean of 3.80 (SD=0.18) for administrative support and 3.70 (SD=0.22) for collegial support.

It is also worth noting that the administrative support for each subject taught is higher than that for collegial support, as shown by mean scores. This suggests that teachers, across all variables of the subject taught, rely more on their school heads and other aspects of administrative support than their colleagues. In general, teachers have been enjoying adequate administrative and collegial support (Table 3).

Table 3: Level of Academic Support of Teachers as an Entire Group and when Grouped as to Variables

Variables	Administrative Support			Collegial Support		
	Mean	SD	Desc.	Mean	SD	Desc.
Entire group	3.68	0.34	Very High	3.46	0.53	Very High
Degree completed						
Business courses	3.69	0.44	Very High	3.55	0.55	Very High
Engineering	3.45	0.32	Very High	3.28	0.33	Very High
Arts and Sciences	3.72	0.27	Very High	3.45	0.56	Very High
Sex						
Male	3.65	0.29	Very High	3.42	0.50	Very High
Female	3.70	0.38	Very High	3.48	0.55	Very High
Length of teaching experience						
1 – 4 years	3.71	0.37	Very High	3.47	0.50	Very High
5 years and above	3.61	0.28	Very High	3.44	0.59	Very High
Subject taught						
Languages	3.15	0.78	High	2.67	0.88	High
STEM	3.64	0.38	Very High	3.28	0.66	Very High
TLE	3.70	0.28	Very High	3.53	0.43	Very High
Humanities and Social Sciences	3.80	0.18	Very High	3.70	0.22	Very High

5. Conclusions

Based on the preceding findings of the study, the following conclusions are drawn:

- There is adequate academic support extended by the schools for holders of CIT Senior High School teachers in the DepEd Schools Division of Antique. This support emanates from both the administration and their colleagues, and they have been receiving this regardless of their sex, length of teaching experience, degree completed, and subject taught.
- Administrative coaching and peer mentoring are factors that may contribute to both the administrative and collegial support extended to graduates of the Professional Teacher Certification Program senior high school teachers.
- A teacher's ability to develop, manage, and organise learning in the classroom is associated with the administrative support provided by the school leaders and the collegial support of colleagues in school. A school head should be an expert in the curriculum to impart knowledge and necessary skills to the teachers. Moreover, colleagues must show support to co-teachers, especially those with pedagogical knowledge and skills, and the newly hired ones to significantly impact teaching-learning outcomes.

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