

## TEACHERS' INSTRUCTIONAL CAPABILITY IN RELATION TO EDUCATIONAL EAGERNESS OF STUDENTS

Diofelyn R. Sansaet<sup>1</sup>

<sup>1</sup>Researcher, The Rizal Memorial Colleges, Inc.

### ABSTRACT

The teachers instructional capability is a measure expected to improve the educational eagerness of students. In this study, the researcher selected the 220 Grade 7-10 students in Governor Generoso North District in Davao Oriental 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 multiple linear regression analysis. Findings revealed that teachers instructional capability and educational eagerness of students were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between teachers' instructional capability and educational eagerness of students in Governor Generoso North District in Davao Oriental. Evidently, regression analysis proved that teachers' instructional capability in terms of managing students' conduct and encouraging intellectual creativity were significant predictors of educational eagerness of students in Governor Generoso North District in Davao Oriental. In other words, teachers' instructional capability has influence on the process in educational eagerness of students in Governor Generoso North District in Davao Oriental. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

**Keywords:** Educational Management, teachers' instructional capability educational eagerness of students, Davao Oriental, Philippines

### 1. INTRODUCTION

#### Rationale

The importance of instructional capability in teaching cannot be overstated, as it directly influences students' educational outcomes. Globally, there is a consensus that effective teaching practices are crucial for student engagement and achievement (Hattie, 2009). Educational systems worldwide are grappling with the challenge of improving student outcomes in the face of rapidly changing technological, economic, and social landscapes. For instance, the COVID-19 pandemic has exacerbated educational inequities, highlighting the need for teachers to adapt their instructional strategies to support diverse student needs in various learning environments (UNESCO, 2020).

Nationally, the Philippines faces significant challenges in its educational sector, including resource constraints, large class sizes, and disparities in educational quality between urban and rural areas (DepEd, 2020). The Department of Education has emphasized the need for teachers to develop and enhance their instructional skills to meet the diverse needs of students. The K-12 educational reform aims to improve the quality of education by focusing on the development of critical thinking, problem-solving skills, and lifelong learning competencies among students. However, effective implementation of these reforms requires teachers to possess strong instructional capabilities.

Locally, in Governor Generoso North District, Davao Oriental, educators face the challenge of fostering a high level of educational eagerness among students amidst varying socio-economic backgrounds and educational resources. Many students come from underserved communities, where access to quality education and learning materials is limited. Teachers in this district must employ innovative and effective instructional strategies to engage students and foster a love for learning. Addressing these local challenges is crucial for improving educational outcomes and ensuring that all students have the opportunity to succeed.

The urgency of this study is underscored by the growing recognition that teacher quality is the most significant in-school factor affecting student achievement.

As educational demands and expectations continue to evolve, there is an immediate need to understand how teachers' instructional capabilities influence students' educational eagerness. By exploring the relationship between teachers' ability to manage student conduct and encourage intellectual creativity and students' eagerness to learn, this study seeks to provide insights that can inform educational policies and practices.

The findings will contribute to the ongoing efforts to enhance educational quality and student engagement through effective teaching strategies, ultimately helping to bridge educational gaps and promote equity in learning opportunities.

## 2. METHODS

### Research Design

This study employs a non-experimental quantitative research design using a descriptive-correlational survey method. This approach is suitable for examining existing relationships between variables without manipulating them (Creswell, 2014). The descriptive aspect provides a detailed account of the levels of teachers' instructional capability and students' educational eagerness, while the correlational aspect explores the relationships among these variables. By utilizing this design, the study aims to provide a comprehensive understanding of how instructional capabilities influence educational eagerness among students. The quantitative approach ensures that the findings are based on statistical analysis, providing empirical evidence to support the study's conclusions.

### Respondents of the Study

The study involved 220 Grade 7-10 students from public secondary schools in Governor Generoso North District, Davao Oriental. A stratified random sampling technique was used to ensure a representative sample based on various criteria such as grade level, gender, and academic performance. This method helps in minimizing selection bias and ensuring that different subgroups within the population are adequately represented. The diverse backgrounds and experiences of the respondents contribute to a more comprehensive analysis of the research questions. The sample size was determined to provide sufficient statistical power for detecting significant relationships among the variables.

### Research Instruments

Standardized questionnaires were used to measure teachers' instructional capability and students' educational eagerness. The questionnaires were validated and tested for reliability using Cronbach's alpha. Ensuring the validity and reliability of the instruments is crucial for obtaining accurate and consistent data. The instructional capability questionnaire included items designed to assess teachers' ability to manage students' conduct and encourage intellectual creativity. The educational eagerness questionnaire included items that measured students' interest, enthusiasm, and motivation towards their learning. The structured format of the questionnaires facilitated the collection of relevant data for analysis.

