

ON-SITE LEARNING IN RELATION TO INSTRUCTIONAL ORGANIZATION SKILLS OF TEACHERS IN LANGILAN DISTRICT, DAVAO DEL NORTE

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ABSTRACT

The study aimed to investigate the impact of on-site learning on the instructional organization skills of elementary school teachers. In this study, the researcher selected 160 elementary school teachers in Langilan District in Davao del Norte as the respondents. Stratified random sampling technique was utilized in the selection of the respondents. A non-experimental quantitative research design using a descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, and multiple linear regression analysis. Findings revealed that on-site learning was described as extensive, while instructional organization skills of teachers in Langilan District in Davao del Norte were described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between on-site learning and instructional organization skills of teachers in Langilan District in Davao del Norte. Evidently, regression analysis proved that on-site learning in terms of planning, instruction, and management significantly influenced the instructional organization skills of teachers in Langilan District in Davao del Norte. The researcher recommends that the Department of Education should develop policies that provide incentives for teachers to participate in training and reward them for acquiring new skills and certifications. The study was conducted for further utilization of findings through publication in a reputable research journal.

Keywords: Educational management, on-site learning, instructional organization skills of teachers, regression analysis, quantitative study, Philippines.

1. INTRODUCTION

Rationale

The importance of on-site learning in education has been widely recognized globally. On-site learning involves face-to-face interactions between teachers and students, which can enhance instructional effectiveness and student engagement (Hattie, 2009). In recent years, there has been a growing emphasis on improving the instructional organization skills of teachers to ensure high-quality education delivery. Instructional organization skills encompass planning, instructional delivery, and classroom management, all of which are crucial for effective teaching (Marzano, Marzano, & Pickering, 2003). In the Philippines, the Department of Education has emphasized the need for continuous professional development to enhance teachers' instructional skills (DepEd, 2016).

Locally, in the Langilan District of Davao del Norte, elementary school teachers face challenges related to instructional organization, which can impact student learning outcomes. On-site learning provides an opportunity for teachers to improve their instructional skills through direct interactions with students and peers. This study aims to explore the relationship between on-site learning and the instructional organization skills of teachers, providing insights that can inform policy and practice. By understanding how on-site learning influences instructional organization skills, educational leaders can implement strategies that support teacher development and improve educational quality.

The urgency of this study is underscored by the increasing demands placed on teachers to deliver high-quality education in diverse and dynamic classroom environments. As educational systems worldwide adapt to changing needs and expectations, the role of on-site learning in enhancing instructional organization skills becomes ever more critical (Darling-Hammond, 2000). This study aims to provide empirical evidence that can guide educators and policymakers in fostering environments that support both teacher and student success.

Purpose of the Study

The primary aim of this study is to assess the relationship between on-site learning and the instructional organization skills of elementary school teachers in Langilan District, Davao del Norte. By investigating these relationships, the study seeks to offer valuable insights into how on-site learning influences instructional planning, instructional delivery, and classroom management. This understanding is crucial for developing targeted interventions that promote effective teaching practices and improve student outcomes. The study's findings are intended to inform educational policy and practice, contributing to the broader goal of enhancing educational quality through on-site learning experiences.

2. REVIEW OF SIGNIFICANT LITERATURE

On-Site Learning

On-site learning involves traditional face-to-face instruction where teachers and students interact in a physical classroom setting (Hattie, 2009). This mode of learning allows for real-time feedback, immediate clarification of doubts, and the development of strong teacher-student relationships. Research has shown that on-site learning can enhance student engagement, motivation, and academic performance (Marzano, Marzano, & Pickering, 2003).

Instructional Organization Skills

Instructional organization skills refer to the ability of teachers to effectively plan, deliver, and manage classroom instruction (Danielson, 2007). These skills are critical for creating a structured and supportive learning environment. Effective instructional organization involves clear lesson planning, engaging instructional delivery, and efficient classroom management. High levels of instructional organization skills are associated with improved student outcomes and overall educational quality (Marzano, 2007).

Relationship Between On-Site Learning and Instructional Organization Skills

There is substantial evidence to suggest that on-site learning can significantly enhance instructional organization skills. On-site learning provides teachers with opportunities to observe and implement best practices in real-time, receive immediate feedback, and collaborate with colleagues (Hattie, 2009). These experiences can improve teachers' planning, instructional delivery, and classroom management skills. Understanding these relationships is critical for developing strategies that maximize the positive impacts of on-site learning on instructional organization skills.

