

TEACHERS' AND STUDENTS' INSTRUCTIONAL NEEDS AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL SENIORS IN MAKABAYAN SUBJECT

DR. JEAN L. BEJANO

Associate Professor IV

University of Southeastern Philippines (USEP)-Davao City

Abstract:

The purpose of the study aimed at determining the teachers' and students' instructional needs and academic achievement of high school seniors in MAKABAYAN subject in the four city divisions in Region XI, Philippines and finding out the relationship of the two variables involved. The researcher used the descriptive-correlational method of research. The participants of the study were the MAKABAYAN teachers and fourth year students coming from the four divisions of our Region. There were a total of 816 participants in the study. There were 48 teachers and 768 MAKABAYAN students involved in the conduct of the study. Two sets of survey instruments were used, one was the questionnaire on the instructional needs of the teachers and questionnaire on the students instructional needs, these are researcher-made questionnaire, and the reliability of the instrument was established using the intra class correlation with a reliability index of 0.89. Based on the findings MAKABAYAN teachers and students should be provided by the school administration with their instructional needs as revealed by the results. The Department of Education officials should prioritize instructional facilities needed by teachers. It is further recommended that future researchers must conduct further studies not only focusing on MAKABAYAN as a subject but also on the other core subjects such as Science, Mathematics and English.

Keywords: *Instructional needs, academic achievement, MAKABAYAN*

Introduction

The dynamic quest for educational reforms has been a continuous process specifically for educators and curriculum planners (Bandura, 1986). The Department of Education has continually innovating to address the growing needs of educational system, however, despite reform the academic achievement of students was seen to be deteriorating especially in the National Achievement Test (Educational Research Institute, 2005). Experts in education concluded that this result was due to laxity of addressing the needs of teachers and students as clientele of the Academe (Andres, 1998). The MAKABAYAN area has been a subject composed of Technology and Livelihood Education (TLE), Physical Education and Music (PEHM), Araling Panlipunan and Values Education (VE). DepEd Revised Education Curriculum (RBEC) merged the four areas to facilitate team teaching and eclectic approach. MAKABAYAN has been integrated to serve as the "laboratory of life". It is in this regard the researcher has decided to

study the instructional needs of teachers and students and the level of academic achievement to determine and assess what particular module has to be designed and needs that need to be address in our educational curriculum.

Review of Related Literature

A popular cliché “necessity is the mother of invention”, something has come into existence because of a great need for it, this is according to Hidalgo (1998) has theorized that instructional materials have been perceived as means to an end, not ends in themselves. MAKABAYAN implementing guidelines (2002) MAKABAYAN should be delivered using different modes: separate subject teaching, integration of the four subjects, components using themes, eclectic or combination approach under any mode , planning and coordination would be required among MAKABAYAN teachers and these activities should be supervised by the school head who would determine the best structure for the subjects, e.g. MWF/TTh, weekly, monthly or by grading period. Likewise, the textbooks and teachers manual to be used under any mode should be those approved by DepEd. Similarly, whatever mode would be used for delivering MAKABAYAN would be chosen by the schools, the Revitalized Homeroom Guidance Program(RHGP) as part of values education. Henderson(2000) has stated that in education, partnership would be either school-based or school linked, this was supported by Cruz (1996) when he stressed in his topic “Organizational Capability Building” that harmonious relationship and fellowship among members of educational system is necessary to come-up solidarity in solving instructional problems.

All the authors cited in the related literature generally agree that instructional needs of both the teachers and learners are indeed factors that need to be considered in the learning arena.

Methodology

In this study, the researcher used the descriptive-correlational method of research. The participants of the study are the MAKABAYAN teachers and fourth year students. Covered were five secondary schools per city division and four city divisions of our region. The questionnaire used is a researcher made questionnaire and its reliability was established by the researcher using the intra-class correlation with a reliability index of .89 value. Descriptive statistics and Person Product Moment of Correlation were the statistical tools used. Testing of null hypothesis was based at $\alpha = .05$ level of significance using Statistical Package for Social Sciences(SPSS) software.

Findings

The findings of the study are summarized as follows:

1. The mean scores of the teachers’ instructional needs had been: 3.25 for actual teaching needs, 3.24 for innovation in teaching , 3.31 for professional growth, 3.00 for administrative support, 3.00 for parental support, and 3.42 for overall needs.

2. The mean scores of the students' instructional needs had also been :3.84 for instructional materials, 1.18 for discipline, 3.33 for counselling, 2.97 for financial support, and 2.83 for overall needs.
3. The computed Pearson r value in testing the relationship between the level of the teachers instructional needs and the students academic achievement in MAKABAYAN subject was significant at .417 on alpha=0.05 level of significance.
4. The computed Pearson r value in testing the relationship between the level of students' instructional needs and the latter's academic achievement in MAKABAYAN subject was significant at 4.12 on alpha=0.05 level of significance.

Conclusions

In the light of the findings of the study, the following conclusions were drawn :

1. The level of the needs in terms of instruction, actual teaching, innovative teaching, professional growth, administrative support, parental support, and their totality were all moderate.
2. The students need for instructional materials was seen to be high while their level of need for discipline was very low. Their need for counselling, financial support and their overall needs had been moderate.
3. There was a significant relationship between the teachers' instructional needs and the students' academic achievement in MAKABAYAN.
4. There was a significant relationship between the teachers' instructional needs and the academic achievement of students in MAKABAYAN.

Recommendations

In the light of the findings that came out, the following recommendations were made:

1. MAKABAYAN teachers and students must express concerns on their instructional needs to their department heads so that the administration by being informed could address the foregoing needs.
2. The school administrators should pay attention to the instructional needs of MAKABAYAN teachers.
3. Parents must also serve as conduit of the school administrators in providing the teachers instructional needs.
4. Curriculum planners must also consider in their planning the instructional materials necessary in this subject and other disciplines.
5. Future researchers must conduct further studies not only focusing in MAKABAYAN subject but also in other disciplines.

References

Agor,A. (2002). Leadership: Research findings,practice and skills. USA:Publisher

Apoya,E.(2005). Instructional leadership behaviour and teachers professional community:Bases

for professional development training design. Unpublished Dissertation, USEP, Davao City, Phils.

Andres, T. (1998). How to become an effective teacher and trainer. Rex Bookstore, Metro Manila, Philippines.

Beach, D. (1965). Personnel: The management of people at work. McMillan Co., New York.

Bandura, A. (1986). Social Foundations of Teaching the Thought and Action: A Social Cognitive Theory.

Carino, I. (1992). Will education succeed? Cacho Hermanos Inc., Manila Phils.

Cruz, A. (1996). Teaching elementary school subjects, Quezon City.

Dewey, J. (1916). Democracy and education.. McMillan Book Corp., New York.

Henderson, J. (2000). Transformative curriculum leadership, 2nd Edition, Upper Sadler River, New Jersey Prentice-Hall, Inc.

Hidalgo, F. (1995). Emerging curricular directions in the teacher education programs. Manila, Philippines.

Newman, F. & Associates. (1996). Utilization and evaluation of modular materials. Minneapolis, Minnesota

Ornstein, A. (1990) Strategies for effective teaching. Harper Collins Publisher. New York.

Russel, J. (1987). Modular instruction guide, a guide to designs, selection