INSTRUCTIONAL CAPABILITY OF PUBLIC ELEMENTARY SCHOOL TEACHERS: BASIS FOR A PROPOSED ACTION PLAN

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**Abstract.** This study aimed to determine the level of instructional capability of the public elementary school teachers in Calasiao District I during the school year 2019-2020. The teachers’ level of instructional capability as perceived by the Master Teachers is “Capable”. Likewise, the teachers themselves perceived that their level of instructional capability is “Capable” along the domains of Content Knowledge and Pedagogy, Learning Environment, Curriculum and Planning, and Assessment and Reporting. However, the teachers rated themselves as “Moderately Capable” in terms of Diversity of Learners. Teachers encounter “Serious” classroom management – related problems which need to be addressed by the teachers themselves and school administrators. Teachers’ level of instructional capability is not associated with the extent of seriousness of classroom management related problems they encounter.

**Keywords.** content knowledge, pedagogy, instructional capability, action plan, learning environment

1 Introduction

The necessity of classroom management is an inevitable task that teachers will have to acquire if they intend to have well-managed classrooms free from disruptions. Teachers need to understand that the basic of teaching depends on effectively managing the classroom and ensuring that lessons are presented smoothly. To continue teaching without attending to disruptive behavior is a purposeless teaching discourse since no effective learning is possible. A teacher’s most important activity in a typical class environment is the classroom management. Learning and teaching cannot take place in a mismanaged classroom.

Another important aspect of classroom management is to ensure the motivation of the learners and keep their attention focused on educational activities throughout the course. What learners complain generally is not the difficulty of the course, but the dullness of it. It is evident that the dullness of the course is related to teachers’ skills regarding classroom management. We can state that dullness emerges from the rupture between what is expected from us and what we apply in life (Okutan, 2016).

Section 7 of the Enhanced Basic Education Act or Republic Act 10533 states that Deped and CHED, in collaboration with relevant partners shall conduct teacher’s education and training programs to meet the demands for quality teachers and school leaders and the standards of the K-12 curriculum. However, only few teachers are given training and seminars in managing a classroom.

The National Educators Academy of the Philippines (NEAP) responds to the demand for professional development guide for Filipino teachers. It is an integrated theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of students to learn the different learning goals in the curriculum. The NCBTS provides a single framework that shall define effective teaching in all aspects of a teacher’s professional life and in all phases of teacher development. The use of a single framework should minimize confusion about what effective teaching is. The single framework should also provide a better guide for all teacher development programs and projects from the school-level up to the national level.

Effective teaching and learning cannot take place in a poorly managed classroom. If learners are disorderly and disrespectful, and no apparent rules and procedures guide behavior, the classroom will be full of complete chaos. In this situation, both teachers and learners suffer. Teachers struggle to teach, and students most likely learn much less than they should. On the other hand, well-managed classrooms provide an environment in which teaching, and learning can flourish.

As public elementary school mentors, teachers have the crucial and critical role in handling the learners, especially in managing the classroom. There are many factors that a teacher must consider upon entering the classroom. These are the pedagogy in implementing the K-12 Curriculum, demand of the stakeholders, diversity of the learners, behavior and discipline of the learners. These are the reasons that made the researcher become interested in the concerns and challenges of every classroom. Encompassing this study is the importance of classroom management, especially in this 21st century of teaching the millennial learners. Indeed, this study hoped to achieve better teaching and learning, through effective instructional capability of public elementary school teachers in Calasiao District I.

2 Review of Related Literature

The reviewed studies both local and foreign helped the researcher to conceptualize the present study. Most of the studies cited focused on provisions and procedures necessary to create and maintain an environment in which teaching, and learning occur. Similarly, the present study dealt on the domains of learning environment and diversity of learners under the PPST. In addition, this study also involved other domains such as: content knowledge and pedagogy; curriculum and planning; and, assessment and reporting.

Drang (2015) and Garret (2016) studies emphasized approaches used by teachers in managing the class. White (2015) and Nard (2014) studies dealt on discipline and management of learners’ behavior. These are relevant to the present study since the researcher included classroom management-related problems encountered by public elementary school teachers.

Camba (2015) and Aquino (2016) studies, gave insights for the researcher to look into the aspect of learner motivation and conduct of interesting learning activities. Benito’s (2016) study and the present study differ in the sense that the former study had the social science secondary teachers in public schools as respondents while the present study involved public elementary school teachers. The study of Estrada (2016) focused on the training needs of the teachers. She recommended that training of teachers is essential to keep themselves abreast with the latest trends in teaching. They also need to have professional growth and development by means of enrolling themselves in master’s degree and doctoral degree, by reading professional books and magazines. In summary, the researcher found all the related studies to have bearing on the concerns of this study.

3 Research Methodology

3.1 Research Design

The descriptive-developmental method of research was employed in this study. The descriptive method is designed to gather information about existing conditions and situations of this study. The study focused on the profile of the teachers which include their Personal Profile (age, sex, and civil status) and Professional Profile (Highest Educational Attainment, Teaching Position, Grade Level Assignment, Length of Teaching Experience and Relevant Trainings Attended), level of instructional capability of the teachers as perceived by themselves and master teachers and the extent of seriousness of classroom management related – problems encountered by the public elementary school teachers.