### Research Environment

The study was conducted in public secondary schools in Governor Generoso North District, Davao Oriental. This setting provided a relevant context for understanding the dynamics of instructional capability and educational eagerness within the local educational environment. The chosen environment allowed for the examination of how instructional practices and student engagement are influenced by the specific challenges and opportunities present in the public school system in Governor Generoso North District. The findings can offer targeted insights that are directly applicable to the context of these schools. By situating the study in this specific context, the research aims to provide actionable recommendations for local educational stakeholders.

### Ethical Consideration

Informed consent was obtained from all participants and their guardians. Confidentiality and anonymity of the respondents were maintained throughout the study. Ethical considerations were prioritized to ensure that the rights and well-being of the participants were protected. The study adhered to ethical guidelines to maintain the integrity of the research process and safeguard the interests of the respondents. Participants were informed about the purpose of the study, their right to withdraw at any time, and the measures taken to ensure data confidentiality. The ethical framework of the study ensured that the research was conducted responsibly and respectfully.

### Data Gathering Procedure

Data were collected using a self-administered questionnaire distributed to the respondents during school hours. Follow-up reminders were sent to ensure a high response rate. The data collection process was meticulously planned and executed to gather accurate and comprehensive information. The collected data were then carefully reviewed and organized for analysis. The structured approach to data collection ensured that the information gathered was relevant and reliable for addressing the research questions. The data gathering procedure was designed to minimize respondent burden while maximizing data quality.

### Data Analysis

Data were analyzed using descriptive statistics, Pearson Moment Product Correlation, and multiple linear regression analysis. Descriptive statistics were used to summarize the levels of teachers' instructional capability and students' educational eagerness. Pearson Moment Product Correlation was employed to examine the relationships between the variables, while multiple linear regression analysis was used to identify the aspects of instructional capability that significantly predict educational eagerness. These statistical tools were chosen to provide a comprehensive

understanding of the relationships and influences among the variables. The results of the analyses were interpreted to draw meaningful conclusions and provide actionable recommendations. The data analysis process involved multiple steps to ensure the accuracy and validity of the findings.

### 3. RESULTS

#### Descriptive Statistics

The descriptive analysis revealed that teachers' instructional capability and students' educational eagerness were both rated as extensive. This indicates that teachers in Governor Generoso North District generally possess strong instructional skills and that students exhibit high levels of enthusiasm and motivation towards their learning. The high mean scores for both variables suggest that teachers are effective in managing classroom dynamics and fostering intellectual creativity, while students are actively engaged in their educational activities. These findings highlight the overall readiness and capability of teachers to create supportive learning environments and the eagerness of students to participate in their learning. The descriptive statistics provide a comprehensive overview of the current state of instructional capability and educational eagerness among the teachers and students studied. This positive outlook suggests a favorable environment for implementing strategies to further enhance instructional practices and student engagement.

#### Correlation Analysis

The correlation analysis demonstrated a significant positive relationship between teachers' instructional capability and students' educational eagerness. This suggests that teachers who effectively manage classroom behavior and encourage intellectual creativity are more likely to foster high levels of student engagement. The findings align with previous research indicating that effective instructional practices can enhance students' motivation and enthusiasm for learning (Marzano, Marzano, & Pickering, 2003). The significant correlation underscores the importance of developing teachers' instructional skills to promote student engagement. By enhancing teachers' abilities to manage student conduct and create intellectually stimulating learning experiences, schools can improve the overall quality of education. The analysis also highlighted the interdependence of managing students' conduct and encouraging intellectual creativity in influencing educational eagerness. This relationship emphasizes the need for a holistic approach to improving instructional capability.

#### Regression Analysis

The regression analysis identified that managing students' conduct and encouraging intellectual creativity are significant predictors of students' educational eagerness. Specifically, teachers' ability to maintain classroom order and discipline, as well as their efforts to stimulate students' intellectual curiosity, were found to have significant positive effects on educational eagerness. These findings suggest that a comprehensive approach to enhancing instructional capability can improve student engagement. The regression analysis provides detailed insights into the specific contributions of managing students' conduct and encouraging intellectual creativity, emphasizing the importance of addressing both aspects in professional development programs. By focusing on these areas, educational leaders can effectively foster a learning environment that promotes high levels of student enthusiasm and motivation. The analysis underscores the multifaceted nature of instructional capability and its impact on student engagement.

