

# **TEACHER LEVEL FACTORS AFFECTING QUALITY OF INSTRUCTION IN LAS NIEVES DISTRICT II, DIVISION OF AGUSAN DEL NORTE**

by

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## **Abstract**

This study sought to determine the teacher level factors affecting quality of instruction in Las Nieves District II, Division of Agusan del Norte. The respondents' profile and the factors affecting quality of instruction as to orientation of learners, structuring of lesson, questioning, teaching modelling, application of learnings, classroom as a learning environment, management of time and assessment were gathered using a researcher-made questionnaire. Further, the significant difference between school heads' and teachers' responses was tested. The significant association between respondents' profile and the factors affecting quality of instruction was also verified.

The researcher used both descriptive and comparative research design in conducting the study. Purposive sampling was used to determine the eight school heads and 91 teacher-respondents from public elementary schools of Las Nieves District II, Division of Agusan del Norte. After considering the problems, frequency, percentage, weighted mean, Mann-Whitney U-test, Chi-square test, One-sample Kolmogorov-Smirnov test were used to analyze the data.

The result revealed that majority of the respondents belong to the middle-age bracket. As to educational attainment, most of the respondents were not able to pursue post graduate studies. As to years in service, most of the respondents were new in the teaching profession. As to factors affecting quality of instruction, the teachers' and school heads' responses revealed that teachers sometimes demonstrated these factors except for orientation of learners and management of time which

were seldom done by teachers. It also revealed that assessment was often done by teachers. It was further revealed that teachers' and school heads' responses on the factors affecting quality of instruction were not significantly different. As to the respondents' profile, only educational attainment has a significant association with the factors affecting the quality of instruction.

It was recommended that the Department of Education may conduct trainings on how teachers can further improve quality of instruction especially on assessment. School administrators must intensify instructional supervision and give feedback on the performances of teachers so that teachers are guided on their areas that need improvement. Teachers are encouraged to undertake trainings which would upgrade their competencies with regards to quality instruction. Lastly, further studies may be made by future researchers to explore more variables which are not included in the present study.

## **Introduction**

Our education system seeks to provide quality education for all types of learners, hence, quality instruction is very crucial in developing learners. Quality instruction refers to the delivery of instruction in a way that arouses students' interest, critical thinking, and learning in a meaningful way. It makes students curious and excited about what they are doing and consequently, enabling them to discover learning and take ownership of their education. In such, quality instruction is being provided to promote life-long learning of students.

In this connection, teachers take pride when hearing the successes of their learners which is the proof of quality instruction. However, poor quality instruction may lead to dissatisfaction of learners to learn (Sogunro, 2017).

Teachers need enough strength of character and technique to ensure an orderly, friendly, and productive classroom. Teachers need to be willing to continuously improve their practices by building their content and

pedagogical knowledge. Teachers must also explore ways on how to use effective materials and how to work productively with their colleagues. Proficient teachers accomplish these goals in a variety of ways, depending on their unique personalities and approaches, but most successful practitioners have mastered the entire range of skills (Honig, 2011).

Moreover, teachers' instruction must have appropriate expectations on learners' capabilities and group them accordingly. Teachers should use time effectively, provide active teaching, teach with clarity and enthusiasm. Teachers must also align instructional and curricular pace with the K to 12 curricula, teach with mastery of the topic and lastly, have effective review and feedback after the discussion (Lavigne and Good, 2014).

To promote quality of instruction, DepEd Order No.39, series of 2016 entitled, "Adoption of the Basic Education Research Agenda" provides some themes that underscore the agenda. One of these is the teaching and learning process. Under teaching and learning, is the sub-theme instruction which teachers take into consideration to provide quality of instruction.

Based on the readings, the researcher was encouraged to study the teacher level factors affecting quality of instruction in Las Nieves District II, Division of Agusan del Norte. This study aimed to help review the needs of teachers in improving classroom instruction. This would also give an insight to the Department of Education on what to do with the present scenario with regards to enhancing the quality of instruction of teachers.

### **Theoretical Framework**

This research is related to the Dynamic Model of Educational Effectiveness (Creemers and Kyriakides, 2010). This model is an evidence-based and theory-driven approach. The recommended approach to school improvement gives emphasis to the quality of teaching and conditions which are created at different levels for improving the quality of teaching. This model is subdivided into four levels.

