

INSTRUCTIONAL COMPETENCE OF TEACHERS: BASIS FOR LEARNING ACTION CELL SESSIONS

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Abstract: This research determined the level of instructional competence of teachers as basis for learning action cell sessions. It utilized the non-experimental quantitative research design utilizing the descriptive technique, and included 85 teachers in Digos City Central Elementary School, Digos City Division, Department of Education, Philippines. This study was conducted during second semester of school year 2017-2018. Utilizing mean, results showed the following: overall level of instructional competence of teacher is very extensive; very extensive level of curriculum; planning and assessment; very extensive level of teaching all the students; very extensive level of family and community engagement; very extensive level of professional culture. A learning action cell sessions which will focus strands that have low results may be designed in order to address the concern of the teacher in terms of their instructional competence.

Keywords: Instructional Competence of Teachers, Basic Research, Department of Education, Digos City Division, Philippines.

1. INTRODUCTION

There is a pressing demand among teachers to undergo relevant trainings that aim to enhance their instructional practices. As the learning environment and learning preference of the student continue to evolve, teachers must upgrade their pedagogical competency in order to respond to the needs of the learners. The teaching practice of teachers is central to student learning. The students' mastery of competency is relatively dependent on the teacher's instructional competence. However, there are teachers who perform poorly in giving instruction which resulted to ineffective student learning (Hudson, 2008).

There are numerous observations that pointed out to teacher's poor competence in terms of aligning classroom activities in the objective of the lesson. This is mainly due to poor lesson planning skill among teachers which need to be addressed in no time. Aside from this observation, there are teachers who cannot deliver the lesson utilizing contextualization that it fails the students to find meaning in the application of the lesson in their daily experiences (Clinchy, 2012).

Similarly, there are also observations regarding teacher's poor competence in designing assessments and utilizing these to make an informed decision in terms of delivering the lesson. Many teachers fail to utilize assessment results to reflect on their teaching practice. There are also teachers who lack the necessary skill to design assessment that is appropriate to the level of the students (Fullan, 2012).

The researcher has not come across of a similar study regarding instructional competence of teacher in a local setting. This undertaking therefore, can be considered as a blueprint of new knowledge and additional document to the existing knowledge for the variable involved in the study. It is in this context that the researcher decided to conduct this research.

2. METHODOLOGY

This study utilized the non-experimental quantitative research design utilizing descriptive technique. This study employed the descriptive method to determine the instructional competence of teachers. Descriptive method research is a measure of variable with varying level of measurement. According to Johnson (2012) this research is appropriate when researcher would like to make an intervention program based on the data generated from the study to improve the quality and standard of the mentioned indicators in the variable of the study. In this study, the instructional competence of teachers was described.

3. RESULTS

Level of Instructional Competence of Teachers

The extent of instructional practices of teachers obtained an overall mean of 4.62 or very extensive. This means that the provisions relating to the instructional practices of teachers are very evident.

Among the items, the highest is on teaching all the students, with a mean score of 4.90 or very extensive. This means that the instructional practices of teachers are very evident. It further suggests that their instructional practices are very extensive and teachers always address the promotion of learning and growth of all students through ethical, culturally proficient, skilled and collaborative practice.

Moreover, Curriculum, planning, and assessment has a mean score of 4.60 or very extensive. This means that the provision relating to curriculum, planning and assessment are very extensively practiced and are very evident. For the indicator Family and community engagement, the respondents obtain a mean score of 4.53 or very extensive. This means that in terms of family and community engagement, teachers' instructional practices are very evident.

Finally, among the items, the lowest is on Professional culture, with a mean score of 4.43 or extensive. This means that this professional culture is evident among the teachers. This suggests that among the instructional practices of teachers, professional culture is extensively practiced by teachers. This further suggests that teachers are extensively involved in professional growth and are extensively active in pursuing the professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

Level of Instructional Competence of Teachers in terms of Curriculum, Planning and Assessment

The level of instructional practices of teachers in terms of curriculum, planning, and assessment obtained an overall mean of 4.60 or very extensive. This means that the provision relating to instructional practices of teachers in terms of curriculum, planning, and assessment is very evident.

Among the items, the highest is on giving quizzes to measure understanding of the lesson. This means that the teachers of promote learning and growth of all students by designing and administering authentic and meaningful student assessments and analyzing performance to help in refine learning objectives.

On the other hand, the item Involving students in the class discussions and using visual aids that encourage learning gets a mean score of 4.66 or very extensive; Identifying the least learned lessons after the quiz and planning strategies to make them easy to be understood, has a mean score of 4.64 or very extensive; and Calling student's attention including their parents and giving them comment for their improvement in learning, obtains a mean score of 4.56 or very extensive.

