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Teachers' Profile and Classroom Instruction Delivery: The Case of a Certain University in the Southern Philippines

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ABSTRACT

Quality teachers are fundamental factor for offering quality education. This study's primary purpose was to determine the correlation between teachers' profiles and classroom instruction delivery. The descriptive-evaluative research design was used in the study. The study was conducted at the Mindanao State University- Sulu, College of Education. The study participants were composed of 10 faculty members and 100 students randomly selected from the college of education. The results revealed that the teachers always showed a mastery of the subject matter and teaching strategies. However, for interpersonal skills, they often exhibited it in the classroom. There was no significant relationship between teachers' profile and their competence in classroom instruction in terms of mastery of subject matter, teaching strategies, and interpersonal skills. Technology integration for teaching effectiveness is suggested for teachers to make them more effective in teaching. Interpersonal skills training is highly recommended for teachers every semester. The training will make them more effective in their interaction with students.

1. Introduction

Standard educational systems always depend upon quality teachers. A quality teacher is a significant criterion for offering quality education. The teacher has still been considered one of the noblest human beings and the second parent of students. Their teachers generally influence students because they spend most of their time under teachers' guidance in schools. Amilhamja (2006) introduced that the teachers are the primary conduit to realizing educational goals because they spend a large portion of the school's time directly relating with learners. The effort they exert on their work is beyond reproach.

Daud, Noor, Abd Rahman, Sidek, & Mohamad (2010) describes that teachers are professionally trained and certified to manage and control the school's instructional process. To take place for teaching-learning activities, teachers must prepare lesson plans, produce instructional materials, and adopt appropriate teaching strategies to achieve instructional objectives. Teachers need proper training in facilitating effective learning. With these previous roles and values, some factors may affect the teacher's effectiveness in teaching. Joye and Wilson (2015) identified some variables that may affect teaching effectiveness are; class size, classroom set-up, availability of technology, distractions outside the



classroom, and larger contextual issues such as natural disasters, war, or terrorist activity. Mohd Ismail, Arshad, and Abas (n.d.) suggested that teachers' age and experience should determine the differences concerning teacher effectiveness in delivering HOTS teaching.

The factors that impact teachers' performance and competence have been highlighted by Abdurahman (2006). Successful teaching happens when the classroom is void of hostility. However, various factors, internal or external, impedes the provision of a tranquil classroom atmosphere. Factors such as poverty, truancy, workload, distance from school, peer pressure negative, incompetent admin, family pressure, health and stress issues, transport problems, home distance from school location, lack of audiovisual aids, lack of facilities in the school, and terrorism contribute the school and classroom atmosphere. These are the factors that adversely impact the performance and success of teachers. The poor performance of teachers ultimately affects the students' achievement and low-quality education system.

However, it is imperative to investigate some factors related to the delivery of instruction. These will include mastery of subject matter, teaching strategies, and interpersonal skills of the teachers. Teachers usually link external factors, e.g., home environment, students' health, parents' education, economic status, etc., with students' achievement. But they give little attention to their effective teaching that impacts the more excellent students' achievement. Antonio (2017) describes that the three elements are necessary to consider while deciding about classroom strategies, i.e., the learners' characteristics, objectives of the teacher's content, and qualities. These all aspects are interlinked. The teacher selects methods and strategies according to students' needs, available resources, time, nature of content material, and his/her ability to implement those strategies in actual settings, etc.

Another thing is interpersonal skills; this is vital for the teacher to have these skills to accomplish the diverse roles and responsibilities in delivering instruction. These refer to skills in the teaching

profession, including communication, empathy, positive motivation, effective and positive motivation, effective and positive body language, and humor (Contreras, n.d.)

The study's primary objective was to determine the correlation between teachers' profiles and classroom instruction delivery.

2. Methodology

Research Design

This study used the Descriptive-evaluative design to investigate the relationship between the teacher's profile and classroom instruction delivery. The study was conducted at the Mindanao State University-Sulu, College of Education.

Respondent of the Study

The study participants were composed of 10 faculty members and 100 students randomly selected from the college of education.

Research Instrument

The researcher used a questionnaire for data collection; it had two sections. The first section consisted of the respondents' profiles. The second section covered classroom instruction delivery variables such as mastery of subject matter, teaching strategies, and interpersonal skills.

Data Gathering Procedure

The researcher used simple random sampling to select the participants of the study. This was followed by the validation of the research instrument. When this was accomplished, the researcher secured formal permission from the Mindanao State University-Sulu Chancellor to conduct the study. The questionnaire administration followed this, then retrieval. The retrieval of the questionnaires was 90 percent.

