

## **TEACHER TRAITS IN RELATION TO CLASSROOM ENGAGEMENT OF PUBLIC ELEMENTARY STUDENTS IN ENGLISH CLASSES IN PANABO CITY DIVISION**

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### **ABSTRACT**

This study explores the influence of teacher traits on classroom engagement in English classes in public elementary schools in Panabo City Division, Philippines. Teacher traits such as enthusiasm, empathy, and instructional competence are widely recognized for their potential impact on student engagement and learning outcomes. However, the specific effects of these traits in the local context have not been thoroughly investigated. This research aims to fill this gap by examining the extent of teacher traits and their impact on classroom engagement in English classes, while also identifying the domains of teacher traits that significantly influence language anxiety. The study addresses a significant problem: the lack of empirical data on how teacher traits affect classroom engagement in English classes in this specific region. To investigate this, the study employs a descriptive-correlational survey method, utilizing probability sampling to select 200 elementary teachers as respondents. The research questions focus on assessing the extent of teacher traits, determining the level of classroom engagement, exploring the relationship between the two, and identifying the specific domains of teacher traits that impact classroom engagement. The objectives are to provide a detailed assessment of teacher traits, evaluate classroom engagement levels, and understand how different teacher traits influence engagement in English classes. The rationale for this study lies in its potential to offer insights that can inform teacher training and professional development programs, ultimately enhancing educational outcomes for students in Panabo City Division.

**Keywords:** Teacher trait, classroom engagement, English classes, descriptive correlation, Panabo City Division, Philippines

### **1. INTRODUCTION**

The literature review underscores existing research on the importance of teacher traits in fostering student engagement and mitigating language anxiety. However, it highlights a notable gap in localized studies within the Philippines. This study aims to address this gap by providing context-specific data and analysis relevant to public elementary schools in Panabo City Division. The research is confined to English classes and involves a sample of 200 teachers selected through probability sampling. Limitations of the study include potential biases associated with self-reported data and the restriction to a single city division, which may impact the generalizability of the findings. The paper is structured into several sections: the introduction sets the context and outlines research questions and objectives; the literature review examines relevant studies and theoretical frameworks; the methodology describes the research design, participant selection, and data collection and analysis methods; the results section presents the study's findings; the discussion interprets these findings in relation to existing literature; and the conclusion summarizes key insights, discusses limitations, and provides recommendations for future research and practice. This organization ensures a thorough exploration of the topic, offering valuable insights for educators and policymakers (Everyday Speech, 2021; Times Higher Education, 2021).

### **2. METHODS**

#### **1. Research Design**

This study employs a descriptive-correlational survey method within a quantitative research framework. This approach facilitates the systematic collection and analysis of numerical data to identify patterns and relationships between teacher traits and classroom engagement in English classes among public elementary school teachers in Panabo City Division. A descriptive-correlational design was chosen to explore the extent and nature of relationships between variables without manipulating them, aligning with established practices in educational research (Everyday Speech, 2021; Times Higher Education, 2021).

#### **2. Participants**

**Selection Criteria.** Participants were selected based on specific inclusion criteria: being an elementary school teacher in public schools within Panabo City Division and possessing at least one year of teaching experience. Exclusion criteria included teachers on extended leave during data collection.

**Sample Size.** A total of 200 elementary teachers were chosen as respondents. This sample size is aligned with methodological standards for statistical power and generalizability, based on similar research contexts (Creswell & Creswell, 2020).

**Recruitment.** Participants were recruited using probability sampling to ensure representativeness. Ethical recruitment practices included providing detailed study information and obtaining informed consent. Recruitment was facilitated through collaboration with school administrators (Creswell & Creswell, 2020).

### 3. Data Collection Methods

**Instruments:** Data were collected using a researcher-developed questionnaire, which was crafted based on a review of relevant literature and existing validated tools. The questionnaire covered demographic information, teacher traits, and classroom engagement. Its reliability and validity were tested through pilot studies and expert reviews.

**Procedure:** Data collection spanned three months. Questionnaires were distributed and collected within schools, allowing teachers ample time to complete them. Pilot testing refined the instrument to ensure clarity and reliability.

