

The instructional skills of teachers in Tabaco National High School

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Abstract: This study looked into the instructional skills of the Junior and Senior High School teachers in Tabaco National High School. Specifically, it answered the following sub-problems: 1. What are the instructional skills of the Junior and Senior High School teachers in Tabaco National High School along critical thinking skills, creative skills, communication skills and collaborating skills?; 2. What is the level of the instructional skills of the teachers?; 3. Is there a significant difference on the level of instructional skills between the Junior and Senior High School teachers?; 4. What are the challenges met?; and 5. What professional development program may be proposed to upskill the secondary teachers? This research study used the descriptive-survey and comparative method of research. It tested the null hypothesis that there is no significant difference on the level of instructional skills between the Junior and Senior High School teachers along critical thinking skills, creative skills, communication skills and collaborating skills at 0.05 level of significant using F-test. The researcher utilized a validated questionnaire to gather the needed data. The respondents of the study were 261 Junior High School teachers and 142 Senior High School teachers of Tabaco National High School. The statistical measures used are frequency count, percentage, weighted mean, F-test and ranking. The salient findings of the study showed that the instructional skills that the Junior and Senior High School teachers indicated with the highest frequency of 378 or 98.69 % is communication skills. This is followed by collaborating skills with 373 or 97.39 %; then, critical thinking skills with 369 or 96.34 %. The instructional skill with the lowest total is creative skills with 364 and a percentage of 95.04. The level of instructional skills of the Junior and Senior High School registered the highest weighted mean of 4.52 in communication skills; in collaborating skills with 4.47; in creative skills with 4.46 and lastly, in critical thinking skills with 4.36. These numerical ratings have an adjectival rating of very high. All the computed F values along the four (4) areas are very much lower when compared to the tabular value of F. In critical thinking skills, the value is 0.400; along creative skills, the value is 0.368; along communication skills, the computed F value is 0.026; and lastly, in collaborating skills, the value is 0.667. All these computed F values are very much lower when compared with the F tabular value of 5.318. The challenges identified as top challenges in instructional skills along critical thinking skills is unprepared students in terms of level of knowledge and expectations; in creative skills, it is lack of learning goals that explicitly incorporate creative thinking and activities; in communication skills, it is shortage of modern communication gadgets and resources in school and in collaborating skills, it is changing moods and personality of students due to maturation. The researcher developed a professional development program that addresses the challenges met in instructional skills.

Keywords: Instructional skills, Critical thinking skills, Creative skills, Communication skills and Collaborating skills

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INTRODUCTION

There is a very important role that teachers and school heads play in order to achieve sustainable education. The teachers as the direct facilitators of knowledge need to possess the necessary instructional skills and dispositions to deliver quality transmission of knowledge, skills and attitudes. In the same way, that the support of the school heads is so important so that the teachers have to improve their pedagogy. Education in most developing countries like the Philippines is

constantly evolving. Some educational systems are being too theoretical and not practical enough with little emphasis on developing critical thinking, problem-solving, and communication skills. This leads to a lack of employability of graduates, who are not equipped with the necessary skills required by employers. Many social scientists attributed the poor performance of graduates to the instructional skills of the teachers who are directly engaged with the students. Instructional delivery and competency are necessary for the practice of teachers' effective instruction to maximize student knowledge acquisition of skills and competency for instructional perspective in modern teaching. In Tabaco National High School, the writer had observed that there is a need for current data of the skills of the different teachers that needs to be enhanced considering the continuing transformation of educational landscape. Secondary education needs to be in consonance to the demands of the community in order to contribute to the progress of the society and this requires secondary teachers who have the necessary skills to deliver and develop the competencies of students. Thus, this study was conducted.

Research Objectives

This study aimed to:

1. Identify the instructional skills of the Junior and Senior High School teachers in Tabaco National High School;
- 2, Determine the level of instructional skills of the teachers along critical thinking skills, creative skills, communication skills and collaborating skills;
3. Test the significance of the difference on the level of instructional skills between the Junior and Senior High School teachers;
4. Determine the challenges met in improving the instructional skills of teachers; and
5. Developed a professional development plan for teachers.