Finally, among the items, the lowest is on Presenting the lessons in the easiest way and asking questions that are easy to answer, with a mean score of 4.44 or extensive. This means that the idea that teachers present lessons in the easiest way and asking questions that are easy is evident.

Level of Instructional Practices of Teachers in terms of Teaching All the Students

The level of instructional practices in terms of teaching all the students obtained an overall mean of 4.90 or very extensive. This means that the provision relating to instructional practices of teachers in terms of teaching all the students are very evident.

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The highest mean scores are on Always having a high expectation from work of students and guiding them toward achieving good grades, and Respecting individual differences with a mean score of 4.98 or very extensive for both strands. This means that the teachers are constantly having high expectation from the students' work and persistently respect students' diversity.

When teachers set high expectation to student's work, the students are challenge to give their best and are motivated to improve their performance. On the other hand, when students' differences are addressed, students feel good about themselves and are more likely to participate in class activities.

Moreover, it is followed by maintaining a safe learning environment, with a mean score of 4.96. On the other hand, the item providing activities that help students develop their skills, with a mean score of 4.82 or very extensive.

Finally, among the items, the lowest is on Explaining the lessons by giving examples directly related to student's life and has a mean score of 4.74 or very extensive. This means that it is very evident that teachers explain the lessons by giving examples related to student's life.

Level of Instructional Practices of Teachers in terms of Family and Community Engagement

The level of instructional practices of teachers in terms of family and community engagement obtained an overall mean of 4.53 or very extensive. This means that the provision relating to instructional practices of teachers in terms of family and community engagement are very well evident.

Among the items, the highest is on always communicating with parents for support in student's learning, with a mean score of 4.76 or very extensive. This means that teachers always take time to communicate with parents and discuss about the support they can sustain for student's progress in school as communicating with parents bring positive effect to student's learning.

Moreover, it is followed by Working together with parents for support in student's learning, with a mean score of 4.65 or very extensive. Welcoming parents to become active participants in the classroom and in the community obtains a mean score of 4.56 or very extensive. This is followed by Encouraging parents to regularly attend HPTA meeting, with a mean score of 4.55 or very extensive.

Finally, among the items, the lowest is on Encouraging parents to regularly visit the school to follow-up on student's performance, has a mean score of 4.33 or extensive. This means that it is evident that teachers encourage parents to regularly visit the school to follow-up on student's performance.

Level of Instructional Practices of Teachers in terms of Professional Culture

The level of instructional practices of teachers in terms of professional culture obtained an overall mean score of 4.43 or very extensive. This means that the provision relating to instructional practices of teachers in terms of professional culture is evident.

Among the items, the highest is on Setting as a good role model by being a good example to students, with a mean score of 4.76 or very extensive. This means that teachers set as good examples to students. Being a center of student's attention, teachers should be role model as students imitate them.

Always actively participating in most of the school activities has a mean score of 4.54 or very extensive. Regularly developing strategies for the students to easily understand the lessons obtains a mean score of 4.52 or very extensive.

On the other hand, working together with other teachers on many different tasks has a mean score of 4.45 or very extensive.

Finally, among the items, the lowest is on taking up master's education for development with a mean score of 3.87 or very extensive. This means that teachers are not enticed to getting a master's degree. This also means that teachers must be having other priorities in mind instead of getting back to school and earn a degree on the graduate program.

4. CONCLUSION

This study revealed a very extensive level of instructional competence of teachers, very extensive level of curriculum planning and assessment, very extensive level of teaching all students, very extensive level of family and community engagement, and very extensive level of professional culture.

5. RECOMMENDATION

The following recommendations were drawn based on the results of the study. Generally, the study found a very extensive level of instructional competence of teachers and the researcher recommends to the school administrators that they may continuously strengthen their monitoring and professional development activities for all teachers to possibly maintain or even improve the level of teachers' instructional competence.

The study revealed an extensive result on the strand presenting the lessons in the easiest way and asking questions that are easy to answer. The researcher recommends that a learning action cell that will focus on instructional delivery and the art of questioning may be given to teachers.

The study revealed that the strand explaining the lessons by giving examples directly related to student's life teachers was the lowest among the strand under the indicator teaching all the students. The researcher recommends that a learning action cell session focusing on contextualization may be given to teachers.

The study revealed that the strand on encouraging parents to regularly visit the school to follow-up on students' performance was the lowest under the indicator family and community engagement. The researcher recommends that a mentoring on school-community partnership maybe given to teachers.

The study revealed that the strand on taking up Master's Education for development was the lowest under the indicator professional culture. The researcher recommends the teacher may be encouraged to enroll in graduate education and avail some scholarship to pursue life-long learning. .

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