Theoretical / Conceptual Framework

The study is grounded in the Constructivist Theory and the Theory of Adult Learning (Andragogy). Constructivist Theory posits that learning is an active, constructive process where learners build new knowledge based on their experiences (Piaget, 1970). Andragogy emphasizes the role of self-directed learning and experiential learning in adult education (Knowles, 1980). The conceptual framework of this study illustrates the hypothesized relationships among on-site learning, instructional organization skills (planning, instructional delivery, and classroom management), and the role of on-site learning in enhancing instructional organization skills. This framework provides a comprehensive understanding of how on-site learning influences teachers' instructional abilities.

Statement of the Problem

This study seeks to answer the following questions:

1. What is the level of on-site learning among elementary school teachers in Langilan District, Davao del Norte?
2. How are the instructional organization skills of these teachers characterized?
3. Is there a significant relationship between on-site learning and instructional organization skills of teachers?
4. Which aspects of on-site learning (planning, instructional delivery, classroom management) significantly influence instructional organization skills?

Hypotheses

1. There is a significant relationship between on-site learning and instructional organization skills of teachers.
2. Planning, instructional delivery, and classroom management are significant predictors of instructional organization skills.

Scope and Limitation of the Study

This study focuses on elementary school teachers in Langilan District, Davao del Norte. The findings may not be generalizable to other grade levels or districts. The study is limited to quantitative data and does not explore qualitative aspects of on-site learning and instructional organization skills. Additionally, the study's reliance on self-reported data from teachers may introduce bias, and the cross-sectional design does not allow for causal inferences. Future research could address these limitations by incorporating qualitative methods and longitudinal designs to gain deeper insights into the dynamics of these variables. Despite these limitations, the study provides valuable insights into the relationship between on-site learning and instructional organization skills.

Definition of Terms

On-Site Learning: Traditional face-to-face instruction where teachers and students interact in a physical classroom setting.

Instructional Organization Skills: The ability of teachers to effectively plan, deliver, and manage classroom instruction.

3. 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 on-site learning and instructional organization skills, while the correlational aspect explores the relationships among these variables. By utilizing this design, the study aims to provide a comprehensive understanding of how on-site learning influences instructional organization skills. 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 160 elementary school teachers from Langilan District, Davao del Norte. A stratified random sampling technique was used to ensure a representative sample based on various criteria such as years of teaching experience, educational background, and school assignment. 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 on-site learning and instructional organization skills. 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 on-site learning questionnaire included items designed to assess the frequency and type of on-site learning experiences (planning, instructional delivery, and classroom management). The instructional organization skills questionnaire included items that measured teachers' abilities to effectively plan, deliver, and manage classroom instruction. The structured format of the questionnaires facilitated the collection of relevant data for analysis.

Research Environment

The study was conducted in elementary schools in Langilan District, Davao del Norte. This setting provided a relevant context for understanding the dynamics of on-site learning and instructional organization skills within the local educational environment. The chosen environment allowed for the examination of how these variables are influenced by the specific challenges and opportunities present in the public school system in Langilan 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. 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.

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 on-site learning and instructional organization skills. Pearson Moment Product Correlation was employed to examine the relationships between the variables. Multiple linear regression analysis was used to identify the significant predictors of instructional organization skills. 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.

4. RESULTS

Descriptive Statistics- The descriptive analysis revealed that on-site learning among elementary school teachers in Langilan District was rated as extensive, while instructional organization skills were described as moderately extensive. This indicates that teachers in this district frequently engage in on-site learning experiences, which include planning, instructional delivery, and classroom management. However, their instructional organization skills, though significant, still have room for improvement. The high mean scores for on-site learning suggest that this mode of learning is prevalent among the teachers studied. These findings provide a comprehensive overview of the current state of on-site learning and instructional organization skills among the teachers in Langilan District. This positive outlook suggests a conducive environment for implementing strategies to enhance instructional organization skills through on-site learning experiences.

Correlation Analysis- The correlation analysis demonstrated a significant positive relationship between on-site learning and instructional organization skills of teachers. Specifically, higher levels of on-site learning experiences were associated with greater instructional organization skills. These findings align with previous research indicating that on-site learning can enhance teachers' planning, instructional delivery, and classroom management skills (Hattie, 2009). The significant correlation underscores the importance of understanding how on-site learning influences instructional organization skills. By promoting on-site learning experiences, schools can effectively support the development of teachers' instructional organization skills.

