Appropriate Interventions on the Problems Encountered on Effective Teaching Practices in a State University External Campus in the Philippines

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Abstract - *Descriptive studies on the perception of teachers regarding effective teaching practices, problems encountered and appropriate interventions have generally supported the beliefs that the problems of education did not lie only outside the school but inside the school itself. Yet such studies neglect the primary reason through which students learn, the effective teaching practices. The current study explores the link on the perception of teachers regarding effective teaching practices, problems encountered and appropriate interventions. Data were obtained using the questionnaire that were collected from 80 respondents whom faculty members of WVSU-JC. Mean and rank were used as statistical tools. A high level of agreement among teachers on the propositions regarding effective teaching was hypothesized. However, they preferred some teaching practices to the other. Teachers' perception on effective teaching practices were, showing of mastery on the subject matter, updating of knowledge about the subject matter, utilizing an appropriate strategies and methods and observing an ethical and moral principles in teaching. Generally, the top problems perceived by teachers that hinder their effective teaching includes inadequacy of laboratory facilities and equipment, insufficient library references and classrooms which are not conducive for teaching-learning process. However, it varies according to the classification as to different categories of variables. The appropriate interventions were the upgrading of laboratory facilities and equipment, the purchasing of additional books, the giving of trainings to the teachers on the recent development on the subject that they are teaching, providing more hands on activities for students, enhancing the teaching strategies and methods, and strengthening the commitment among teachers.*

Keywords: *perception, teaching practices, problems, interventions*

INTRODUCTION

How school can provide instruction that will best develop the potential of each individual? This is a key challenge for teachers, school managers, teacher trainers and policy makers at all levels alike. Finding a way to develop the learners' potentials and prepare them for lifelong learning in a constantly changing world hinges on the teachers' ability to be innovative. Only a professionally competent and innovative teacher can namely encourage learners to look for new ways and new knowledge themselves. Innovative problem solving is a key competence in today's world [1].

Research suggests that some teachers may be better at teaching certain subjects, or delivering certain topics or subject areas, or meeting certain teaching objectives. Teacher effects may not be stable but may fluctuate over the school year, across different phases of implementation of an educational policy, across different teaching periods, and across lessons in which observation/assessment has taken place [3].

Teachers are viewed as the most important variable in the learner's educational environment, for they motivate, guide, and direct learners' quest for quality education [2]. Attracting high quality entrants to the teaching profession, and providing high quality pre-service education and ongoing professional development are important requirements for maintaining and raising standards in teaching. However, they are unlikely to be sufficient to ensure high quality teaching across a system. Since teachers

are the most valuable resource available to schools, ongoing investment in teacher professionalism is needed to ensure that they are equipped with an evidence-based repertoire of pedagogical skills that are effective in meeting the developmental and learning needs of all students [3].

Measures of teacher efficacy, teaching effect, and teaching self-concept were significantly related to teachers' attitudes regarding the congruence, difficulty of use, and importance of the recommended practices. As well its implications for instructional improvement efforts [4]. Schools that lack a critical mass of active teachers may indeed not matter much; their students will be no less or more able to meet high academic standards than their talents and home resources will allow. But schools that do have a critical mass of active teachers can actually provide a value-added; they can help their students reach higher levels of academic performance than those students otherwise would reach. Through their teachers, then, schools can be the key mechanism for helping students meet high standards[5].

Some of the problems faced by teachers in the academic community could be in the form of organizational, social, material and technological in nature. It was suggested further that the cultural nature of the country might be a factor to be considered in connection with fostering beginning teachers' adaptation process [6].

Furthermore, the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the students themselves. In addition, teachers' course work in the relevant subject makes a difference, so too did the teachers' proficiency in basic skills as measured by standardized tests [7]. Although it may be difficult to ensure all students experience high quality teaching the fact that teachers and teaching make such an important difference to student outcomes and life chances should provide impetus to policymakers and practitioners to address the crucial issues of educational effectiveness, quality teaching and teaching standards [3]. It was found out also that student perform well in intermediate examination based with students' outline consisted of his approach towards communication, learning facilities, proper guidance and family stress [8].