METHODOLOGY

Research Design

This research study followed the quantitative research design and used the descriptive-survey method of research. It identified the instructional skills of Junior and Senior High School teachers in Tabaco National High School. It also explored the level of instructional skills of the teachers along critical thinking skills, creative skills, communication skills and collaborating skills. It compared the level of instructional skills of the Junior and Senior High School teachers and tested the null hypothesis if there is a significant difference on the level of instructional skills along critical thinking skills, creative skills, communication skills and collaborating skills.

Respondents and locale of the study

The respondents of the study were 383 secondary teachers of Tabaco National High School. Out of the total number, 261 were Junior High School teachers and 142 were Senior High School teachers.

Research Instrument

A survey-questionnaire was employed as the main research tool. There are three (3) parts in the research tool. The first part of the tool identified the instructional skills of the Junior and Senior High School teachers. The respondents were requested to check if the instructional skills are observed. Multiple responses were allowed. The second part of the questionnaire explored the level of the instructional skills of the teachers along the four (4) instructional skills. There are critical thinking skills, creative skills, communication skills and collaborating skills. The teachers encircled the number representing their choices guided by a five-point Likert scale. The third part of the tool determined the challenges met by the Junior and Senior High School teachers in Tabaco National High School. There were three (3) pre-identified challenges in each skill set wherein the respondents are requested to tick the challenge or challenges that they met on instructional skills.

Data Analysis

This study employed descriptive statistics. For the first problem, frequency count and percentage were used to identify the instructional skills of the Junior High School and Senior High School teachers of Tabaco National High School. In Problem No. 2, the researcher utilized frequency count and weighted mean to determine the level of the instructional skills along critical thinking skills, creative skills, communication skills and collaborating skills. To determine the significant difference on the level of instructional skills between the Junior High School teachers and the Senior High School teachers along critical thinking skills, creative skills, communication skills and collaborating skills, the researcher used the F-test. Frequency count and ranking were employed to identify challenges met in instructional. In ranking, the challenge with the highest frequency was provided with the rank of first and the challenge with the lowest frequency with the last rank. A sum of the ranks was computed and a final rank was also identified. The sum of ranks with the lowest numerical value was assigned with first in the final rank.

FINDINGS AND DISCUSSION

The instructional skills of the junior and Senior High School teachers in Tabaco National High School

This particular study explored the instructional skills of the Junior and High School teachers in Tabaco National High School. It involves four (4) important skills that secondary teachers need to possess and practice in the course of their career. These are critical thinking skills, creative skills, communication skills and collaboration skills. There are 246 out of 248 or 99.19 % Junior High School teachers who identified that they have communication skills. It is followed by 243 out of 248 or 97.98 % with collaborating skills; then, 240 out of 248 or 96.77 with critical thinking skills and lastly, 238 out of 248 or 95.97 % with creative skills. On the other hand, there are 135 Senior High School teachers who participated in the survey. There are 132 out of 135 or 97.78 % Senior High School who checked communication skills. It is followed collaborating skills with 130 out of 135 or 96.30 % Senior High School teachers. Then closely trailed by critical thinking skills with 129 out of 135 or 95.55 % teachers. The instructional skills had lowest number of frequencies of 126 out of 135 or 93.33 %.

The level of the instructional skills of teachers

This study determined the level of instructional skills of the Junior and Senior High School teachers in Tabaco National High School. The instructional skills are grouped into critical thinking skills, creative skills, communication skills and collaborating skills.

Critical Thinking Skills. There are four (4) out of five (5) indicators on the level of instructional skills along critical thinking skills that were rated by the Junior High School teachers of Tabaco National High School with an adjectival description of very high and only one (1) indicator with an adjectival description of high. The indicator with the highest weighted mean of 4.47 is obtained in asking students critical questions that lead them to understand the problem and resolve using available resources. It is followed by setting definite goals for students and providing them clear criteria for success in relation to the attainment of the goals with 4.41; then, providing students with engaging classroom activities like classroom debate, problem-solving activities and others with 4.38; and identifying patterns and underlying assumptions when considering various points of view with 4.32. These indicators have an adjectival description of very high. The indicator with an adjectival description of high is using various frameworks and models to compare and contrast scenarios and options to identify patterns and trends this make informed decisions with 4.09. The level of instructional skills of the teachers along critical thinking skills as rated by the Junior High School teachers has an average of 4.33 with an adjectival description of very high.

