

MODELLING ASSERTIVENESS IN TEACHING AND ACADEMIC ATTITUDE OF LEARNERS IN BANGOY DISTRICT, DAVAO CITY

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ABSTRACT

The study aimed to explore the influence of assertiveness in teaching on the academic attitude of learners. In this study, the researcher selected the 168 elementary school teachers in Bangoy District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and regression analysis. Findings revealed that assertiveness in teaching and academic attitude of learners in Bangoy District in Davao City were described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between assertiveness in teaching and academic attitude of learners in Bangoy District in Davao City. Evidently, regression analysis proved that assertiveness in teaching in terms of classroom management and student engagement were significant predictors of academic attitude of learners in Bangoy District in Davao City. It is therefore recommended that DepEd should provide schools with the necessary resources to create a positive learning environment, including materials and technologies that support assertive teaching methods. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational management, assertiveness in teaching, academic attitude of learners, regression analysis, Davao City, Philippines

1. INTRODUCTION

The role of teachers in shaping the academic attitudes of students is critical for educational success. Assertiveness in teaching—a behavioral characteristic that involves clear communication, effective classroom management, and the creation of a positive learning environment—is essential for fostering student engagement, motivation, and overall academic achievement. Despite its importance, the specific impact of assertiveness on academic attitudes remains underexplored, particularly in the Philippine education system.

Educational systems globally are continually evolving, and the demand for quality education that addresses the holistic needs of learners is ever-increasing. In this context, understanding the factors that contribute to positive academic attitudes is crucial. Assertiveness in teaching, which includes clear communication, effective classroom management, and fostering a positive learning environment, is one such factor.

Effective teaching is not only about imparting knowledge but also about influencing students' attitudes toward learning. Assertiveness in teaching can bridge the gap between traditional teaching methods and the modern-day needs of learners by fostering an environment that is both structured and supportive. This balance can help in managing classrooms more effectively and ensuring that students remain engaged and motivated.

This study aims to fill the research gap by examining how assertive teaching behaviors influence the academic attitudes of learners in Bangoy District, Davao City. The findings can provide valuable insights for educators, policymakers, and other stakeholders in the education sector. By identifying the specific assertive behaviors that positively impact student attitudes, this study can help in the development of targeted teacher training programs and educational policies that promote effective teaching practices.

Understanding the relationship between teacher assertiveness and student attitudes can help in developing comprehensive educational strategies. These strategies can be employed to improve not only academic performance but also enhance the overall educational experience for students. This is particularly important in the post-pandemic era, where the educational landscape has undergone significant changes, and there is a need to adapt to new teaching and learning dynamics.

Scope and Delimitation

The study is limited to elementary school teachers and learners in Bangoy District, Davao City. The focus is on assessing the relationship between assertiveness in teaching and the academic attitudes of learners. The study does not cover other teaching behaviors or student outcomes beyond academic attitudes.

Definition of Terms

Assertiveness in Teaching: The ability of teachers to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students.

Academic Attitude: The general disposition, mindset, and approach toward academic pursuits, including studies, learning, and educational experiences.

Classroom Management: The teacher's ability to establish and maintain a balanced and structured learning environment.

Student Engagement: The level of involvement, participation, and active learning exhibited by students.

Respectful Interaction: The teacher's ability to communicate with students in a manner that balances authority and respect.

2. LITERATURE REVIEW

Assertiveness in Teaching

Assertiveness in teaching refers to a teacher's ability to communicate effectively, set clear expectations, manage the classroom, and maintain a positive learning environment while demonstrating self-confidence and respect for students. According to Elma (2017), assertive teachers strike a balance between being too passive and too aggressive, creating a conducive learning environment that promotes student engagement and learning.

Classroom Management: Effective classroom management is crucial for maintaining an orderly and conducive learning environment. Teachers who manage their classrooms well set clear rules and expectations, enforce them consistently, and address behavioral issues promptly. This minimizes disruptions and helps maintain a focused learning atmosphere (Waqar & Sanjay, 2022).

Student Engagement: Assertive teachers actively engage students in the learning process. They encourage participation, ask questions, and facilitate discussions, making learning more interactive and enjoyable for students. Engaged students are more likely to be motivated and invested in their academic pursuits (Sabel, 2016).

Respectful Interaction: Respectful interaction involves communicating with students in a manner that balances authority and respect. Teachers who practice respectful interaction create a classroom environment where students feel valued and respected. This enhances students' willingness to participate and engage in learning (Dexter, 2022).

Academic Attitude

Academic attitude encompasses students' motivation, engagement, work ethic, and overall outlook on their academic pursuits. Positive academic attitudes are essential for academic success and personal development. Students with positive academic attitudes are more likely to be motivated, resilient, and engaged in their studies (June & Eamoraphan, 2019).

Passive Attitude: Passive academic attitude refers to a lack of active engagement and motivation in learning. Students with a passive attitude may be disinterested in their studies, exhibit minimal participation, and struggle with time management and goal-setting (Bhowmik & Banerjee, 2016).