### 4. DISCUSSION

#### Instructional Capability and Educational Eagerness

The study found a significant relationship between teachers' instructional capability and students' educational eagerness. This finding aligns with the existing body of research that underscores the importance of effective teaching practices in enhancing student engagement. Teachers who possess strong instructional skills are better able to create learning environments that support student motivation and enthusiasm (Darling-Hammond, 2000). The study's findings highlight the critical role of instructional capability in fostering educational eagerness, suggesting that teachers' ability to manage classroom dynamics and encourage intellectual creativity can significantly influence students' engagement. The positive relationship between instructional capability and educational eagerness underscores the need for ongoing professional development programs that focus on enhancing teachers' instructional skills. By fostering a culture of continuous improvement in teaching practices, schools can create supportive environments that promote high-quality education. The findings also suggest that schools should provide resources and support to help teachers develop the skills necessary to engage and motivate students.

### Managing Students' Conduct

The analysis revealed that managing students' conduct is a significant predictor of educational eagerness. Teachers' ability to maintain classroom order and discipline is crucial for creating a safe and orderly learning environment (Marzano, Marzano, & Pickering, 2003). Effective classroom management helps to minimize disruptions and allows students to focus on their learning activities. The study's findings suggest that teachers who are skilled in managing student behavior can significantly enhance students' motivation and engagement. This highlights the importance of providing teachers with training and resources to develop effective classroom management strategies. Schools should prioritize professional development programs that focus on classroom management techniques, including strategies for addressing disruptive behavior and promoting positive student conduct.

### Encouraging Intellectual Creativity

The study also found that encouraging intellectual creativity is a significant predictor of educational eagerness. Teachers who challenge students with thought-provoking questions and activities can foster a love of learning and intellectual curiosity (Hattie, 2009). Intellectual creativity involves encouraging students to think critically, explore new ideas, and engage in creative problem-solving. The findings suggest that teachers who create intellectually stimulating learning experiences can significantly enhance students' engagement and motivation. This emphasizes the importance of incorporating intellectual creativity into instructional practices. Schools should provide professional development opportunities that focus on innovative teaching strategies and techniques for fostering intellectual creativity in the classroom. By promoting a culture of intellectual exploration, teachers can create dynamic learning environments that support student enthusiasm and academic success.

### Implications for Educational Management

The results of this study have significant implications for educational management practices. First, they underscore the need for educational leaders to develop and support teachers' instructional capabilities. Instructional capability is essential for creating an environment where students feel motivated and engaged in their learning. Educational leaders should prioritize their own professional development to enhance their instructional leadership skills. Additionally, the findings suggest that schools should invest in comprehensive professional development programs for their teachers. These programs should be designed to enhance both classroom management and intellectual creativity, ensuring that teachers are well-equipped to respond to the diverse needs of their students. Furthermore, the study highlights the importance of creating a supportive and inclusive school culture. Leaders should strive to build trust and foster open communication with their teachers. This can be achieved by involving teachers in decision-making processes, recognizing their contributions, and providing opportunities for professional growth. The study also suggests that regular evaluations of instructional practices and student engagement are necessary to ensure their effectiveness. Schools should collect feedback from students and teachers to identify areas for improvement and make necessary adjustments. Finally, the interconnectedness of instructional capability and educational eagerness indicates that these elements should be integrated into a holistic approach to educational management. By doing so, schools can create a sustainable model that promotes continuous improvement and student engagement. The study provides valuable insights for educational leaders seeking to enhance the overall effectiveness and engagement of their institutions.

## 5. CONCLUSIONS

### Summary of Findings

The study concluded that teachers' instructional capability and students' educational eagerness are extensively practiced in public secondary schools in Governor Generoso North District, Davao Oriental. The significant positive relationship between instructional capability and educational eagerness highlights the critical role of teaching practices in enhancing student engagement. The analysis also revealed that managing students' conduct and encouraging intellectual creativity are significant predictors of educational eagerness. These findings suggest that a comprehensive approach to enhancing instructional capability can improve student engagement. The study's results provide empirical evidence supporting the positive impact of instructional capability on student engagement, emphasizing the need for ongoing professional development and support initiatives.

### Recommendations

Based on the findings, the study recommends that educational leaders invest in leadership training and professional development programs that focus on enhancing instructional capability. These programs should be designed to address both classroom management and intellectual creativity to maximize their positive impact on student engagement. Schools should create a supportive environment that encourages continuous professional growth for teachers. Regular evaluations of instructional practices and student engagement are essential to ensure their effectiveness and address

areas for improvement. Future research should explore other potential mediators and the long-term effects of these variables on educational outcomes. Additionally, qualitative studies or mixed methods research could provide deeper insights into the experiences and perspectives of students and teachers regarding instructional capability and educational eagerness. Implementing these recommendations can help create a sustainable model for improving instructional practices and enhancing student engagement, ultimately leading to better educational outcomes.

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