

"EDUCATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS AND ORGANIZATIONAL EFFECTIVENESS OF PUBLIC ELEMENTARY SCHOOLS IN IGACOS DIVISION"

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ABSTRACT

This phenomenological inquiry explored the experiences of the teachers in developing analytical skills of students at San Roque District, Division of Davao City. I employed the qualitative phenomenological study in exploring the experiences of the ten (10) participants of which primary instrument of data gathering was through in-depth interview. Results indicated that after analyzing the responses of the participants, the following were the emergent themes: establishment of analytical learning environment, thorough understanding of the subject, and enhancement of logical thinking. Furthermore, on the participants' coping mechanisms adopted, the emerging themes were utilizing different teaching strategies and intensifying analytical thinking activities. Finally, the themes that emerged with regard to their insights in developing the students' analytical skills were promote academic success of students, improve problem solving ability, and strengthen analytical skills in the curriculum. It implies that learners may become more self-assured and confident by developing their analytical thinking skills. Because of this approach to thinking about data, they are aware that the outcome is the product of a line of reasoning that generates genuine outcomes. Also, keep in mind that students do, in fact, learn from their errors, which is very important both in their personal and professional life. Additionally, analytical thinking consists mostly of analyzing data and information. Having these abilities will allow you to better analyze data and arrive at informed conclusions. In addition to fostering new patterns of introspection, contemplation, and investigation, the cultivation of critical thinking skills may propel students into really transformative educational adventures. Students who have honed these abilities are better equipped to critically analyze questions of authority and to advocate for systemic reform.

Keywords: analytical skills, generalist teachers, phenomenology, Davao City

1. INTRODUCTION

In the realm of contemporary education, the development of analytical skills among students is recognized as a critical component for fostering intellectual growth and lifelong learning on a global, national, and local scale. The ability to analyze information, think critically, and solve problems is not only essential for academic success but also for navigating the complexities of personal and professional life. In this context, the experiences of teachers in nurturing these skills become a focal point of educational research and practice (Tomlinson, 2020; Guskey, 2019; Partnership for 21st Century Learning, 2019).

This study delves into the phenomenological exploration of how teachers in the San Roque District, Division of Davao City, approach the development of students' analytical skills. Through a qualitative phenomenological methodology, the study captures the lived experiences of ten teachers, providing deep insights into their pedagogical strategies and coping mechanisms.

On a global level, the emphasis on analytical skills is part of a broader educational trend aimed at preparing students to participate in an increasingly complex and interconnected world (Partnership for 21st Century Learning, 2019). Analytical skills enable students to critically evaluate information, a necessity in the age of digital media and information overload. Nationally, in the Philippines, educational reforms and policies have underscored the importance of critical thinking and problem-solving abilities, reflecting the country's commitment to improving educational outcomes and fostering innovation (Lagrama, Year).

Locally, within the San Roque District in Davao City, the teachers' experiences provide a microcosmic view of these broader trends. The findings of this inquiry revealed several key themes. Teachers emphasized the importance of establishing an analytical learning environment, gaining a thorough understanding of the subject matter, and enhancing logical thinking among students. Moreover, to cope with the challenges in fostering analytical skills, teachers adopted diverse teaching strategies and intensified activities aimed at promoting analytical thinking.

Insights from the participants highlighted the broader implications of these efforts. They underscored the role of analytical skills in promoting academic success, improving problem-solving abilities, and reinforcing the analytical components of the curriculum. By developing these skills, students are likely to become more self-assured and confident, understanding that outcomes are derived from well-reasoned processes leading to genuine results. This recognition of learning from errors is pivotal in both personal and professional contexts.

Furthermore, the cultivation of analytical thinking is not merely about data analysis. It involves fostering new patterns of introspection, contemplation, and investigation, which can lead to transformative educational experiences. Students equipped with these skills are better prepared to critically analyze authority and advocate for systemic reforms.

This study, therefore, provides valuable insights into the pedagogical approaches and insights of teachers in Davao City, contributing to the broader discourse on enhancing analytical skills in educational settings. By understanding these experiences, educators and policymakers can better support the development of critical thinking skills, ultimately preparing students for the demands of the modern world.

2. METHODS

This study employed a qualitative phenomenological research design to explore the experiences of teachers in developing the analytical skills of students in the San Roque District, Division of Davao City. The phenomenological approach was chosen to gain deep insights into the lived experiences of teachers and to understand the essence of their pedagogical practices and coping mechanisms.

Participants

The study involved ten participants who were generalist teachers from various schools within the San Roque District. These teachers were selected using purposive sampling to ensure that they had relevant experience in fostering analytical skills among students. The criteria for selection included:

1. At least three years of teaching experience.
2. Involvement in teaching subjects that require analytical skills.
3. Willingness to participate in in-depth interviews.