Statistical Treatment of Data

For data analysis, the researcher used Statistical Packages for Social Science which utilized frequency count and percentage, weighted average mean, and



regression analysis to analyze the research questions. Frequency counts, percentages, means, and standard deviation were used to analyze all descriptive data. Regression analysis was used to analyze the inferential data (Calmorin, 2016).

3. Results

Table 1 provides the demographic profile of the respondents. It could be observed that 40% of the

teachers belonged to the 36-45 age bracket, 30% were within 25-35, while 20% were below 25 years old. On gender, 60% were females, and 40% were males. 40% had served for less than five years with the length of service, 30% had served for 6-10years, and 20% served 11-5 years. 50% of the respondents had finished their MA/MS with Doctoral Units, and 40% were bachelor degree holders with MA/MS units. The detailed results are provided in Table 1 below.

Table 1. Demographic Profile of Respondents

Characteristic Profile	Frequency	Percentage
Age		
below 25	2	20
25-35	3	30
36-45	4	40
47-57	1	10
Total	10	100
Gender		
Male	4	40
Female	6	60
Total	10	100
Length of Service		
5 yrs. and below	4	40
6-10 yrs.	3	30
11-15 yrs.	2	20
26-30 yrs.	1	10
Total	10	100
Highest Educational Attainment		
BS/BEED/BSED with MS/MA Units	4	40
MA/MS Degree	1	10
MA/MS with Doctoral Units	5	50
Total	10	100

Table 2 provides the results of the student respondents' profiles. It could be observed that distribution included 56% females, 44% males. With year level, 26% were in 1st year, 28% were in 2nd year, and 46% were in 3rd year. The study

involved two college programs: Bachelor of Elementary Education – 68%, and Bachelor of Secondary in Education – 32%. Other details are provided in Table 2 below.



Table 2. Profile of the Student Respondents

Profile of the Students	Frequency	Percentage
a. Gender		
* Male	44	44%
* Female	56	56%
Total	100	100%
b. Year Level		
* 1 st	26	26%
* 2 nd	28	28%
* 3 rd	46	46%
Total	100	100
c. Course Taken		
*Bachelor of Elementary Education	68	68%
*Bachelor of Secondary in Education	32	32%
Total	100	100

Assessment of the students on the delivery of classroom instruction

Mastery of the Subject Matter, Teaching Strategies, Interpersonal Skills

Presented in Table 3 are the students' evaluations on classroom instruction delivery in the

mastery of subject matter, teaching strategies, and interpersonal skills. The overall mean was knowledge of the subject matter by teachers was rated with a mean of 4.62, teaching strategies were rated 4.56, and interpersonal skills are in the classroom was rated 4.47

Table 3. Assessment of the students on the delivery of classroom instruction

Variables	Mean	SD	Descriptive interpretation
1. Mastery of the Subject Matter	4.62	0.63	Always
2. Teaching Strategies	4.56	0.66	Always
3. Interpersonal Skills	4.47	0.72	Often
Mean	4.55		Always

Mean: 1.00-1.49 = *Never*; 1.50-2.49 = *Seldom*; 2.50-3.49 = *Sometimes*; 3.50-4.49 = *Often*; 4.50-5.00 = *Always*

Relationship Between the Teacher's profile and Mastery of Subject Matter

The multiple regression analysis in Table 4 presents the relationship between the teacher's age, gender, and length of service and the delivery of

classroom instruction in terms of the mastery of subject matter. The F-value was 2.04 with a corresponding p-value of .286, higher than the alpha value of 0.05, providing evidence to accept the null hypothesis.

Table 4. Relationship Between the Teacher's profile and Mastery of Subject Matter

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	4.833	.106		45.684	.000	4.497	5.170
1 Age	-.050	.049	-.581	-1.026	.381	-.206	.105
Length of Service	.029	.058	.290	.497	.653	-.155	.212
Gender	-.106	.051	-.727	-2.085	.128	-.267	.056

$F= 2.044$ Sig. val. = .286 (Significant at 5% P. value)



Relationship between the teacher's profile and their Teaching Strategies

The multiple regression analysis in Table 5 presents the relationship of the teacher's age, gender,

and length of service to classroom instruction delivery in terms of the teaching strategies. The F-value was 1.35 has a corresponding p-value of 0.40, higher than the alpha value of 0.05, providing evidence to accept the null hypothesis.