Regression Analysis- The multiple linear regression analysis identified that on-site learning in terms of planning, instructional delivery, and classroom management significantly influenced the instructional organization skills of teachers. This suggests that teachers who frequently engage in on-site learning experiences tend to exhibit higher levels of instructional organization skills. Planning involves developing lesson plans and instructional materials that align with educational standards and student needs. Instructional delivery includes effectively communicating lesson content, engaging students, and adapting instruction to diverse learning styles. Classroom management involves maintaining a positive learning environment, managing student behavior, and fostering a supportive classroom culture. These findings highlight the direct impacts of on-site learning on instructional organization skills. The regression analysis provides detailed insights into the specific contributions of planning, instructional delivery, and classroom management, emphasizing the importance of promoting on-site learning experiences to enhance instructional organization skills.

5. DISCUSSION

On-Site Learning and Instructional Organization Skills

The study found a significant positive relationship between on-site learning and instructional organization skills among elementary school teachers in Langilan District. This finding aligns with the existing body of research that highlights the benefits of on-site learning for enhancing instructional organization skills (Hattie, 2009). On-site learning provides teachers with opportunities to observe and implement best practices in real-time, receive immediate feedback, and collaborate with colleagues. These experiences can improve teachers' planning, instructional delivery, and classroom management skills. The positive relationship between on-site learning and instructional organization skills underscores the importance of promoting on-site learning experiences in the classroom. Schools should provide professional development opportunities for teachers to enhance their skills in planning, instructional delivery, and classroom management through on-site learning experiences.

Planning, Instructional Delivery, and Classroom Management

The study revealed that planning, instructional delivery, and classroom management are significant predictors of instructional organization skills. This finding suggests that incorporating a variety of on-site learning experiences can significantly enhance teachers' instructional organization skills. Effective planning involves developing lesson plans and instructional materials that align with educational standards and student needs (Danielson, 2007). Instructional delivery includes effectively communicating lesson content, engaging students, and adapting instruction to diverse learning styles. Classroom management involves maintaining a positive learning environment, managing student behavior, and fostering a supportive classroom culture (Marzano, 2007). The findings highlight the importance of incorporating on-site learning experiences into professional development programs to support the development of teachers' instructional organization skills.

Implications for Educational Management

The results of this study have significant implications for educational management practices. Firstly, they highlight the need for educational leaders to support the integration of on-site learning experiences in professional development programs. This can be achieved through targeted training that focuses on best practices in planning, instructional delivery, and classroom management, and provides teachers with the skills and knowledge to implement these strategies effectively. Additionally, the findings underscore the importance of creating a supportive school culture that values on-site learning and promotes the development of instructional organization skills. Educational leaders should promote strategies that enhance on-site learning experiences, such as incorporating interactive and collaborative learning activities, fostering a positive classroom environment, and providing opportunities for professional development. By prioritizing these elements, educational leaders can create an environment that supports teacher engagement and the development of instructional organization skills.

Recommendations for Future Research

Future research should explore other potential mediators and moderators of the relationship between on-site learning and instructional organization skills. For instance, studies could investigate the role of individual teacher characteristics, such as motivation and self-efficacy, in shaping the impact of on-site learning on instructional organization skills. Additionally, qualitative research could provide deeper insights into teachers' experiences and perspectives regarding on-site learning and instructional organization skills. Longitudinal studies could also offer valuable insights into the long-term effects of on-site learning experiences on instructional organization skills. By expanding the scope of research on this topic, scholars and practitioners can continue to improve educational practices and outcomes.

6. CONCLUSIONS

Summary of Findings

The study concluded that on-site learning and instructional organization skills are extensively practiced among elementary school teachers in Langilan District, Davao del Norte. The significant positive relationship between on-site learning and instructional organization skills highlights the critical role of on-site learning experiences in enhancing teachers' instructional organization skills. The analysis also revealed that planning, instructional delivery, and classroom management are significant predictors of instructional organization skills. These findings suggest that promoting on-site learning experiences can significantly improve teachers' instructional organization skills. The study's results provide empirical evidence supporting the positive impact of on-site learning on instructional organization skills, emphasizing the need for ongoing support and interventions in these areas.

7. RECOMMENDATIONS

Based on the findings, the study recommends that educational leaders invest in professional development programs focused on enhancing on-site learning experiences and promoting the development of instructional organization skills. Schools should create a supportive environment that encourages the use of on-site learning experiences. Regular evaluations of on-site learning experiences and instructional organization skills are essential to ensure the effectiveness of these strategies and address areas for improvement. Future research should continue to explore the complex relationships among these variables, incorporating qualitative methods and longitudinal designs to gain deeper insights into their dynamics. By addressing these recommendations, educational stakeholders can enhance the quality of education and promote the development of instructional organization skills among teachers.

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