Instructional resources, which are educational inputs, are of vital importance to the teaching of any subject in the school curriculum [9]. Some problems encountered by the teachers in implementing mother tongue – based instruction include absence of books written in mother tongue, lack of vocabulary, and lack of teacher training. Nevertheless, the study indicated that major attention and effort are still necessary to be given to the approach [10].

It was explained further that the use of instructional resources would make discovered facts glued firmly to the memory of students. Suitable textbooks, qualified teachers, libraries which are adequate should also be provided for schools. Scarcities of these will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials are needed.

At West Visayas State University- Janiuay Campus in Philippines, test scores of many students in the teacher made tests did not reach the target level of performance. Many could not perform the skills or competency required for the subject. These tests results create a point of discussion and analysis among teachers. It was believed that the results was greatly influenced by student and teacher factors, yet there are some who believed that it was due to the poor environmental condition, facilities and equipment of the school.

The researcher is therefore challenged to ascertain the perception of West Visayas State University-Janiuay Campus teachers on the effective teaching practices, significant problems and appropriate solutions as bases for improving instruction and academic performance of students.

OBJECTIVES OF THE STUDY

The general objective of this study was to determine the effective teaching practices, significant problems, and appropriate interventions as perceived by WVSU-JC teachers as an entire group and when classified as to academic unit and status of appointment. Furthermore, significant differences on the effective teaching practices, significant problems and appropriate interventions as to categories of variables.

METHODS

This descriptive study was conducted to ascertain the perception of teachers on the effective teaching

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practices, significant problems and appropriate interventions as bases for improving instruction and academic performance of students.

Respondents

The respondents of this study were the 54 permanent and 26 part- time faculty of the West Visayas State University- Janiuay Campus, Philippines. The distribution of the respondents is shown in Table 1.

Table 1. Distribution of Respondent Teachers (n=80)

Personal Profile	f	%
A. School		
School of Teacher Education	17	21
School of Information & Com. Technology	14	18
School of Industrial Technology	15	19
School of Hotel & Restaurant Services Technology	16	20
School of Health Care Services Technology	18	22
B. Status of Appointment		
Permanent	54	68
Part-Timer	26	32

Data Gathering Instruments

A questionnaire adopted from Lazallian Institute for Development and Educational Research was used as instrument in determining the perception of teachers about effective teaching practices, problems and interventions. The questionnaire has four parts namely: Items for Personal Data, Effective Teaching Practices, Significant Problems, and Appropriate Interventions using a four point Likert scale wherein, four (4) is very appropriate, three (3) is appropriate, Two (2) is inappropriate and one (1) is very inappropriate. Upon the approval of the request from the campus administrator, the researcher distributed the questionnaire to the respondents. Then, it was gathered, tabulated, and recorded using the computer assisted package for the analysis and interpretation of data.

Statistical Data Analysis

The data gathered were subjected to certain statistical analysis. In order to determine the perceived effective teaching practices, significant problems and appropriate interventions, the mean and ranking, were used.

RESULTS
Perception of Teachers on the Effective Teaching Practices

The belief of teachers about the effective teaching practices was determined based on their responses on the different propositions regarding effective teaching. Based on the mean responses using a 4- point scale, the teachers tended to indicate high levels of agreement in all features of effective teaching. It was noticed that the respondents valued some effective teaching practices over the others.

As an entire group the four highest items that obtained the highest mean ratings were mastery of the subject matter(M= 3.86), updates knowledge about the subject matter (3.84), observes proper ethical and moral principle, and utilizes appropriate teaching strategies, approaches and methodologies (M= 3.79). Table 2 shows the mean ratings and its corresponding rank of the effective teaching practices as perceived by the teachers.