**Ethical Considerations:** Ethical practices included obtaining informed consent, ensuring response confidentiality, and respecting participants' rights to withdraw. These practices conform to ethical research guidelines (American Psychological Association, 2020).

### 4. Data Analysis

**Approach:** Data analysis involved descriptive and inferential statistics. Descriptive statistics such as means and standard deviations summarized the data, while Pearson Product-Moment correlation and regression analysis examined relationships between variables.

**Steps in Analysis:** The analysis process entailed coding responses, entering data into statistical software (SPSS), and performing preliminary accuracy checks. Descriptive statistics provided an overview, correlation analysis explored variable relationships, and regression analysis identified key domains influencing classroom engagement. Credibility was ensured through data triangulation and member checking (Field, 2018; Merriam & Tisdell, 2016).

### 5. Limitations

**Methodological Limitations:** Potential limitations include reliance on self-reported data, which may introduce bias, and the focus on a single geographic area, potentially limiting generalizability. Mitigating steps included using validated instruments and ensuring a representative sample (Creswell & Creswell, 2020).

### 6. Ethical Approval

**Approval Process:** The study received ethical approval from the Institutional Review Board (IRB) of the relevant educational institution. The IRB review included an evaluation of the study's objectives, methods, and ethical considerations. IRB documentation and reference numbers are available upon request (American Psychological Association, 2020).

## 3. RESULTS

This chapter presents the findings related to the influence of teacher traits on classroom engagement in English classes among public elementary school teachers in Panabo City Division. The chapter provides statistical insights and detailed interpretations to support the study's objectives.

**Presentation of Findings:** Statistical results are presented to illustrate the relationship between teacher traits and classroom engagement. Descriptive statistics, correlation analysis, and regression analysis were utilized to provide a comprehensive understanding of the data.

Key findings include:

1. **Teacher Traits and Classroom Engagement:** Teacher traits such as enthusiasm, empathy, and instructional competence significantly impact classroom engagement. Descriptive statistics indicated a high prevalence of these traits among surveyed teachers, with correlation and regression analyses confirming a strong positive relationship between these traits and student engagement.

2. **Establishment of Analytical Learning Environment:** Teachers stressed the importance of creating an environment that fosters analytical thinking. This involves encouraging students to question, analyze, and seek evidence, which enhances engagement and prepares students for higher-order thinking.

3. **Thorough Understanding of Subject Matter:** Ensuring a deep understanding of the subjects taught is crucial. Teachers employed strategies to help students grasp underlying principles, which is linked to improved academic performance and greater engagement.

4. Enhancement of Logical Thinking: Logical thinking was promoted through step-by-step problem-solving activities, helping students develop reasoning skills essential for academic and real-world success.
5. Coping Mechanisms and Teaching Strategies: Teachers used various strategies to address challenges in developing analytical skills, including collaborative projects, individual assignments, and technology integration.
6. Intensifying Analytical Thinking Activities: Activities such as debates, case studies, and problem-solving sessions were effective in enhancing analytical thinking and engaging students.
7. Impact on Academic Success and Problem-Solving Ability: Developing analytical skills positively impacted academic success and problem-solving abilities, with students performing better in exams and assignments.
8. Importance of Integrating Analytical Skills in the Curriculum: Teachers advocated for embedding analytical skills within the curriculum across all subjects to prepare students for future challenges.

Overall, the study highlighted the critical role of teacher traits in fostering classroom engagement and developing students' analytical skills. Findings suggest that supporting and enhancing teacher traits can lead to higher levels of engagement and achievement. Recommendations include focusing on teacher development and curriculum reforms to integrate critical thinking and analytical skills.

#### **4. DISCUSSION**

The findings of this study provide valuable insights into the role of teacher traits in fostering classroom engagement and developing analytical skills among students in English classes at public elementary schools in Panabo City Division. This discussion interprets these findings within the broader context of existing research and highlights their implications for educational practice.

