



Teachers' Educational Attainment: Does it Contribute to Elementary Learners' Metacognitive Reading Development?

Judith S. Martinez

Zamboanga Peninsula Polytechnic State University
Zamboanga City, Philippines

Abstract

The global history of reading instruction reveals that in certain regions, there is a prevailing belief that teaching reading solely involves instructing the symbols that represent sounds or the basic concepts of the language. However, relying solely on this limited approach to literacy instruction is considered risky and inadequate. This study aims to investigate the connection between teachers' educational attainment and the reading level of fourth-grade pupils. The findings indicate a significant difference in the reading level of pupil-respondents within the group that considered reading speed when they were categorized based on their teachers' educational attainment. However, no significant difference was observed in the reading level of pupil-respondents within the group that excluded reading speed when they were grouped according to their teachers' educational attainment. Although the two groups of respondents showed different results, this study still concludes, along with the other previous study, that the educational attainment of teachers matters to the reading development of the students.

8041

Keywords: *educational attainment, elementary learners, metacognitive, reading development,*

DOI Number: 10.48047/NQ.2022.20.15.NQ88797 **Neuroquantology 2022; 20(15):8041-8048**

Introduction

Education plays a crucial role in advancing society. Students also play a significant role in their and fostering personal growth, and at the academic achievements. However, the exact elementary level, it serves as a fundamental basis relationship between the academic achievements for future learning and development. Among the of educators and the literacy development of various aspects of elementary education, the elementary students remains a subject of ongoing ability to read holds particular importance, as it is examination and debate. The level of education a fundamental skill that shapes students among teachers encompasses various aspects, academic success and lifelong learning including their academic qualifications, specialized capabilities. Therefore, it is of utmost significance training in instructional methods, and subject to identify the factors that contribute to this specific knowledge. Numerous studies have development of reading skills in elementary investigated the influence of these factors on students.

One factor that has received considerable attention in educational research is the educators can also impact their teaching educational background of teachers. These methods. Research suggests that highly qualified qualifications and training of teachers are widely and well-trained teachers possess the necessary recognized as essential components to ensure knowledge and pedagogical skills to create



engaging learning environments and implement language learners as they provide opportunities effective instructional strategies. They can also train specific ideas, retain knowledge, design compelling educational settings and adapt comprehend written texts, identify topics and their guidance to address the unique needs of main ideas, extract relevant information, and their students. Teachers who have obtained engage with the thoughts presented in the text.

advanced degrees or undergone specialized training in literacy instruction are more likely to The development of fluent reading involves possess enhanced capabilities in implementing building upon language skills through instruction evidence-based interventions, establishing and practice, as proposed by Cunningham and captivating learning environments, and tailoring Stanovich (1997). They highlighted the their instruction to meet the specific needs of importance of "print exposure," or regular reading each student.

Consequently, this research has the potential to considerable disparities in children's reading contribute to the future academic success and behaviors. Research suggests that avid readers personal growth of these students. Gaining atypically devour approximately 1.8 million words deeper comprehension of the relationship annually, whereas those who are less inclined to between teachers' educational attainment and read indulge in only approximately 8,000 words the reading development of elementary learners for their personal pleasure (Anderson, Wilson, & holds the power to inform decisions related to Fielding, 1988).

teacher training, recruitment, and professional During the 1970s and 1980s, there was a notable development. This understanding can enable surge of interest in learner strategies for language schools and policymakers to identify effective learning, coinciding with an increased emphasis strategies for enhancing reading instruction, on the reading process in literature. As a result, thereby improving the overall learning research on reading strategies flourished in the experiences and outcomes of elementary 1980s. However, much of this research failed to

Related Literature and Studies

Reading Skills

According to Alenizi & Alanazi (2016), reading is reading (Liu, 2010).

considered a crucial language skill that holds great According to Olshavsky (1977), a strategy is significance for individuals. The act of reading defined as a purposeful approach employed by brings together a community of individuals who readers to comprehend an author's message. share a common mindset and culture. Reading Pritchard (1990, cited in Urquhart & Weir, 1998) not only expands one's range of experiences but suggests that a strategy is an intentional action also keeps the mind active, refreshes thoughts, taken by readers to enhance their understanding satisfies the desire for beneficial curiosity, and of what they read. While there is some confusion fosters self-identification while providing in the literature regarding the distinction between