Table 2. Perceived Effective Teaching Practices and its corresponding rank as an Entire Group (n=80)

Effective teaching practices	Mean	Rank
show mastery of subject matter	3.86	1
updates knowledge about the subject matter	3.84	2
utilize appropriate strategies &methods	3.79	3.5
observes ethical and moral principles	3.79	3.5

Based on academic unit, the items that obtained the highest mean in the school of ICT were updates knowledge about the subject matter, shows mastery of the subject matter, and utilize the strategies and methods in teaching (M=3.79). For the School of HRST: updates knowledge about the subject matter, shows mastery of the subject matter (M= 3.81), utilizes appropriate strategies and methods of teaching, observes ethical and moral principles (M= 3.69). For the School of HealthCare Services: updates knowledge about the subject matter, utilizes appropriate strategies and methods of teaching, shows mastery of the subject matter, observes ethical and moral principles (M=4.00). For the School of Industrial Technology: shows mastery of the subject matter (M= 3.73), utilizes appropriate strategies and methods, observes ethical and moral principles, designs activities to allow students express their opinions (M= 3.67).

Table 3. Perceived effective teaching practices as to academic unit

Effective teaching practices	SICT (n=14)		SOHRST (n=16)		SOHCS (n=18)		SOIT (n=15)		SOTE (n=17)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
updates knowledge about the subject that he/she is teaching	3.79	2	3.81	1.5	4	2.5	3.6	5	3.94	1.5
utilize appropriate strategies and methods	3.79	2	3.69	3.5	4	2.5	3.67	3	3.76	6
practices art of questioning	3.36	6	3.50	6	3.89	5.5	3.47	6	3.88	4
show mastery of subject matter	3.79	2	3.81	1.5	4	2.5	3.73	1	3.94	1.5
let students express opinions	3.64	4.5	3.56	5	3.89	5.5	3.67	3	3.88	4
Observes moral and ethical principles	3.64	4.5	3.69	3.5	4	2.5	3.67	3	3.88	4

For the School of Teacher Education: updates knowledge about the subject matter, shows mastery of the subject matter (M=3.94), practices art of questioning, design activities to allow students to express their opinions, observes ethical and moral principles (M= 3.88). Data are shown in Table 3.

Table 4. Effective Teaching Practices as to Status of Appointment

Effective teaching practices	Appointment Status			
	Part Time (n=26)		Permanent (n=54)	
	Mean	Rank	Mean	Rank
updates knowledge about the subject he/she is teaching	3.69	5	3.91	1
utilize appropriate strat &methods	3.73	4	3.81	3
show mastery of subject matter	3.81	1.5	3.89	2
provide opportunities to develop critical thinking	3.81	1.5	3.63	5
Observes moral and ethical principles	3.77	3	3.80	4

Table 4 shows the mean ratings and its corresponding rank of the perceived effective teaching practices as to status of appointment. The highest items that obtained the highest mean ratings for part time instructors: shows mastery of the subject matter, provides opportunities for the students to develop critical thinking (M=3.81), observes ethical and moral principles (M=3.77). For permanent faculty: updates knowledge about the subject matter (M= 3.91), shows mastery of the subject matter (M= 3.89), utilizes appropriate strategies and methods (M= 3.81).

b. Perceived Problems

Teachers were also asked about the most important problems that hinder their effective teaching. They expressed their ideas by indicating the degree of significance on the proposition regarding the problems they encountered using a 4-point scale.

Table 5. Perceived problems of teachers as an entire group (n=80)

Perceived problems/source of difficulty,	Mean	Rank
insufficient library references	3.14	2
inadequate lab. facilities & equipment	3.3	1
classroom not conducive for learning	3.09	3

As an entire group the most problems are inadequate laboratory facilities (M= 3.30), insufficient references in the library (M= 3.14), and classrooms are not conducive to learning (M= 3.09). Data are shown in table 5.

As to academic unit, higher means for SICT were found for prepositions: inadequate laboratory facilities and equipment, large class size, classrooms are not conducive for learning, teachers provide limited hands on experiences or activities to their students (M= 2.86). For school of HRST higher means were found on propositions: inadequate laboratory facilities and equipment (M= 3.75), insufficient library references (M= 3.38), and large class size (M= 3.31). For the School of HealthCare Services higher means were found for prepositions: inadequate laboratory facilities and equipment (M=3.72), low analytical and communication skills of students (M= 3.67), and classrooms which are not conducive for learning (M= 3.61). For the School of Industrial Technology higher means were found for propositions: insufficient references in the library (M= 3.20), inadequate laboratory facilities and equipment and use of ICT in teaching and learning is limited (M= 3.13).