The Senior High School teachers also rated four (4) out of five (5) indicators with an adjectival description of very high and only one (1) indicator with high. The indicator with the highest weighted mean of 4.53 is obtained in asking students critical questions that lead them to understand the problem and resolve using available resources. It is followed by setting definite goals for students and providing them clear criteria for success in relation to the attainment of the goals with 4.49; then, providing students with engaging classroom activities like classroom debate, problem-solving activities and others with 4.40; and identifying patterns and underlying assumptions when considering various points of view with 4.36. These indicators have an adjectival description of very high. The indicator with an adjectival description of high is using various frameworks and models to compare and contrast scenarios and options to identify patterns and trends this make informed decisions with 4.18. The level of instructional skills of the teachers along critical thinking skills as rated by the Senior High School teachers has an average of 4.33 with an adjectival description of very high.

Creative Skills. The Junior High School teachers rated four (4) out of five (5) indicators on the level of instructional skills along creative skills with an adjectival description of very high and one (1) indicator with high. The indicator with the highest weighted mean 4.72 is obtained in designing lessons that stimulate curiosity and engagement to stir students to action and find creative and critical solutions to the problems they are confronted with. This is followed by developing clear technical knowledge on one or more curriculum domains with 4.69; then, making visible the learning process such as external representations of the students' constructed knowledge whether abstract of materials with 4.52 and using lesson that encourage group design of product or solution with substantial degree of openness and room for students' creativity with 4.49. The indicator with the lowest weighted mean of 4.14 and with an adjectival description of

high is setting challenging goals that students find accessible and worthwhile of their efforts thus develops progression through curriculum contents as well as students; age and maturity. The level of instructional skills of the teachers along creative skills as rated by the Junior High School teachers has an average of 4.51 with an adjectival description of very high.

The Senior High School teachers rated four (4) out of five (5) indicators with an adjectival description of very high and one (1) indicator with high. The indicator with the highest weighted mean 4.62 is obtained in designing lessons that stimulate curiosity and engagement to stir students to action and find creative and critical solutions to the problems they are confronted with. This is followed by developing clear technical knowledge on one or more curriculum domains with 4.59; then, making visible the learning process such as external representations of the students' constructed knowledge whether abstract of materials with 4.51 and using lesson that encourage group design of product or solution with substantial degree of openness and room for students' creativity with 4.36. The indicator with the lowest weighted mean of 4.02 and with an adjectival description of high is setting challenging goals that students find accessible and worthwhile of their efforts thus develops progression through curriculum contents as well as students; age and maturity. The level of instructional skills of the teachers along creative skills as rated by the Senior High School teachers has an average of 4.42 with an adjectival description of very high.

Communication Skills. The Junior High School teachers rated all the five (5) indicators on the level of instructional skills along communication skills with an adjectival description of very high. The indicator with the highest weighted mean of 4.64 is obtained in recognizing areas for emphasis by listening attentively to his or her own delivery of the subject matter so he or she will know if the class understands or not. This is followed by employing appropriate facial expression and gestures in the class as well as in the school with 4.59; then, maintaining an attitude of confidence in the delivery of the content and friendly disposition with 4.51; and using words carefully when speaking and conversing to students with 4.48. The indicator with the lowest weighted mean of 4.42 is obtained in displaying good command of the language of instruction. All the above indicators have an adjectival description of very high. The level of instructional skills of the Junior School teachers of Tabaco National High School along communication skills has an average weighted mean of 4.53 with an adjectival description of very high.

Likewise, the Senior High School teachers rated all the five (5) indicators with an adjectival description of very high. The indicator with the highest weighted mean of 4.64 is obtained in employing appropriate facial expression and gestures in the class as well as in the school with 4.97. It is followed by recognizing areas for emphasis by listening attentively to his or her own delivery of the subject matter so he or she will know if the class understands or not with a weighted mean of 4.48; then, maintaining an attitude of confidence in the delivery of the content and friendly disposition with 4.43; and using words carefully when speaking and conversing to students with 4.37. The indicator with the lowest weighted mean of 4.32 is obtained in displaying good command of the language of instruction. All the above indicators have an adjectival description of very high. The level of instructional skills of the Senior High School teachers of Tabaco National High School along communication skills has an average weighted mean of 4.51 with an adjectival description of very high.

