

The Teaching Practices of Senior High School English Teachers in Maguindanao, Philippines

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ABSTRACT

This study determined the teaching practices of the English teachers teaching in Senior High School in Maguindanao in terms of instructional competence, professional and personal characteristics, and punctuality and attendance. The descriptive-correlational survey method was used to determine the significant relationship of the level of teaching practices of the senior high English teachers and the students' level of academic performance. Results revealed that the Senior High School English Teachers' level of teaching practices in terms of instructional competence, professional and personal characteristics, and punctuality and attendance are very satisfactory. The Senior High School students' level of academic performance in English is also very satisfactory. Results also show that there is no significant relationship between the teachers' level of teaching practices in terms of instructional competence, professional and personal characteristics, and their students' level of academic performance in English. In contrast, findings show that there is a significant relationship between the teachers' level of teaching practices in terms of punctuality and attendance and their students' level of academic performance in English. Thus, the Senior High School English Teachers' level of teaching practices is influenced by their punctuality and attendance and the teachers' punctuality and attendance contributed to students' level of academic performance in English.

KEYWORDS

teaching practices; instructional competence; professional and personal characteristics; punctuality and attendance

INTRODUCTION

According to the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS) (2015) the schools across the nation are responding to political, economic, social and technological need. These make them responsive to students' needs and more concerned about how learners become responsive to the futures' challenges, needs and societal roles. Thus, educators are directed to use various teaching methodologies because the success of the educational outcomes depends on teachers' instructional activities. The integration of the technology to learning experience is needed to make learning environments more interactive, and educators use collaborative learning strategies. This concept implies that learning won't be possible if teaching practices and its processes will not be undertaken accordingly.

In addition, it is believed that the teacher's teaching practices in the classroom bring positive effect to the performance of the learners. The learner's motivation and interest to learn has the relationship with the teacher's belief, teaching strategies, assessment, and classroom management.

In support to the above ideas, Martin, et al. (2013), points out that the teachers' beliefs, attitude and instructional materials are predictors of students' academic performance and outcomes. The teachers' teaching practices; instructional competence, professional and personal characteristics, and punctuality and attendance are relevant in the teaching learning process. On the other hand, for the teaching - learning process to be effective, teaching practices should manifest great influence to make the students be involved with it. Teaching requires great attachment of the teacher and so with the students (Froyen et al, 2003). This skill plays a great role of being a bridge to a great communication and understanding (Kirkpatrick, 2010).

Despite varied views of experts on the importance of teaching practices of the teachers, identifying the best practices to be used by the teachers is really difficult. According to Senior High School English teachers of Maguindanao Division I, varied teaching competencies are needed to engage students in teaching – learning process.

In this regard, the teachers' practices might motivate the learners to learn better. In other perspective, it may maximize the interest of the students' engagement in learning. The teaching practices in terms of instructional competence, professional and personal characteristics, and punctuality and attendance of the teacher may help students develop a more positive outlook about educational outcomes which could help them to facilitate learning. To identify the teachers' teaching practices, the researcher would venture on a descriptive survey research on instructional competence, professional and personal characteristics, and punctuality and attendance by Senior High School teachers at Maguindanao Division I.

RESEARCH METHODS

The descriptive-correlational survey method was used in the study. Since the present condition was concerned with the significant relationship of the English teachers' teaching practices and their students' academic achievement in Maguindanao I, the above research design is most appropriate to use.

The respondents of the study were the twenty-four (24) teachers of the twelve (12) senior high schools of Maguindanao I. There were two (2) Senior High English teachers that were chosen randomly from each senior high schools of Maguindanao I. It has a total of twenty-four (24) Senior High English Teachers. In every teacher, there are 10 senior high school students chosen randomly with a total of two hundred forty (240) senior high school students. The immediate supervisors of the teachers from the twelve (12) secondary schools answered the research problem number 1, while the final grades in English of the two hundred forty (240) senior high students were taken from their English teachers to answer the research problem number 2. The respondents of this study were chosen randomly using lottery.

The research instrument used was the survey checklists. The research instrument was formulated by the researcher with the guidance of her adviser and approved by the research panel members during the oral proposal defense. The research instrument was patterned from the Department of Education Performance Appraisal System for Teachers (PAST Form B-2). The research instrument was a checklist used to identify the teachers' level of teaching performance. It contained data that the respondents' immediate supervisors asked to check. The senior high students' English academic performance was in the form of obtrusive data and taken from the respective English teachers.