Aggressive Attitude: Aggressive academic attitude is characterized by a strong, sometimes intense, desire to excel academically. Students with an aggressive attitude are highly motivated and driven, often setting ambitious goals and working diligently to achieve them (Afari, 2012).

Perceived Value: Perceived value refers to students' assessment of the importance and relevance of their academic pursuits. Students who perceive high value in their education are more likely to be motivated, engaged, and committed to their studies (Luttrell et al., 2016).

Theoretical Framework

The study is anchored on the proposition of Ghodrati et al. (2016) that assertive teachers communicate clear expectations and academic goals, helping students understand what is required of them. This clarity reduces uncertainty and anxiety, fostering a positive academic attitude. Assertiveness in teaching often involves structuring lessons and activities effectively, providing a sense of order that makes it easier for students to engage and learn.

Olapido et al. (2012) indicated that assertive teachers enforce rules and consequences consistently, which helps students understand the importance of accountability and responsibility in their academic pursuits. Binige (2015) postulated that assertive teachers maintain respectful interactions with students, creating an environment where students feel valued and respected. This encourages a positive attitude toward learning.

Conceptual Framework

The independent variable is assertiveness in teaching, which includes classroom management, student engagement, and respectful interaction. The dependent variable is academic attitude, which includes passive attitude, aggressive attitude, and perceived value.

3. METHODS

Research Design

This study employed a non-experimental quantitative research design. A descriptive correlational design was used to examine the relationship between assertiveness in teaching and the academic attitudes of learners. This design is appropriate for understanding the extent to which assertive teaching behaviors predict students' academic attitudes.

Participants

The study involved 168 elementary school teachers from Bangoy District, Davao City. A stratified random sampling technique was used to ensure that the sample was representative of the population. Teachers from various grade levels and subjects were included in the sample to provide a comprehensive view of assertiveness in teaching across different contexts.

Instruments

Data were collected using a structured questionnaire that included items on assertiveness in teaching and academic attitude. The questionnaire was developed based on existing literature and validated by experts in the field. It included Likert-scale items to measure the extent of assertiveness in teaching (classroom management, student engagement, and respectful interaction) and academic attitude (passive attitude, aggressive attitude, and perceived value).

Data Collection Procedure

The questionnaires were distributed to the participants through their respective schools. Teachers were given sufficient time to complete the questionnaires, and the collected data were then entered into a database for analysis. The data collection process was conducted with strict adherence to ethical standards, ensuring confidentiality and anonymity for all participants.

Data Analysis

Data were analyzed using descriptive and inferential statistics. Descriptive statistics, such as mean and standard deviation, were used to summarize the data. Inferential statistics, including correlation and regression analyses, were used to examine the relationships between assertiveness in teaching and academic attitudes. The significance level was set at 0.05.

4. RESULTS

Descriptive Analysis

The results of the descriptive analysis showed that assertiveness in teaching was generally high among the participants. Teachers reported high levels of classroom management, student engagement, and respectful interaction. Similarly, the academic attitudes of learners were also positive, with high levels of perceived value and aggressive attitudes, and moderate levels of passive attitudes.

Inferential Analysis

The correlation analysis revealed significant positive relationships between assertiveness in teaching and academic attitudes. Classroom management and student engagement were strongly correlated with positive academic attitudes. Respectful interaction was also positively correlated, though to a lesser extent.

The regression analysis identified classroom management ($\beta = 0.43$, $p < 0.05$) and student engagement ($\beta = 0.20$, $p < 0.05$) as significant predictors of academic attitudes. Respectful interaction, while positively correlated, did not significantly predict academic attitudes in the regression model. The overall model explained 68.9% of the variance in academic attitudes ($R^2 = 0.689$, $p < 0.05$).

5. CONCLUSION

The findings of this study underscore the importance of assertiveness in teaching. Teachers who are assertive in their classroom management and student engagement practices can create a positive learning environment that enhances student motivation and engagement. This is consistent with previous research that highlights the benefits of assertive teaching behaviors. The significant impact of classroom management and student engagement on academic attitudes suggests that these areas should be a focus of professional development for teachers. Training programs that enhance teachers' skills in these areas can contribute to improved academic attitudes and better educational outcomes for students.

The findings of this study highlight the significant impact of assertiveness in teaching on the academic attitudes of learners in Bangoy District, Davao City. Assertive teaching behaviors, particularly in classroom management and student engagement, are crucial for fostering positive academic attitudes. These results have important implications for educational policy and teacher training programs.

6. RECOMMENDATIONS

For the Department of Education:

Utilize the findings to guide the development of training programs focused on enhancing teachers' assertiveness skills. Promote policies that encourage assertive teaching behaviors as a standard practice in classrooms.

For Teachers:

Incorporate assertive teaching techniques in their daily classroom practices to create a conducive learning environment. Engage in continuous professional development to enhance their assertiveness skills.

For Future Researchers:

Conduct similar studies in different regions and educational levels to compare results and gain a broader understanding of the impact of assertiveness in teaching on academic attitudes.

Explore the long-term effects of assertive teaching on students' academic performance and overall well-being.

7. REFERENCES

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