Collaborating Skills. The Junior High School teachers rated the five (5) on the level of instructional skills along collaborating skills with an adjectival description of very high. The indicator with the highest weighted mean is developing relationship among students and providing social and emotional support with 4.67. It is followed by establishing safe environment that is necessary for open communication with 4.63. Then, encouraging professional learning community with a weighted mean of 4.61. It is trailed by establishing shared values and commitments that unify the class and providing purpose for their collective work with 4.58. The indicator with the lowest weighted mean of 4.45 is obtained in creating a truly shared vision and goals by integrating common goals and helping each member of the class sees the purpose and assume ownership in the process with 4.45. The level of instructional skills of the Junior High School teachers in Tabaco National High School has an average weighted mean of 4.59 with an adjectival description of very high.

Similarly, the Senior High School teachers rated the five (5) with an adjectival description of very high. The indicator with the highest weighted mean is developing relationship among students and providing social and emotional support with 4.46. It is followed by establishing safe environment that is necessary for open communication with 4.41. Then, encouraging professional learning community with a weighted mean of 4.37. It is trailed by establishing shared values and commitments that unify the class and providing purpose for their collective work with 4.32. The indicator with the lowest weighted mean of 4.26 is obtained in creating a truly shared vision and goals by integrating common goals and helping each member of the class sees the purpose and assume ownership in the process with 4.45. The level of instructional skills of the Senior High School teachers in Tabaco National High School has an average weighted mean of 4.36 with an adjectival description of very high.

Test of the significance on the difference of the level of instructional skills between the Junior and Senior High School teachers

All the computed F values along the four (4) areas are very much lower when compared to the tabular value of F. In critical thinking skills, the value is 0.400; along creative skills, the value is 0.368; along communication skills, the computed F value is 0.026; and lastly, in collaborating skills, the value is 0.667. All these computed F values are very much lower when compared with the F tabular value of 5.318. Thus, it is safe to conclude that there is no significant difference on the level of instructional skills along critical thinking skill, creative skills, communication skills and collaborating skills between the Junior and Senior High School teachers of Tabaco National High School.

Challenges met

The challenge in critical thinking skills that the Junior High School teachers indicated with the highest number of frequencies with 237 with a rank of first is unprepared students in terms of level of knowledge and expectations which is also the challenge with the highest frequencies as rated

by the Senior High School teachers with 129 thus with a rank of first. The sum of ranks is 2 and with a final rank of first. The challenge that followed is conservative educational ideology with a total frequency of 231 with second in rank for Junior High School teachers and a total frequency of 124 with also second in rank for Senior High School teachers. The sum of ranks is 4 and final rank of second. The third challenge in critical thinking skills is misunderstanding of what is involved in being critical and teaching for critical thinking with 226 or third on the side of the Junior High School teachers. The Senior High School teachers also rated with 116 or third in rank. The sum of ranks is 6 and with a final rank of third.

Along creative skills, the challenge that both Junior High School teachers and Senior High School teachers rated with the highest frequencies of 241 and 133 respectively is lack of learning goals that explicitly incorporate creative learning and activities. This challenge has a sum of ranks of 2 and final rank of first. This is followed by insufficient teacher professional development opportunities that are based on creative research with 232 which is second in rank for the Junior High School teachers and 128 which is also second in rank for the Senior High School teachers. The sum of ranks has a total of four (4) and final rank of second. Lastly, the challenge that both Junior and Senior High School teachers rated with 224 which is 3rd and 112 also third respectively is structured curriculum that impeded creative inquiry process. The sum of rank has a total of 6 and a final rank of third.

The challenge in communication skills that the Junior High School teachers indicated with the highest number of frequencies with 241 with a rank of first is shortage of modern communication gadgets and resources in school which is also the challenge with the highest frequencies as rated by the Senior High School teachers with 133 thus with a rank of first. The sum of ranks is 2 and with a final rank of first. The challenge that followed is rank of training and workshop of effective communication in the classroom with a total frequency of 239 with second in rank for Junior High School teachers and a total frequency of 127 with also second in rank for Senior High School teachers. The sum of ranks is 4 and final rank of second. The third challenge in communication skills is difference in technical and language rules used with 225 or third on the side of the Junior High School teachers. The Senior High School teachers also rated with 119 or third in rank. The sum of ranks is 6 and with a final rank of third.