The teachers' teaching practices was determined using the scale; 5 (Outstanding), 4 (Very Satisfactory), 3 (Satisfactory), 2 (Unsatisfactory), and 1 (Poor). It is then interpreted as with the mean score; 4.50-5.00 (Outstanding), 3.50-4.49 (Very Satisfactory), 2.50-3.49 (Very Satisfactory), 1.50-2.49 (Unsatisfactory), and 1.00-1.49 (Poor).



The Level of Teaching Practices of Senior High School English Teachers in Terms of Instructional Competence

Table 1. Frequency, Weighted Mean and Description Distribution of Senior High School Teachers' Level of Teaching Practices in Terms of Instructional Competence

Instructional Competence	Frequency					Weighted Mean	Description
	5	4	3	2	1		
A. Lesson Planning and Delivery							
1. Formulates/adopts objectives of lesson plan.	6	12	6	0	0	4.00	Very Satisfactory
2. Selects content and prepares appropriate instructional materials/teaching aids.	4	14	6	0	0	3.92	Very Satisfactory
3. Selects teaching methods/strategies.	4	9	11	0	0	3.70	Very Satisfactory
4. Relates new lesson with previous knowledge/skills.	6	14	4	0	0	4.08	Very Satisfactory
5. Provides appropriate motivation.	8	12	4	0	0	4.16	Very Satisfactory
6. Presents and develops actions.	2	15	7	0	0	3.79	Very Satisfactory
7. Conveys ideas clearly.	4	14	6	0	0	3.92	Very Satisfactory
8. Utilizes the art of questioning to develop higher level of thinking.	3	11	10	0	0	3.70	Very Satisfactory
9. Ensures students participation.	10	12	2	0	0	4.33	Very Satisfactory
10. Addresses individual differences.	4	16	4	0	0	4.17	Very Satisfactory
11. Shows mastery of the subject matter.	8	12	4	0	0	4.16	Very Satisfactory
Overall Weighted Mean						3.99	Very Satisfactory
B. Assessment							
12. Diagnoses learners' needs.	4	14	6	0	0	3.92	Very Satisfactory
13. Evaluates learning outcomes.	7	10	7	0	0	4.00	Very Satisfactory
14. Assess lesson to determine desired outcomes within the allotted time.	10	8	6	0	0	4.17	Very Satisfactory
Overall Weighted Mean						4.03	Very Satisfactory
C. Management of Time Learning Environment							
15. Maintains clean and orderly classroom.	5	14	5	0	0	4.00	Very Satisfactory
16. Maintains classroom conducive to learning.	6	20	6	0	0	4.08	Very Satisfactory
Overall Weighted Mean						4.04	Very Satisfactory
D. Learners' Achievement							
17. Improves learners' achievement level.	4	8	12	0	0	3.67	Very Satisfactory
E. School, Home and Community Involvement							
18. Organizes and maintains functional Hometown PTCA.	11	5	8	0	0	4.12	Very Satisfactory
19. Conducts homeroom PTCA meeting to report learner's progress.	10	10	4	0	0	4.25	Very Satisfactory
20. Disseminates school policies/plans/programs/accomplishments to the schools' clientele.	7	10	7	0	0	4.00	Very Satisfactory
21. Participates in community projects and civic organization.	6	13	5	0	0	4.04	Very Satisfactory

22. Encourages involvement of parents in School programs and activities.	2	9	13	0	0	3.54	Very Satisfactory
Overall Weighted Mean							
Grand Mean						3.94	Very Satisfactory

In totality the grand mean of senior high English teachers' level of teaching practices in terms of instructional competence is 3.94 which is very satisfactory. This means that the teachers have shown competence in instruction. They are well-prepared in delivering lessons, giving assessments, managing time and learning environment, involving in home and community, and improving learner's achievement level.

The Level of Teaching Practices of the Senior High School English Teachers in Terms of Professional and Personal Characteristics

Table 2. Frequency, Weighted Mean and Description Distribution of Senior High School Teachers' Level of Teaching Practices in terms of Professional and Personal Characteristics

Professional and Personal Characteristics	Frequency					Weighted Mean	Description
	5	4	3	2	1		
1. Decisiveness	6	12	6	0	0	4.00	Very Satisfactory
2. Honesty/Integrity	11	8	5	0	0	4.25	Very Satisfactory
3. Dedication/Commitment	8	10	6	0	0	4.08	Very Satisfactory
4. Initiative/Resourcefulness	4	11	9	0	0	3.79	Very Satisfactory
5. Courtesy	6	14	4	0	0	4.08	Very Satisfactory
6. Human Relations	9	10	5	0	0	4.17	Very Satisfactory
7. Leadership	5	8	11	0	0	3.75	Very Satisfactory
8. Stress Tolerance	2	11	9	2	0	3.54	Very Satisfactory
9. Fairness/Justice	7	10	7	0	0	4.00	Very Satisfactory
10. Proper Attire/Good Grooming	7	11	6	0	0	4.04	Very Satisfactory
Overall Weighted Mean						3.04	Very Satisfactory