knowledge about the world and its happenings. skills and strategies, Urquhart & Weir (1998) The role of reading extends beyond the individual, propose several generally accepted differences. playing a vital part in connecting individuals with Firstly, strategies are reader-oriented, focusing on their communities. It helps individuals gain the reader's actions, while skills are centered on direction, develop necessary skills, encourage the text itself. Secondly, strategies involve discussions within the community, and promote conscious decisions made by the reader, whereas respect for different values. From an educational skills are typically used unconsciously. Lastly, perspective, reading enhances learners' strategies are responses to a problem or knowledge and contributes to their success in challenge, whereas skills are not problem-school. It equips learners with problem-solving oriented. In summary, a skill is an automated and abilities, enabling them to address challenges they mostly subconscious ability, while a strategy is a encounter, even in their daily lives. Thus, reading conscious procedure employed to overcome a

comprehension skills are indispensable for

specific issue (Williams & Moran, 1989, cited in liberation and development. Additionally, Chall Urquhart & Weir, 1998).

(1990) outlines various reasons why reading is important in navigating today's society, such as three categories: word-related, clause-related, its importance in job searching, fostering and story-related. Hosenfeld (1977, 1979, 1984) creativity, and facilitating the discovery of new provides a range of effective reading strategies. ideas.

Block (1986) differentiates between general and local strategies, such as comprehension monitoring, and local strategies, acquiring functional literacy. As a result, schools which involve understanding specific linguistic are expected to provide various opportunities for units. Sarig (1987) categorizes reading moves or students to engage in reading activities. Educators strategies into four types. The number and have long understood the significance of reading complexity of reading strategies are undoubtedly proficiency and have incorporated diverse extensive. Considering that strategies are often teaching strategies, drills, and activities to utilized in combination and that different readers enhance both reading skills and foster a genuine may employ different terminology to describe the love for reading. Quijano (2007) emphasizes that strategies they use, it may not be feasible to reading difficulties contribute to poor compile a definitive list of strategies. performance among certain students in the

Reading skills of the Learners

Cabalo and Cabalo (2019) argue that the However, in the current Philippine public school achievement of a school in meeting its curriculum for elementary and high school, constitutional responsibility of fostering essential reading is just one component among three competencies in literacy, numeracy, critical others—listening, speaking, and writing—under thinking, and learning skills heavily relies on the English and Filipino subjects. As classroom time is fundamental ability of reading and progressively reduced and reading is combined comprehension. Likewise, according to Carl with other subjects in a single session, students Woodward (2004), reading is a potent instrument have limited time dedicated to improving reading for preserving and passing on the vast wealth of comprehension. Villamin (1994) explains that knowledge that humanity has amassed over time, reading is a two-way communication process ensuring that future generations can inherit and between the author and the reader. Effective reap the benefits of this intellectual heritage. communication facilitates better learning, while a However, reading difficulties are prevalent, and communication gap hampers comprehension. many children struggle with reading. The 2005 Thus, educators have the responsibility to assist National Assessment of Educational Progress students in developing reading comprehension (NAEP) Reading Report Card reveals that 69% of skills to ensure productive teaching and learning fourth-grade students in the country are not experiences.

proficient readers, with 36% unable to even read Reading comprehension involves understanding at a basic level. Even more optimistic state testing and grasping information, and it is assessed across results commonly show failure rates of 40%. Adult four levels: noting details, identifying main ideas, literacy data indicates that 50% of adults in the making inferences, and drawing conclusions country possess the lowest literacy levels (1 and (Dígal, 2007). Teachers utilize these levels to 2), lacking the necessary skills for securing and enhance students' reading comprehension, retaining decent employment. In essence, reading considering them as vital aspects in their difficulties are widespread, and many individuals development. According to Jason Carlos (2008), find reading challenging. It is important to note reading comprehension and overall academic that your student is not alone in facing reading achievement are closely connected, and difficulties. Romero and Romero (2004) addressing learning gaps can be achieved by emphasize the value of reading, highlighting its systematically increasing students' acquisition of potential to provide access to knowledge, develop academic background knowledge, starting from employable skills, and contribute to human elementary grades. This implies that both reading

comprehension and background knowledge play2. Determine the relationship of the teachers' essential roles in attaining academic success. educational attainment to the reading level of the students.