##### **1. Impact of Teacher Traits on Classroom Engagement**

The study reveals a significant positive relationship between teacher traits such as enthusiasm, empathy, and instructional competence and student engagement. These results align with previous research that emphasizes the importance of teacher characteristics in enhancing student motivation and participation (Fisher, 2017; Pianta, 2018). Enthusiastic and empathetic teachers create a supportive learning environment that can increase students' interest and investment in their learning. Instructional competence ensures that lessons are effectively delivered, which also contributes to higher engagement levels. This study's findings underscore the need for teacher training programs to focus on developing these essential traits to improve classroom dynamics and student outcomes.

##### **2. Creating an Analytical Learning Environment**

The study highlights the importance of establishing an analytical learning environment where students are encouraged to question, analyze, and seek evidence. This approach supports previous findings that suggest analytical thinking fosters deeper learning and problem-solving skills (Bloom, 1956; Paul & Elder, 2014). Teachers in this study reported using various strategies to promote analytical skills, which are crucial for preparing students for future academic and professional challenges. The emphasis on creating such an environment is consistent with educational theories advocating for active learning and critical thinking (Brusilovsky & Millán, 2007; Mayer, 2004).

##### **3. Understanding and Enhancing Subject Mastery**

The study indicates that teachers who ensure a thorough understanding of the subject matter contribute to higher student engagement and performance. This finding supports the notion that teacher expertise and deep knowledge of the subject matter are fundamental for effective teaching and learning (Shulman, 1986; Hill, Rowan, & Ball, 2005). By focusing on conceptual understanding rather than rote memorization, teachers can help students develop critical thinking skills and achieve better academic results. This underscores the need for ongoing professional development to maintain and enhance teachers' subject matter expertise.

##### **4. Promoting Logical Thinking**

The use of step-by-step problem-solving activities to promote logical thinking is another key finding. These activities help students develop reasoning skills necessary for academic and real-world success. The positive impact of such strategies is supported by research on cognitive development and problem-solving (Newell & Simon, 1972; Johnson-Laird, 1983). Logical thinking skills are essential for tackling complex problems and making informed decisions, highlighting the importance of integrating these activities into the curriculum.

##### **5. Coping Mechanisms and Diverse Teaching Strategies**

Teachers employed a range of strategies to overcome challenges in developing analytical skills, including collaborative projects and technology integration. This finding is in line with research on differentiated instruction and the benefits of using diverse teaching methods to cater to different learning styles (Tomlinson, 2001; Darling-Hammond et al., 2017).

By adopting various strategies, teachers can address individual students' needs and maintain high levels of engagement, which is crucial for effective teaching and learning.

#### **6. Effectiveness of Analytical Thinking Activities**

The study found that activities such as debates, case studies, and problem-solving sessions were particularly effective in enhancing analytical thinking. These findings are consistent with educational research that supports active learning techniques for promoting critical thinking and engagement (Bonwell & Eison, 1991; Prince, 2004). Engaging students in such activities not only improves their analytical skills but also prepares them for real-world scenarios where problem-solving and critical thinking are essential.

#### **7. Impact on Academic Success and Problem-Solving Abilities**

The study highlights a positive correlation between the development of analytical skills and improved academic performance and problem-solving abilities. This is supported by research indicating that strong analytical skills contribute to better academic outcomes and enhanced problem-solving capabilities (Guskey, 2002; Hattie, 2009). By focusing on analytical skill development, teachers can help students achieve higher academic success and become more adept at tackling complex challenges.

#### **8. Integrating Analytical Skills in the Curriculum**

The advocacy for integrating analytical skills across the curriculum reflects a growing recognition of the importance of critical thinking in education. This approach aligns with curriculum reforms that emphasize the need for skills-based learning and the preparation of students for future challenges (P21, 2009; OECD, 2018). Embedding analytical skills within all subjects ensures that students develop these competencies throughout their education, contributing to their overall academic and professional success.

### **5. CONCLUSION**

The study provides significant insights into how teacher traits influence classroom engagement and the development of analytical skills. The findings emphasize the importance of teacher enthusiasm, empathy, and instructional competence, the creation of an analytical learning environment, and the integration of diverse teaching strategies. These results underscore the need for targeted professional development and curriculum reforms to enhance teaching practices and support student learning. Educational stakeholders, including policymakers and school administrators, should focus on these areas to improve educational outcomes and better prepare students for future challenges.

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