Table 5. Relationship between the teacher's profile and their Teaching Strategies

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	4.349	.133		32.657	.000	3.925	4.773
Age	.043	.062	.452	.703	.533	-.153	.239
1 Length of Service	.039	.073	.358	.539	.627	-.192	.270
Gender	.043	.064	.267	.674	.549	-.160	.246

F= 1.35 Sig. val. = .404 (Significant at 5% P. value)

Relationship between the teacher's profile and Interpersonal Skills

The multiple regression analysis in Table 6 presents the relationship of the teacher's age, gender, and length of service to classroom

instruction delivery in terms of interpersonal skills. The F-value of the analysis is .848 has a corresponding sig. A value of .552, which is higher than an alpha value of .05, provides evidence to accept the null hypothesis.

Table 6. Relationship between the teacher's profile and Interpersonal Skills

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	4.398	.124		35.600	.000	4.005	4.791
Age	.077	.057	.985	1.355	.268	-.104	.259
1 Length of Service	-.084	.067	-.933	-1.245	.301	-.298	.130
Gender	.029	.059	.222	.497	.653	-.159	.218

F= .848 Sig. val. = .552 (Significant at 5% P. value)

4. Discussion

Mastery of the Subject Matter

The mean value of 4.62. portrays that the teachers always exhibited mastery of subject matter. The survey revealed responses such as 'effectively delivers lesson within outcome-based education curriculum standards, integrates important lesson, and facilitates students' use of higher-level thinking skills in instructions.' Other responses were, 'demonstrates the ability to link present lesson with past, future learning experiences, other subject areas, and real-world experiences and application.

Respondents highlighted that teachers demonstrate accurate knowledge of the subject matter, demonstrate skills relevant to the subject area(s) taught, base instruction on goals that reflect high expectations and understanding of the subject, and communicates clearly and checks for understanding'.

The study is in consonant with Ishola and Udofia (2017) and Ogar (2006). The researchers affirmed that teachers' mastery of the subject matter is a component that determines the extent of students' learning and achievement. Contents assess the quality of learning activities. Thus, a teacher with



good mastery of the subject area is characterized as having good knowledge of classroom management, using adequately learning materials, maintaining clarity of thought, bold and confident of what he wants to teach, and teaching effectively and efficiently.

Festus (2008) states that if teachers of high content knowledge teach students, they perform better; this was shown in algebra students' performance. Collaborating these assertions, Olfos, Goldrine, and Estrella (2014) and Popoola (2002) found a strong correlation between teachers' pedagogical content knowledge and students' understanding of learning. Though algebra is an integral part of school mathematics, sometimes it poses challenges for students to learn because of the letters involved and their abstract nature (Ladele, 2013). However, when taught by teachers with good content, the challenges can be surmounted or minimized. In contrast, Labadia (2010) reported that students' performance depends on measurable teacher attributes such as verbal ability, content knowledge, and certification, among other variables.

Teaching Strategies

On teaching strategies, most of the respondents rated "always" on following indicators; S/he designs differentiated learning plans and activities effectively to ensure students' attainment of the learning objectives, S/he demonstrates the mastery of differentiated teaching strategies in catering to students with different learning needs, S/he makes connections between teaching strategies and the setting of learning objectives, S/he adopts higher-level thinking and metacognitive skills in learning areas to provide challenging learning opportunities for students, especially those with potentials and talents in specific domains (knowledge, skills, and attitude), S/he makes good use of questioning and feedback techniques to help students learn effectively, S/he creates and maintains a caring and supportive learning environment, and make an efforts to motivate students' interest in learning, except for S/he identifies students' starting point and set clear objectives for lessons, they rated often.

In alignment with the student responses, Hattie (2009) points out that an authentic teaching strategy incorporates explanations, exercises, sequencing, repetition, and a clear goal. The researcher also emphasizes that effective teachers exhibit lesson mastery, metacognition, reciprocal teaching, comprehensive teaching reform, co-teaching/team teaching, and problem-solving teaching.

Interpersonal Skills

The results on interpersonal skills reveal that the teachers often displayed interpersonal skills in their teachings. It could be inferred that they were very good with the use of interpersonal skills. Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively. In the business world, the term refers to an employee's ability to work well with others. Interpersonal skills range from communication and listening to attitude and deportment. They are the foundation for success in life. Teachers with strong interpersonal skills tend to teach their lessons using multiple modalities. Interpersonal skills are somewhat related to communication. Teachers' good communication skills are the basic need for students' academic success and professional success in life. The teacher communicates more instructions orally in the classroom to students. Teachers with poor communication skills may cause the failure of students to learn and promote their academics. Students need to understand that what is right and what is wrong while it depends on the communication skills of teachers they adopt in the classroom (Bascia, 2014). Good communications minimize the potential of unkind feeling during the process of teaching. For learning, the learner must be attentive toward their teacher during the lecture. Loss (2000) recommended that teachers communicate clearly and understandably.