The developmental method of research was used to propose an action plan for the enhancement of instructional capability of the public elementary school teachers.

3.2 Sources of Data

The respondents of this study are the public elementary teachers and Master Teachers in Calasiao District I during the academic year 2019-2020. The respondents involved only the intermediate teachers who are handling Grades 4, 5, and 6. Table 1 shows the frequency distribution of the respondents. The table shows that there are sixty-five (65) intermediate teachers and seventeen (17) Master Teachers.

3.3 Statistical Treatment of Data

For the level of instructional capability of the teachers, this was determined by using Average Weighted Mean (AWM) based on a 5-point Likert scale. The extent of seriousness of classroom management – related problems encountered by the public elementary school teachers, the average weighted mean was computed, and the results were interpreted. The relationship between the profile variables and the level of instructional capability of the teachers in terms of Content Knowledge and Pedagogy; Learning Environment; Diversity of Learners; Curriculum and Planning; and Assessment and Reporting was determined using Spearman’s rho Coefficient of Correlation. The same statistical tool was also employed to determine the relationship between the level of instructional capability and the extent of seriousness of classroom management- related problems encountered by the teachers.

4 Presentation, Analysis, and Interpretation of Data

4.4 Relationship Between the Teachers’ Profile Variables and Their Level of Instructional Capability

Table 1. Correlational Analysis Between Teachers’ Profile and Level of Instructional Capability

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Table 1 shows the correlational analysis of the teachers’ profile variables and their level of instructional capability. It reveals that there is a significant relationship between the respondent’s age and instructional capability in terms of content knowledge and pedagogy (.320), diversity of learners (.372), curriculum and planning (.327) and assessment and reporting (.371). Respondents’ civil status is significantly correlated with content knowledge and pedagogy with .285 rho coefficient.

It can be inferred from the table that teaching position and length of teaching experience have positive linear correlation with level instructional capability along all the given domains. This implies that there is a direct relationship between teachers’ position and length of teaching experience with how well they perform and demonstrate skillful ways along content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting. Moreover, relevant trainings attended by the respondents has a significant association with content knowledge and pedagogy (.380) and learning environment (.365). The test of significance indicates that with p < 0.01 we can reject the null hypothesis that there is no significant relationship between the teachers’ profile variables and level of instructional capability. Thus, teachers’ profile such as age, civil status, teaching position, length of teaching experience and relevant training attended are associated with their level of instructional capability.

4.2 Extent of Seriousness of Classroom Management-Related Problems Encountered by the Teachers

Table 2. Extent of Seriousness of Classroom Management Related–Problems Encountered by Teachers

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Table 2 presents the extent of seriousness of classroom management - related problems encountered by the intermediate teachers. The respondents expressed that the classroom management-related problems they encountered are “Serious” with overall AWM of 2.73. This result point to the fact that the problems such as disrespectful behavior of the learners, lack of parental involvement, absenteeism among learners, lack of learning materials and other identified problems are serious matters to deal with and, therefore, must be given appropriate solutions.

4.3 Relationship Between the Teachers’ Level of Instructional Capability and Extent of Seriousness of Classroom Management – Related Problems Encountered

Table 3 shows the correlational analysis between level of instructional capability and extent of seriousness of classroom management related problems encountered by the teachers. It discloses that there is very low or no association between the level of instructional capability in terms of content knowledge and pedagogy (p=.002), learning environment (p=.043), diversity of learners (p=.079), curriculum and planning (p=.045), and assessment and reporting (p=.051) with the extent of seriousness of classroom management – related problems. The null hypothesis posited along this concern of the study is hereby accepted at .05 level of significance. This implies that level of instructional capability of the teachers along the five domains are not associated with the extent of seriousness of classroom management – related problems they encounter.

Table 3. Correlational Analysis Between Teachers’ Level of Instructional Capability and Extent of Seriousness of Classroom Management – Related Problems Encountered

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5 Conclusion and Recommendation

The typical public elementary school teacher of Calasiao District I is an adult female who is married. She had earned units towards master’s degree or full fledge MA degree holder. She holds a Teacher III position, with moderately long teaching experience and handles Grade 5 or Grade 6 learners. The teacher had attended trainings up to the division level only. There is a need to enhance the teachers’ level of instructional capability along the domain of Diversity of Learners and certain strands along Assessment and Reporting. The teachers’ personal and professional profile is associated with their level of instructional capability. Teachers encounter “Serious” classroom management – related problems which need to be addressed by the teachers themselves and school administrators. Teachers’ level of instructional capability is not associated with the extent of seriousness of classroom management related - problems they encounter.

There must be continuing professional development of teachers through education and training. Teachers should be encouraged to pursue a higher degree and they should be given opportunity to attend seminars and workshops in the regional and national levels to enhance their level of instructional capability. The proposed action plan should be implemented by the school Principals of Calasiao District I. Classroom management- related problems must be given appropriate solutions by teachers themselves in collaboration with parents and full support of school administrators and the Parents and Teachers Association. Similar studies may be conducted in other districts or other school levels to determine the level of instructional capability of teachers. Future researchers may investigate on other variables that may be correlated with teachers’ level of instructional capability.

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