Along collaborating skills, the challenge that both Junior High School teachers and Senior High School teachers rated with the highest frequencies of 246 and 132 respectively is changing moods and personality of students due to maturation. This challenge has a sum of ranks of 2 and final rank of first. This is followed by uncooperative students with 238 which is second in rank for the Junior High School teachers and 121 which is also second in rank for the Senior High School teachers. The sum of ranks has a total of four (4) and final rank of second. Lastly, the challenge that both Junior and Senior High School teachers rated with 224 which is 3rd and 112 also third respectively is absence of learning opportunities and activities in the classroom that encourages collaboration. The sum of rank has a total of 6 and a final rank of third.

Professional development plan

To address the challenges identified in this paper, the researcher submits for consideration a professional development program. The activities to resolve unprepared the challenge which is unprepared students in terms of the level of knowledge and expectations are: to introduce workshop on curriculum and content as well as general issues on education, hands on activities on assessment of student's level of knowledge and expectation using current monitoring and evaluation tools as well as sharing of ideas and resources. The researcher also proposed to develop inquiry-based lessons and sharing of lesson with creative activities and discussion to address the lack of learning goals that explicitly incorporate creative thinking.

CONCLUSION

Based on the findings of the study, it is concluded that the kindergarten teachers in the Calape, Tubigon, and Loon Districts are mostly female, middle-aged, experienced, and professionally qualified. Many are continuing their education, showing a strong commitment to personal and professional growth. Teachers have a very positive view of digital storytelling materials—they see them as useful, easy to use, and are willing to use them. However, even though their attitudes are positive, the actual use of digital storytelling in classrooms is slightly lower, which may be due to challenges such as lack of resources or support. The children in the study were found to be developing at an expected level for their age, based on the Philippine ECCD checklist. There were no significant differences in how teachers used digital storytelling materials based on their background or their students' development levels. This means all teachers used these materials in similar ways, no matter their age, experience, or their learners' progress. It was also found that how often teachers used digital storytelling did not have a strong effect on the children's development. These findings suggest that other factors—like the quality of the materials, teacher training, school support, and access to technology—may play a more important role. The study had some limitations, such as a small sample size, use of self-reports, and limited geographic coverage. Future research should look into these other factors, examine how digital storytelling is actually used in classrooms, and explore its real impact on children's learning and development.

RECOMMENDATION

1. The School District may continue supporting kindergarten teachers by providing more opportunities for professional growth through training programs, workshops, and scholarships for graduate studies. Additionally, encouraging younger teachers to enter the field and offering mentorship from experienced educators can help sustain and enhance the quality of kindergarten education in the district.
2. Schools may enhance teachers' use of digital storytelling materials by offering greater support and training opportunities. Regular workshops, practical hands-on sessions, and access to up-to-date technology can strengthen teachers' confidence and skills. Providing technical support can also help resolve any system-related issues. Additionally, encouraging collaboration among teachers during LAC (Learning Action Cell) sessions can foster the exchange of best practices for using these materials in the classroom.

3. Continue offering age-appropriate learning activities that promote all aspects of children's development. Teachers and caregivers may regularly track each child's progress using the ECCD checklist to ensure they are on the right path. Additional support and enrichment programs can be provided to help children surpass average expectations and achieve their full potential.
4. Schools and education authorities may ensure all kindergarten teachers have equal access to digital storytelling tools and training, regardless of their background. Professional development programs may focus on practical strategies for classroom use, with schools providing the necessary technological resources. Future policies may explore the role of school support, teacher motivation, and infrastructure in promoting digital storytelling. Additionally, further research is needed to understand its impact on children's learning and development.
5. Schools and educators may focus on both the frequency and quality of digital storytelling materials. Teachers need training on using these tools to support children's learning and development, with access to high-quality resources and ongoing support. Future research may examine the specific effects of digital storytelling on child development, including language, cognition, and social skills. Expanding studies to include more schools and classroom observations could further guide the effective use of digital tools in early education.
6. It is recommended to develop a concrete action plan that outlines specific steps, timelines, and responsibilities to implement the use of digital storytelling tools effectively in early education.

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