A variety of skills are needed for good teaching and teachers. A study conducted by Ehindero & Ajibade (2000) indicates that a teacher requires good communication skills such as good communication, good classroom management, updating knowledge, and maintaining personality for effective teaching. No



one can teach effectively until having these basics skills training. Good communication is needed for the influential teaching profession, but it is also essential for the effectiveness of every concern to our life (Ogunboyede, (2011). The performance of teachers in the classroom depends upon communication skills. If the teacher has good communication skills, he can easily convey his /her message or deliver the lecture clearly (Morreale, Osborn, & Pearson, 2000).

Relationship Between the Teacher's profile and Mastery of Subject Matter

No significant relationship was found on the relationship between the teacher's profile and mastery of the subject matter, and therefore, the null hypothesis was rejected. The generated F-value indicates no significant relationship between the teacher's age, length of service, and gender to the classroom's delivery in terms of mastery of the subject matter. According to Mohd Ismail, Arshad, & Abas, (n.d.), personal characteristics affect employee's performance, such as age, sex, marital status, and tenure. The relationship between age and work performance may be an issue of increasing importance during the next decade. There is a widespread belief that work performance declines with increasing age. With age and experience come a variety of benefits, including, for many, enhanced self-esteem. Reviewing a range of studies on the subject, Tim Khelai (2006) reports, "All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50." Coupled with that, teachers usually find themselves with increased responsibilities and just as much, if not more, to do. One of the more consistent findings has been that there is a positive relationship between job satisfaction and age.

According to Yawman and Appiah-Kubi (2018), few differences between males and females will affect their work mastery. Some evidence shows that females have higher turnover rates. On absences, women have a higher rate of absenteeism than men do. This has a direct correlation with subject matter mastery. More absences lead to a lack of focus and weak mastery. In the study conducted by Ogar

(2006), older teachers seem to report higher job satisfaction levels than younger ones, therefore excellent subject matter mastery.

Relationship between the teacher's profile and their Teaching Strategies

The generated F-value unmasked a no relationship between the teacher's age, length of service, and gender to the classroom's delivery in terms of teaching strategies. Based on the review of 30 studies by Kini & Podolsky (2016) in the United States, it was reported that teaching experience is positively associated with teaching strategies used by teachers. Improvements in teacher effectiveness and strategy are associated with experience and continue to be significant as teachers reach the second and often third decades of their careers. The study also reported that as teachers serve for more years, they learn new ways to deliver lessons. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment and accumulate experience in the same grade level subject.

Relationship between the teacher's profile and Interpersonal Skills

The generated F-value for the relationship between the teacher's profile and interpersonal skills showed no significant relationship between the teacher's age, length of service and gender, and the classroom's delivery in terms of interpersonal skills. This means that the personal profile of teachers does not influence their interpersonal skills. The functional approach to interpersonal relationships explains this difference: "Even though women and men speak the same language, it is perceived as if they speak different languages since there are differences in the words they choose and their focus points." People's communication skills are somehow related to the functions they play in the workplace. In this context, it could be explained that communication established when there are gender-related, cultural, etc., differences, is closely influenced by the person's communication values (Holmstrom, 2009).



In contrast, it is reported that age is likely to function like many other personal differences in helping or hindering communication. Age, like culture, beliefs, experience, language, and other personal qualities - can affect how people communicate what we mean and interpret others' communication. Age is just one factor that influences how we communicate with each other and can act as a barrier, along with many other factors. In a report by Ofoegbu (2004), students' poor academic performance in Nigeria has been linked to poor teachers' account in accomplishing the teaching task, negative attitude to work, and poor teaching habits attributed to low motivation.

Some other researchers suggest that listening to different student opinions or even suggestion is one of the most significant factors every student wants. Students want to express their ideas to be appreciated. Teachers should therefore demonstrate a set of goals as facilitators of learning (Medallon, 2013).

5. Conclusion

The researcher arrived at this conclusion; the teachers always showed a mastery of the subject matter and teaching strategies. However, for interpersonal skills, they often exhibited in the classroom. There was no significant relationship between teachers' profile and their competence in classroom instruction in terms of mastery of subject matter, teaching strategies, and interpersonal skills. Technology integration for teaching effectiveness is suggested. Teachers should be offered one to two training per year on interpersonal skills in the classroom to enhance proper interaction with students.

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