Teachers' Educational Attainment

Concerns regarding the qualifications of earlyMethodology childhood education (ECE) teachers and theirThis research focuses on examining the influence potential impact on the quality of teaching andof teachers' reading strategies on students' learning were highlighted by Ho, Lee, and Tengcomprehension. The study specifically targets (2016). To address this issue, several countries,Grade IV students in one of the districts within the including the USA, UK, Singapore, and Korea, haveDivision of Zamboanga City. Out of the seven prioritized the improvement of teacherschools in the district, only four schools qualifications as part of their policy agendavoluntarily participated in this study. The (OECD, 2011). Recognizing the importance ofremaining three schools in the district and ongoing professional growth, continuingstudents from other grade levels are excluded professional development (CPD) has beenfrom the study. A total of 168 participants took identified as a crucial strategy for enhancingpart in the study, including 80 students who were teachers' professional learning and the overallpart of the group that considered reading speed quality of teaching and learning (Huffman, 2011).(control group), 80 students who were part of the CPD encompasses various opportunities providedgroup that excluded reading speed (experimental to teachers for updating and enhancing theirgroup), and eight teachers who teach in the four educational practices, often referred to as "in-participating schools within the district where the service training,""continuing education," orstudy was conducted. Reading Teachers profile "professional training" (OECD, 2012). were also considered to evaluate its correlation to

Traditionally, CPD programs were primarilythe reading skills of the pupils. focused on transmitting teaching knowledge andThis study was purposely conducted to answer developing teaching skills, usually conducted bythe six (6) research questions stated in the earlier universities or experts. However, these programs part. To answer all the research questions and for often lacked alignment with the specific needs ofthe purpose of triangulation, three (3) research students and school objectives. In recent years,instruments were utilized as instruments such as: there has been a shift towards a professional(1) Phil-IRI Silent Reading Passages (Morris and learning approach in CPD, recognizing theGunning, 2008), validated interview questionnaire importance of universities and professionaland class observations.

organizations in providing contextually relevant

development opportunities (Maxfield et al., 2011;**Results and Discussions**

Schwartz et al., 2009). This evolving perspective**In Terms of Teachers' Educational Attainment**

emphasizes the need to expand ourTable 1. below shows the results of an ANOVA understanding of CPD and consider it within theanalysis conducted on the reading level of pupil- context of school-based development (Stoll &respondents. The analysis involved grouping the Louis, 2007). The concept of a professionalrespondents based on their teachers' educational learning community (PLC) has emerged as aattainment within the group that considered sustainable form of CPD, with the aim ofreading speed. The findings from the table integrating PLCs into school efforts to enhanceindicate a notable and statistically significant teachers' professional learning and address schooldifference in the reading level of the pupil- improvement needs (Garet et al., 2001;respondents within the group that included speed McLaughlin and Talbert, 2006).

Research Objectives

1. Evaluate the elementary pupils' reading level.

when they were categorized according to their teachers' educational attainment. In the post hoc analysis below, pupils whose teacher with bachelor's degree, attained higher reading level of 57.35 than those pupils whose teacher with Master's units and Doctorate degree holder.

Table 1. One-Way ANOVA Result of the Reading Level of the Pupils grouped According to Their Teacher's Educational Attainment in the Group of Pupil- respondents with the Inclusion of Speed

Source of Variation	Sum of Squares	Df	Mean Square	F Value	P value	Interpretation
Between Groups	26784.98	2	13392.490	38.611	<0.01	Significant*
Within Groups	26707.64	77	346.853			
Total	53492.63	79				

Note: Significant at alpha = .05

Based on the data given, pupil-respondents. However, the article went on to point out this taught by the teachers who finished bachelors' holds true "only when those degrees were earned degree only had recorder higher reading scores in those subjects". compared to the pupil-respondents taught by In 2003, Woolridge conducted a study to examine teachers with masters' and doctorate degree. the academic performance of students taught by Perhaps, we can say that in the group with the teachers with different degree levels. The study inclusion of speed , teachers' educational included students from third to eighth grade in 12 qualification is one of the considered factors that schools within a Florida school district. The results improved the reading level of the pupil- of Woolridge's study revealed that third and fifth- respondents. grade students instructed by teachers with a Similar findings can be observed in previous master's degree achieved significantly higher studies. Turner et al. (2016) conducted a study academic outcomes compared to students taught using path analysis and discovered that the by teachers with a bachelor's degree. However, percentage of teachers with a master's degree for other grade levels, there was no significant significantly influenced the academic performance difference in student achievement between of elementary students in both mathematics and teachers with different degree levels, except for reading. middle school students who exhibited better Sawchuk (2009) also noted the positive impact of performance when taught by teachers holding a advanced degrees on student achievement, master's degree. particularly in high school content areas such as math and science. According to Goldhaber and Since the educational qualification in the group Brewer (1998), students who were taught by with the inclusion of speed shows significant teachers with a master's degree in mathematics result, table 2. presents the post hoc test result demonstrated higher mathematics achievement on the reading level of the pupil- respondents scores compared to those who did not have when grouped according to their teacher's teachers with advanced degrees. educational attainment in the group with the James (2003) referenced a study by Rice that inclusion of speed. It can be gleaned from the explores the relationship between degree level table that teachers with bachelors' degree only and teacher quality, as reported in an article have higher reading level as compared to the published in The Gainesville Sun. According to teachers with masters' and doctorate degree. This James's article, "Advanced degrees, particularly means that in this study, higher educational master's degrees, have a positive effect on high qualification does not contribute to the reading school mathematics and science achievement" level of the pupil- respondents.