Data Collection

Data was collected through in-depth, semi-structured interviews. This method was chosen to allow participants to share their experiences and perspectives in their own words, providing rich, qualitative data. The interview guide included open-ended questions designed to explore the following areas:

1. Strategies used to develop students' analytical skills.
2. Challenges faced and coping mechanisms employed.
3. Insights and reflections on the importance of analytical skills in education.

The interviews were conducted in a comfortable and private setting to ensure that participants felt at ease to share their experiences candidly. Each interview lasted approximately 60 to 90 minutes and was audio-recorded with the participants' consent.

Data Analysis

The data analysis process involved several steps to ensure a thorough understanding of the participants' experiences. First, the audio recordings of the interviews were transcribed verbatim. The transcripts were then reviewed multiple times to achieve immersion in the data. Using a phenomenological approach, the researcher identified significant statements and phrases related to the development of analytical skills. These statements were then coded and grouped into themes.

Emergent themes were identified through a process of horizontalization, where each statement was given equal value. The themes were then clustered into broader categories that reflected the core experiences of the participants. Finally, the researcher constructed a composite description of the experiences, incorporating both individual and collective perspectives. This comprehensive analysis provided a detailed understanding of the strategies, challenges, and insights related to the development of analytical skills among students.

3. RESULTS

The results of this phenomenological study provide significant insights into the experiences of teachers in the San Roque District, Division of Davao City, as they work to develop the analytical skills of their students. These findings resonate with existing literature on the importance of fostering analytical thinking in education and offer practical implications for both teachers and policymakers (Tomlinson, 2020; Guskey, 2019).

Creating an Analytical Learning Environment- The study's findings underscore the critical role of an engaging and interactive classroom environment in nurturing analytical skills. Teachers emphasized the need for active learning strategies, such as group discussions and collaborative projects, which align with Vygotsky's social constructivist theory that emphasizes the importance of social interaction in cognitive development. The integration of real-world problems and the use of technology were also highlighted, supporting Dewey's experiential learning theory, which posits that learning is most effective when it is connected to real-life experiences (Partnership for 21st Century Learning, 2019).

Diverse Teaching Strategies- Teachers' reliance on varied teaching strategies to promote analytical thinking is consistent with differentiated instruction principles, which advocate for tailoring educational experiences to meet the diverse needs of students. The use of inquiry-based, problem-based, and project-based learning approaches reflects contemporary pedagogical trends that prioritize critical thinking and student-centered learning. These strategies not only engage students but also challenge them to think deeply and critically, thereby enhancing their analytical abilities (Tomlinson, 2020).

Professional Development- The importance of continuous professional development emerged as a key theme, with teachers recognizing the need to stay updated on effective teaching methods. This finding is supported by research indicating that professional development is crucial for improving teaching practices and, consequently, student outcomes (Guskey, 2019). By participating in workshops, seminars, and peer collaborations, teachers can learn new strategies to enhance their instructional methods and better support their students' analytical skill development.

Academic Success and Problem-Solving- The study's findings affirm the strong connection between analytical skills and academic success. Students who are adept at critical thinking tend to perform better academically, as they can understand complex concepts and apply their knowledge effectively. This is in line with Bloom's taxonomy, which identifies analysis as a higher-order cognitive skill essential for learning (Bloom, 1956). Additionally, the improvement in problem-solving abilities among students with strong analytical skills highlights the practical applications of these skills in real-life situations, preparing students for future challenges (Partnership for 21st Century Learning, 2019).

Curriculum Enhancement- Participants' insights into the need for a curriculum that emphasizes analytical skills reflect a growing recognition of the importance of these skills in education. A curriculum that integrates analytical thinking across subjects and grade levels can provide a more holistic and comprehensive educational experience. This approach aligns with the goals of 21st-century education, which aims to equip students with the skills needed to succeed in a rapidly changing world (Partnership for 21st Century Learning, 2019).

Implications for Practice- The implications of these findings are far-reaching. For teachers, the study highlights the importance of creating a supportive and stimulating learning environment, employing diverse teaching strategies, and engaging in continuous professional development. For policymakers, the results suggest the need for curriculum reforms that prioritize analytical skills and provide resources for teacher training (Tomlinson, 2020; Guskey, 2019).

Limitations and Future Research- While this study provides valuable insights, it is not without limitations. The sample size was small and limited to one district, which may affect the generalizability of the findings. Future research could expand the scope to include a larger and more diverse sample, as well as explore the long-term impact of developing analytical skills on students' academic and professional success.

4. CONCLUSION

In conclusion, this study underscores the vital role of teachers in fostering analytical skills among students. By creating engaging learning environments, utilizing diverse teaching strategies, and pursuing continuous professional development, teachers can significantly enhance their students' critical thinking abilities. These findings contribute to the broader discourse on educational practices and underscore the need for continued efforts to integrate analytical skills into the curriculum, ensuring that students are well-prepared for the demands of the modern world.

5. REFERENCES

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