Level of Teaching Practices of the Senior High School English Teachers in Terms of Punctuality and Attendance

Table 3. Frequency, Weighted Mean and Description Distribution of Senior High School Teachers' Level of Teaching Practices in Terms of Punctuality and Attendance

Punctuality and Attendance	Frequency					Weighted Mean	Description
	5	4	3	2	1		
1. Punctuality	2	11	9	1	1	3.50	Very Satisfactory
2. Attendance	4	12	7	0	1	3.75	Very satisfactory
Overall Weighted Mean						3.62	Very Satisfactory

Legend:	Range of Mean	Description
	4.50 – 5.00	Outstanding
	3.50 – 4.49	Very Satisfactory
	2.50 – 3.49	Satisfactory
	1.50 – 2.49	Unsatisfactory
	1.00 – 1.49	Poor

Data on Table 3 obtained an overall weighted mean of 3.62 described as very satisfactory. This means that in terms of punctuality and attendance, the senior high school English teachers manifest promptness and timeliness in attending their classes. This also implies that they attend their classes regularly. The data suggest that the senior high school teachers show a good teaching practice that gives positive impact to the work plan.

The Level of Academic Performance of the Senior High School Students

Table 4. Frequency, Percentage and Description Distribution of Students' Academic Performance

Range of Grade	Frequency	Percentage (%)	Description
90-100	26	10.83	Outstanding
85-89	111	46.25	Very Satisfactory
80-84	64	26.67	Satisfactory
75-79	39	16.25	Fairly Satisfactory
Below 75	0	0	Did not Meet Expectation
Total	240	100.00	
Mean = 85.0 (Very Satisfactory)			

Generally, students' academic performance garnered a mean of 85.0 labeled as Very Satisfactory. This manifests that students have gained the desired knowledge, skills and basic understandings and can transfer what they have learned in English independently through authentic performance tasks.

The Correlation of the Teachers' Teaching Practices Areas and Their Students' Level of Performance in English

Table 5. Correlation between each of the Teachers' Teaching Practices Areas and Their Students' Level of Performance in English

Teaching Practices Areas	Computed r-Value	Tabular r-Value	Description
1. Instructional Competence and Academic Achievement	0.270	± 0.404	Not Significant
2. Professional and Personal Characteristics and Academic Achievement	-0.026	± 0.404	Not Significant
3. Punctuality and Attendance and Academic Achievement	0.470	± 0.404	Significant

The first paired variable is the teaching practices of teachers in terms of instructional competence and students' academic performance. The computed r-value of the paired variable is 0.270 and the computed tabular r-value of the paired variable is 0.404. Since the computed r-value is lower than the tabular r-value of 0.404 with a description of not significant. The data reveal that the capacity of teachers in lesson planning and delivery of instruction, assessment, management of time and learning environment, home, school, and community involvement do not predict students' academic achievement. On the other hand, academic achievement is not boosted by the teachers' instructional competence.

The second paired variable is the teaching practices of teachers in terms of professional and personal characteristics and students' academic achievement. The computed r-value of

the paired variable is -0.026 and the computed tabular r-value of the paired variable is 0.404. Since the computed r-value is lower than the tabular r-value of 0.404 with a description of not significant. This means that the outstanding professional and personal characteristics of the teachers have no bearing on the academic achievement of the students. The students must work hard to get higher grades and the teacher must develop professional and personal characteristics to perform tasks exceedingly.

Finally, the third paired variable is the teaching practices of teachers in terms of punctuality, attendance and students' academic achievement. The computed r-value of the paired variable is 0.470 and the computed tabular r-value of the paired variable is 0.404. Since the computed r-value is higher than the tabular r-value of 0.404 with a description of significant. This means that the teacher's punctuality and attendance have great bearing on students' academic achievement. If the teacher attends the class regularly, the students' will be intellectually developed and will lead to get a higher grade.

CONCLUSION

The findings of the study concluded that the Senior High School English Teachers' level of teaching practices is influenced by their punctuality and attendance. It further concluded that teachers' punctuality and attendance contributed to students' level of academic performance in English.

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