Table 2. Post Hoc Test on the Reading Level of the Pupils when grouped According to Their Teacher's Educational Attainment in the Group of Pupil- respondents with the Inclusion of Speed

Teacher's Educational Attainment	N	Reading Level
----------------------------------	---	---------------



(1) Bachelor's degree	40	57.35 ^a
(2) with Master's units	20	22.05 ^b
(3) Doctorate Degree Holder	20	19.55 ^b

Legend: ^{a,b} Means are not significantly different at alpha .05, based on Tukey's Test. Means of (2) and (3) are not significantly different.

This result may be rooted to the good foundations should acquire to include the teaching the reading of the education program of the schools or skills of the pupils.

universities where the teachers with bachelors' Table 3. presents the results of an independent t-degree graduated. While it is true that some of the test analysis conducted on the reading level of the universities and colleges in the city where pupil-respondents. The analysis involved grouping they may have earned their educational the respondents based on their teachers' backgrounds had made a decrease in terms of the educational attainment within the group that passing rate in the Licensure Examination forecluded speed. The table indicates that there is Teachers (LET), but we may consider theno statistically significant difference in the reading curriculum revisions made by these colleges and level of the pupil-respondents within the group universities so that their graduates can meet the that excluded speed when they were categorized demand of the K to 12 learners specifically the according to their teachers' educational skills and competencies which they need and attainment.

Table 3. Independent t – test Result of the Reading Level of the Pupil-respondents Grouped According to Their Teacher's Educational Attainment in the Group with the Exclusion of Speed

Teacher's Educational Attainment	Mean	SD*	Mean Difference	t – value	P value	Interpretation
with Master's units	37.34	15.79	- 2.65	- 0.624	0.534	not significant
with PhD units	40.0	18.34				

Note: Not significant at alpha = .05

This further means that teachers who handle the teachers does not contribute to the academic pupil-respondents in the group with the exclusions success of students in North Carolina.

of speed did not show significant differences in Dial's study (2008) revealed predominantly terms of their educational qualification. It could negative findings regarding the influence of be possible that teachers who belong to lower teachers' degree level on student achievement. years in service who earned a bachelors' degree in Goldhaber, cited in Dial's study, argued that the past eleven years (11) may have the same commonly used measures of teacher quality, such teaching competence in reading with those as certification, experience, and education level, teachers who already earned their masters' and lack definitive empirical evidence supporting their doctorate degree. effectiveness. Goldhaber emphasized the importance of intangible qualities like enthusiasm

The claim of this research is supported by several and skill in knowledge delivery, which are often studies. Wilson and Floden (2003) conducted a overlooked when determining teacher quality. review of 14 studies and found no consistent. Notably, Goldhaber highlighted those measurable relationships between a teacher's level of aspects of teacher quality only account for 3% of education and their students' achievement. student performance, while the remaining 97% is Similarly, Clotfelter et al. (2006) reviewed data attributed to immeasurable teacher qualities. This from 4,000 teachers in North Carolina and highlights the limited impact that measurable observed that teachers with a master's degree characteristics have on student achievement, with were associated with lower student achievement, immeasurable qualities having a greater indicating that the educational qualification of influence.



In Woolridge's study, which compared Florida elementary teachers, students taught by general master's degree teachers achieved slightly higher mean scores than those taught by general bachelor's degree teachers, but the difference was not statistically significant. While this suggests a potential influence of a teacher's master's degree on student achievement, the results were not significant enough to draw a definitive conclusion. Conversely, the study by Clotfelter et al. indicated that having a degree does not impact student achievement significantly. They concluded that teachers held a master's degree or obtained it within the first five years of teaching were equally effective in the classroom compared to colleagues without a master's degree.

Maphoso and Mahlo (2015) conducted a study investigating the connection between teacher

References

Alenizi, M. & Alanazi, M. (2016). The Grade 12 learners in both boarding and non-boarding schools. The findings indicated that there was no significant difference in teachers' qualifications between the two types of schools. *International Journal of English Linguistics*; Vol. 6, No. 4; 2016 ISSN 1923-869X E-ISSN 1923-8703

Anderson, R.C., Wilson, P.T., & Fielding, L.G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23, 285–303.