Table 6. Perceived problems of teachers as to Academic Unit

Perceived problems/source of difficulty	SICT (n=14)		SOHRST (n=16)		SOHCS (n=18)		SOIT (n=15)		SOTE (n=17)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
students are not encourage to think during discussions	2.64	7.5	2.88	9	3.28	7	2.87	6.5	2.94	6
inadequate lab facilities & equipment	2.86	2.5	3.75	1	3.72	1	3.13	2.5	2.94	6
large class size	2.86	2.5	3.31	3	3.44	5	3.00	4.5	2.59	10
insufficient library references	2.64	7.5	3.38	2	3.39	6	3.20	1	3	4
Use of ICT in teaching and learning is limited	2.50	10	3	6.5	3.17	8	3.13	2.5	3.18	1
validity in test construction	2.71	6	3.13	5	3.11	9	2.87	6.5	3.06	2.5
low analytical & communication skills of students	2.79	5	3	6.5	3.67	2	2.60	10	3.06	2.5
classroom not conducive for learning	2.86	2.5	3.25	4	3.61	3	2.73	9	2.88	8
limited hands-on experiences	2.86	2.5	2.94	8	3.56	4	3.00	4.5	2.65	9
insufficient knowledge on teaching strategies and methods	2.57	9	2.81	10	3.06	10	2.80	8	2.94	6

For School of Teacher Education higher means were found for prepositions: limited use of ICT in teaching and learning (M=3.18), teachers failed to practice validity in test construction, low analytical and communication skill of students (M= 3.06), students are not encouraged to think during discussion, inadequate laboratory facilities and equipment, insufficient knowledge of teachers on effective approaches and strategies for teaching (M=2.94). Data are shown in Table 6.

Table 7.Problems of teachers as to Status of Appointment

Perceived problems/source of difficulty	Appointment Status			
	Part Time (n=26)		Permanent (n=54)	
	Mean	Rank	Mean	Rank
inadequate lab facilities & equipment	3.38	1	3.26	1
insufficient library references	3.15	3.5	3.13	2
low analytical & communication skill of students	3.15	3.5	3	4
Classrooms are not conducive for learning	3.12	5	3.07	3
limited hands-on experiences of students	3.19	2	2.93	5

As to status of appointment, part time instructors had top problems on inadequate laboratory facilities and equipment (M= 3.38), limited hands on experiences of students (M=3.19), insufficient library references and low analytical and communication skills of students (M= 3.19). for permanent faculty respondents, higher means were found on prepositions: inadequate laboratory facilities and equipment (M=3.26), insufficient library references (M=3.13), and classroom were are not conducive for learning (M= 3.07). Data are shown in table 7.

Table 8. Perceived solutions the problems as an entire group

Perceived solution to problems, n=80	Mean	Rank
upgrade laboratory facilities	3.69	1
Purchase additional books for the library	3.68	2
Train teachers on effective strategies & methods	3.65	3

From their perception about the problem, they were also asked what they thought to be the best solutions to the problems. They express their ideas by rating the different propositions regarding possible solution using the 4- point scale. The mean responses for perceived solutions are high but the respondents endorsed certain solutions aver the rest. The researcher is interested on the top 3 solutions with the highest mean ratings.

As an entire group, the following top solutions were endorsed: upgrade laboratory facilities and equipment (M= 3.69), purchase additional books for the library (M= 3.68), train teachers on effective teaching approaches, strategies and methods (M=3.65). Data are shown in table 8.

Table 9. Perceived solutions the problems as to Academic Unit

Perceived solution to problems	SICT (n=14)		SOHRST (n=16)		SOHCS (n=18)		SOIT (n=15)		SOTE (n=17)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Train teachers on recent devt. of the subject they are teaching	3.64	2.5	3.69	4.5	3.78	2.5	3.4	7	3.47	4.5
upgrade lab. facilities	3.71	1	3.81	1	3.78	2.5	3.73	2	3.41	6
Purchase additional books	3.57	4	3.75	2.5	3.67	5	3.93	1	3.47	4.5
provide well-structured classroom	3.36	7	3.63	6	3.56	6.5	3.67	3	3.35	7
provide more hands-on activities for students	3.64	2.5	3.69	4.5	3.56	6.5	3.47	5	3.53	3
train on effective strategies & methods	3.5	5.5	3.75	2.5	3.89	1	3.47	5	3.59	1.5
strengthen commitment of teachers	3.5	5.5	3.5	7	3.72	4	3.47	5	3.59	1.5