These are the system level factor, school level factor, teacher level factor and student level factor. These levels play a crucial part in the teaching and learning process. The system level factors refer to the influence of the educational system through a more formal way, especially through developing and evaluating the educational policies at the national or regional level. The school level factor is concerned with the school policies which mainly refer to the actions taken by the school to help teachers and other stakeholders have a clear understanding of what is expected from them to do. Teacher level factor is subdivided into eight factors. These are orientation of learners, structuring of lesson, questioning, teaching modelling, application of learnings, classroom as a learning environment, management of time and assessment. The last level is the student level factor which is categorized into three. These are socio-cultural and economical background variables (e.g. socio-economic status, sex, ethnicity and personal traits), psychological perspective background variables (e.g. subject motivation, thinking style and expectations), and learning task variables (e.g. aptitude, perseverance, time on task and opportunity to learn). Every factor covers some elements of quality of instruction.

Out of these factors of the dynamic model of educational effectiveness, only the teacher level factors were taken as dependent variables. This study is all about the teacher level factors affecting the quality of instruction in Las Nieves District II, Division of Agusan del Norte. The independent variable is the teacher-respondents' profile in terms of age, educational attainment and years in service and the dependent variables are the factors affecting quality of instruction as to orientation of learners, structuring of lesson, questioning, teaching modelling, application of learnings, classroom as a learning environment, management of time and assessment.

## **Statement of the Problem**

This research sought to find out the teacher level factors affecting quality of instruction in Las Nieves District II, Division of Agusan del Norte.

Specifically, it attempted to answer the following questions:

1. What is the respondents' profile in terms of:
  - 1.1. age
  - 1.2. educational attainment
  - 1.3. years in service
2. What are the factors affecting the quality of instruction of teachers as to:
  - 2.1. orientation of learners
  - 2.2. structuring of lesson
  - 2.3. questioning
  - 2.4. teaching modelling
  - 2.5. application of learnings
  - 2.6. classroom as a learning environment
  - 2.7. management of time
  - 2.8. assessment
3. Is there a significant difference between the teachers' and school heads' responses as to the factors affecting the quality of instruction?
4. Which of the independent variables singly or in combination affects the teachers' quality of instruction?
5. What intervention can be made based on the findings of the study?

## **Hypotheses**

H<sub>01</sub>: There is no significant difference between the teachers' and school heads' responses as to the factors affecting the quality of instruction.

H<sub>02</sub>: None of the independent variables singly or in combination affects the teachers' quality of instruction.

## **Findings**

The following findings were the results of the interpretation of the gathered data:

The investigation revealed that majority of the respondents belong to middle-age bracket. As to educational attainment, most of the respondents were not able to pursue post graduate studies. As to years in service, most of the respondents were new to the teaching profession.

Based on the results, teachers in Las Nieves District II sometimes demonstrated the factors affecting quality of instruction as rated by teachers and school heads. It was further found out that teachers seldom orient their learners on the objectives of the lesson and manage their time as rated by teachers and school heads. Further, teachers sometimes prepared well-structured lessons for learners and ask questions appropriate to the level of students during teaching-learning process. Similarly, teachers sometimes provide quality of instruction as to teaching modelling and in guiding students apply learnings. Data also revealed that teachers sometimes set the mood of the classroom as a learning environment and let students experience the real world setting inside the classroom. Both raters revealed that teachers often but not always provide good assessment on students' learnings.

There is no significant difference between the teachers' and school heads' responses on the factors affecting quality of instruction. Lastly, the study revealed that among the independent variables, only educational attainment has significant association to the factors affecting quality of instruction.

## **Conclusions**

In the light of the findings of this study, the researcher concluded that:

Majority of the teacher-respondents were middle-aged. Most of the respondents were not able to pursue post-graduate studies. Majority of the respondents were less-experienced in the field of teaching.

Teachers in Las Nieves District II need to enhance their knowledge and skills in teaching in order to deliver quality instruction.

Upgrading their instructional competencies will promote quality student learning and increase academic performance. There is no significant difference between teachers' and school heads' responses as to the eight factors affecting quality of instruction. It showed that school heads were keen enough in monitoring the performances of their teachers.

### **Recommendations**

Based on the conclusions of the study, the researcher recommended the following:

DepEd Top Officials. The Department of Education may conduct trainings on factors affecting quality of instruction.

School Administrators. School administrators must intensify instructional supervision and give feedback on the performances of teachers so that teachers are guided on their areas of improvement.

Teachers. Teachers are encouraged to undertake trainings which would improve their competencies with regards to quality instruction.

Future Researchers. A further study may be made by the future researchers to explore more variables which are not included in the present study.

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