Block, E. (2005). The comprehension strategies of second language readers. *TESOL Quarterly*, 20, 436-494.

Cabalo, J. & Cabalo, M. (2019). Factors affecting teacher qualifications and pupil achievement among Rural Elementary Schools. *International Journal of Science and Management Studies* Philadelphia elementary schools, they also concluded that graduate-level teacher education had no impact on pupil learning.

Chall, J. S., Jacobs, V. A., & Baldwin, L. E. (1990). *The reading crisis: Why poor children fall behind.* Cambridge, MA: Harvard University Press.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources*, 41, 778-820. doi:10.3368/jhr.XLI.4.778

Cunningham, A., & Stanovich, K. (1997). Early success and performance, as it empowers reading acquisition and its relation to reading students to comprehend and engage with educational content. This study was conducted to examine the impact of teachers' educational attainment on students' reading development and teacher degree levels on student

Dial, J. (2003). The effect of teacher experience and teacher degree levels on student

- achievement in mathematics and communication arts. Olshavsky, J. (1977). Reading as problem solving: An investigation of strategies. *Reading Research Quarterly*, 4, 654-674.
- Goldhaber, D., and Brewer, D. (1998). Why don't Philippine schools and teachers seem to matter? Reading Inventory (Phil-IRI)-Oral Test. DepED Memorandum No. 143, s. 2012, Department of educational productivity. *Journal of Education Human Resources*. 32(3). Forthcoming.
- Pritchard, R. (1990). The effects of cultural Goldhaber, D., & Anthony, E. (2007). Can teachers' schemata on reading processing strategies. quality be effectively assessed? *Reading Research Quarterly*, 25 (4), 273-295.
- Romero & Romero (2004). Peer-assisted learning certification as a signal of effective teaching. Retrieved from strategies: Promoting word recognition, fluency, www.crpe.org/cs/crpe/download/csr_files/brief_and_reading_comprehension_in_young_children.crpe_badclass_nov08.pdf *Journal of Special Education*, 39(1), 34-44.
- Ho, D., Lee, M., & Teng, Y. (2016). Exploring the relationship between school-level teacher qualifications and teachers' perceptions of school-process data. In J. Devine, P. L. Carrell, & D. E. Eskey (Eds.), *Research in reading in English as a second language* (pp. 105-120). Washington, DC: *Teaching and Teacher Education* Volume 54. TESOL.
- Hosenfeld, C. (1977). A preliminary investigation of the reading strategies of successful and unsuccessful second language learners. *System, Education Week*, 6, 5 (2), 110-123
- Sawchuk, S. (2009). Halt urged to paying teachers for earning master's degrees. *System, Education Week*, 6, 5 (2), 110-123
- Stoll, L., & Louis, K. (Eds.). (2007). Professional learning communities: Divergence, depth and dilemmas. London/New York: Open University Press/McGraw Hill.
- The learner in today's environment. Montpelier, VT: NE Conference in the Teaching of Foreign Languages.
- Urquhart, A., & Weir, C. (1998). Reading in a second language: Process, product and practice. London and New York: Longman
- Hosenfeld, C. (1984). Case studies of ninth grade readers. In J. C. Alderson, & A. H. Urquhart (Eds.), *Innovative Strategies in Reading in a foreign language*. London: Longman
- Jala, G. (2020). Pupils' reading comprehension, problem-solving skills and academic performance. *Journal of World Englishes and Educational Practices* (JWEEP) ISSN: 2707-7586 Website: www.jweep.org. 2020
- Villamin, A. (1994). *Innovative Strategies in Reading in a foreign language*. Quezon City: Phoenix Publishing House
- Jala, G. (2020). Pupils' reading comprehension, problem-solving skills and academic performance. *Journal of World Englishes and Educational Practices* (JWEEP) ISSN: 2707-7586 Website: www.jweep.org. 2020
- Language Teaching, 22, 217-28.
- Liu, F. (2010). Reading Abilities and Strategies: A Short Introduction. *International Education Studies* Vol. 3, No. 3; levels with particular reference to English.
- Maphoso, L. and Mahlo, D. (2015) *Teacher Qualifications and Pupil Academic Achievement*. Education Journal of Social Sciences.
- Wilson, S. & Floden, R. (2003). Creating effective teachers: concise answers for hard questions. Morris and Gunning (2008). *Philippine Informal Reading Inventory Manual*. Department of Education, Central Office.
- Woodward, C. (2004). Reading ability and academic performance in South Africa: Are we fiddling while Rome is burning? *Language Matters*, 33:179-208