Table 9 shows the mean ratings and standard deviation of the perceived solutions the problems as to academic unit. The School of Information and Communications Technology endorsed the following solutions: upgrade laboratory facilities and equipment (M= 3.71), train teachers on the recent development on the subject that they are teaching, and provide more hands on activities to the students (M= 3.64). For the School of Hotel and Restaurant Services Technology: upgrade laboratory facilities and equipment (M= 3.81), purchase additional books that could supplement the curriculum and train teachers on effective teaching strategies and methods (M= 3.75). For the School of HealthCare Services: train teachers on effective teaching strategies and methods (M= 3.89), train teachers on the development of the subject that they are teaching and upgrade laboratory facilities and equipment (M= 3.78). For the School of Industrial Technology: purchase additional books that could supplement the curriculum (M=3.93), upgrade laboratory facilities and equipment (M= 3.73), provide a well structured classrooms (M= 3.67). For the School of Teacher Education: train teachers on effective teaching strategies and methods, strengthen commitment of teachers (M= 3.59), train teachers on the recent development on the subject that they are teaching, upgrade laboratory facilities and equipment (M= 3.47). Data are shown in table 9.

Table 10 shows the perceived solutions the problems as to status of appointment. The part time instructors endorsed the following solutions: train teachers on effective strategies and methods (M= 3.88), strengthen commitment of teachers and purchase additional books that could supplement the curriculum (M= 3.77). For permanent faculty members they endorsed the following solutions: upgrade laboratory facilities and equipment (M=

3.69), purchase additional books that could supplement the curriculum (M=3.63), train teachers on the recent development on the subject that they are teaching, provide more hands on activities to the students and train teachers on effective teaching strategies and methods (M= 3.54). Data are shown in table 10.

Table 10. Perceived solutions the problems as to status of appointment.

Perceived solution to problems	Appointment Status			
	Part Time (n=26)		Permanent (n=54)	
	Mean	Rank	Mean	Rank
Train teachers on recent devt. of the subject that they are teaching	3.73	3	3.54	4
upgrade lab. Facilities and equipment	3.69	4	3.69	1
purchase additional books	3.77	2	3.63	2
provide more hands-on activities for students	3.65	5	3.54	4
Train teachers on effective strategies & methods	3.88	1	3.54	4

DISCUSSION

As an entire group, the perceived effective teaching practices were mastery of the subject matter, update knowledge about the subject, utilize effective strategies and methods and observe ethical and moral principles.

When classified as to academic unit the same effective teaching practices were preferred.

As to status of appointment part time instructors perceived effective teaching practices were show mastery of the subject matter, provide opportunities to develop critical thinking and observe moral principles,

while permanent faculty include update knowledge about the subject matter, show mastery of the subject matter and utilize appropriate strategies and methods.

The WVSU- JC teachers have high levels of agreement on the different propositions regarding effective teaching practices however they failed to transform it to higher academic achievement of students. It coincides with the study of Bernardo [11] that class observations print a somewhat different picture. The teachers' questions indicated classroom processes that are lately transmissive in nature that emphasizes lower level types of knowledge and thinking processes. There was little indication that the teachers were engaging students in inquiry approach about the subject matter.

As an entire WVSU-JC teachers perceived that the top problems that hinders effective teaching include inadequate laboratory facilities, insufficient references in the library and classrooms which are not conducive to learning.

