

Instructional Practices of Teachers: Its Implication for Professional Development

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Abstract: This study aimed to determine the instructional practices of teachers. This study utilized the non-experimental quantitative research design using descriptive-correlational technique involving teachers in one district in Davao Del Sur Division, Philippines. The study was conducted on the first semester of school year 2018-2019. Research instrument on instructional practices of teacher was used as sources of data. The study showed the following results: the extent of instructional practices of teachers is very extensive in terms of curriculum, planning and assessment, very extensive for teaching all the students, very extensive for family and community engagement, very extensive for professional culture and the overall level of instructional practices of public elementary school teachers is very evident.

Keywords: Instructional Practices, Educational Management, Quantitative Research, Philippines.

I. INTRODUCTION

Among the biggest problem faced by teachers today is designing the best strategies and activities that suit to the learning profile of every student. Oftentimes, teachers struggle in designing learning experiences that address the different abilities of the students. Likewise, teachers also face predicaments in making performance assessment that captures the interest, profile of learning, and students' ability. With the numerous considerations that teachers need to consider, creating meaningful instructional practices becomes a challenging task (Mundry, 2008).

In some instances, teachers admitted that they have difficult times designing a lesson that shows alignment of the competency and learning activities to assessment. They confirmed that they have to fully understand the nature of the learners and their background as their basis of their activities. Teachers feel that they need to follow important strategies including differentiated instruction, contextualization, and performance tasks among others (Arinto and Garcia, 2009).

In the local setting, teachers revealed that they need deeper understanding on the different instructional practices as they realized that their students lack engagement in the activities. More so, they believed that they need trainings to master essential skills in designing instructional practice that will help improve the learning outcomes of their students.

The above statements prompted the researcher to conceive this study so as to inquire whether or not students in the elementary grade have acquired essential skills that prepare them for the future, thus, this study sought needed document with social relevance to make this research contribute new knowledge in the field of education.

II. BODY OF ARTICLE

This study utilized the non-experimental quantitative research design utilizing descriptive technique. This study employed the descriptive method to determine the level of instructional practices 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 describe the variable of the study.

III. RESULTS

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

The level of instructional practices of teachers in terms of curriculum, planning, and assessment. The respondents obtained an overall mean of 4.60 or is equivalent to 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 grade six teachers of Don Marcelino district 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.

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.

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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 extensive. This means that the provision relating to instructional practices of teachers in terms of professional culture are 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 with 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.

Summary Level of Instructional Practices of Teachers

The over-all level 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.

IV. CONCLUSION

The level of instructional practices of teachers is very extensive in terms of curriculum, planning and assessment, very extensive for teaching all the students, very extensive for family and community engagement, very extensive for professional culture and the overall level of instructional practices is very evident.

V. RECOMMENDATIONS

The study found a very extent level of instructional practices of teachers and this enables the researcher to recommend 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' personal characteristics for the good of the system.

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