The problems of SOICT were inadequate laboratory facilities, large class sizes and classroom, which are not conducive to learning and limited hands on experiences or activities for the students. For SOHRST inadequate laboratory facilities and equipment, insufficient library references and large class sizes. For SOHCS, inadequate laboratory facilities and equipment, low analytical and communication skills of students and classrooms, which are not conducive for learning. Top problems of SOIT include insufficient references in the library, inadequate laboratory facilities and equipment and limited use of ICT in teaching. For SOTE limited use of ICT in teaching, teachers failed to practice validity in test construction, low analytical and communication skill of students ,students that are not encourage to think during discussion inadequate laboratory facilities and insufficient knowledge of teachers in strategies and methods of teaching. As to status of appointment, both perceived that the top problems were inadequate laboratory facilities and equipment, insufficient library references, low analytical skills of students, classrooms which are not conducive for learning and limited hands-on experiences of students. Along with these problems the study of Cabarteja [12] showed that teachers did not enough equipment, facilities, as materials needed for experiments or demonstrations. Common materials like magnet, barometer, globe, thermometer, and microscope were lacking. Many schools did not have science rooms to keep their science instruments. Other materials or specimens to be used had to be provided by the teacher. There was also improvise science equipment or apparatus made during workshop or seminars but they did not durable enough to last for many years.

As an entire group the respondents endorsed interventions like upgrade laboratory facilities, purchase additional books for the library and train teachers on effective strategies and methods.

Different academic units offered specific interventions to their problems. For SOICT the top solutions were upgrade laboratory facilities and equipment, train teachers on the recent development of the subject that they teaching and provide more hands-on activities to students. For SOHRST, they offered interventions like upgrade laboratory facilities and equipment, purchase additional books for the library and train teachers on effective strategies and methods. Top solutions of the SOHCS include train teachers on the effective teaching strategies and methods, upgrade laboratory facilities and equipment and train teachers on the recent development of the subject that they are teaching. For the SOIT their interventions include purchase additional books for the library, upgrade laboratory facilities and equipment and provide a well structured classroom. For the SOTE interventions include train teachers on effective strategies and methods, strengthen commitment of teachers and provide students more hands-on activities.

As to status of appointment part time instructors perceived that the top solutions were train teachers on effective strategies and methods, purchase additional books in the library and train teachers on the recent development of the subject that they are teaching. On the other hand permanent faculty top solutions were upgrade laboratory facilities and equipment, purchase additional books for the library, train teachers on the recent development of the subject that they are teaching provides students more hands-on activities and train teachers on effective strategies and methods.

CONCLUSION

The perceived effective teaching practices of WVSU-JC faculty were mastery of the subject matter, update knowledge about the subject, utilize effective strategies and methods and observe ethical and moral principles.

Problems perceived by teachers that hinder their effective teaching were mostly related to learning

resources of the university. However, there are also teacher and student-related factors. Problems on learning resources include as inadequate laboratory facilities and equipment, which are experienced by all academic units, large class size in the SICT and SOHRST, insufficient library references in SOHRST and SOIT and classrooms which are not conducive for learning in the SICT and SOHCS. Teacher factor related problems include limited use of ICT in teaching in the SOIT and SOTE, limited hands on experiences of students in the SICT, students are not encourage to think during discussion, validity in test construction and insufficient knowledge on teaching strategies and methods. Student-related problem includes low analytical and communication skills of students in the SOHCS and SOTE.

Indeed the teachers endorsed appropriate solutions to the problems they encountered such as provision of the different learning resources like upgrade laboratory facilities and equipment, purchase additional books that could supplement the curriculum and purchase additional books that could supplement the curriculum. The respondents also endorsed solutions to the teacher – related problems such as train teachers on the recent development on the subject that they are teaching, provide more hands on activities for students, train teachers on effective teaching strategies and methods, and strengthen commitment of teachers.

RECOMMENDATION

Based on the findings of the study it is recommended that the dean of instruction, school directors and subject chairs should closely supervise the conduct of classes to monitor if the teachers are really employing effective teaching strategies, approaches and methods in teaching to improve students' performance.

Campus administrator and school directors should allocate funds for the acquisition of needed laboratory facilities and equipment. Purchase additional books for the library to support the curriculum especially for the SOHRST and SOIT is also recommended. Class size for the SICT and SOHRST should be reduced and additional classrooms of standard size should be constructed especially for SOHCS and SOIT.

Topics on effective teaching strategies, approaches and methods, use of ICT in teaching and test construction should be also included in the conduct of Teachers Summer Institute. Moreover, teachers should be also sent to seminars related to their area of specialization to update their knowledge.

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