INSTRUCTIONAL EXPERTISE OF TEACHERS AND STUDENT SOUNDNESS

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Abstract

This study aimed to determine the relationship between the instructional expertise of teachers and student soundness. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita South District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on instructional expertise of teachers and student soundness were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of instructional expertise of teachers is very high, the level of student soundness is very high, there is a significance on the relationship between instructional expertise of teachers and student soundness.

Keywords: *Instructional Expertise of Teachers, Student Soundness, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

Student soundness is an essential element for success in school among learners. However, school staffs in the United States are painfully aware of the constant increasing number of violence on many school campuses. Many students bully, repeatedly harass, abuse, oppress, or intimidate other classmates, physically or psychologically. There are too many students who failed to demonstrate an ability to prevent, manage, and resolve interpersonal conflicts which affect their well-being. These students show no compassion and empathy for self and others and oftentimes are being sent for counseling for creating troubles with their classmates (Gordon and Crabtree, 2006).

In the Philippines, some students often misbehave and they tease, threat, and taunt, reject or socially isolate classmates and even hit or steal other's things. In some instances, these students fool around and use school as entertainment and usually what they do are immature in handling negative emotions. As a result, teachers and parents frequently find themselves frustrated with their students, wondering how to motivate them to manifest appropriate social behavior (Davis, 2006).

In the local setting, at the time of the study, the cases of bullying is increasing and he urged the teachers to impose reasonable disciplinary measures to disruptive students who cause troubles to their classmates.

Research so far has concentrated on adults, rather than on students' soundness. It is on this context that this research is conceptualized in order to explore on the given topic and look into the veracity of the presented problems concerning student' soundness. This makes this research a document with social relevance, an addition to new knowledge essential in the field of education. The researcher has rarely come across a study on the relationship between teacher behavior and student well-being especially in the local setting. The realization of this study therefore is a contribution to the existing literature on each of the topics covered in this study.

Today, the researcher has rarely come across with a study on student' soundness in the local context that it prompted the researcher to conduct a study on the subject with a

hope that the result of the research will help improve well-being of students that greatly affect students' learning outcome.

This study is anchored on the theory of Seligman's PERMA theory of well-being (2012). The theory of Seligman's PERMA theory of well is an attempt to answer these fundamental questions. There are five building blocks that enable flourishing – Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (hence PERMA) – and there are techniques to increase each.

Each of these five fundamental components will contribute to the well-being of various persons to differing degrees. A successful life for one individual may not be successful for another. There are numerous paths to a prosperous existence.

Descriptive rather than prescriptive, positive psychology. To put it another way, research on the elements that promote thriving can guide people in making decisions that are more in line with their beliefs and interests. In other words, we are not telling people what choices to make or what to value. The balance between a person's resources and challenging circumstances in their life is what is referred to as their level of well-being. The success of a student's education and how well they fit in with their peers in the classroom are both influenced by their well-being at school.

Considering a student's social functioning, academic success, and future ambitions, it is crucial to assess their well-being in school. According to research, those who experience high levels of well-being are friendly, self-assured, and creative, and they also have tolerant and charitable views. They are also better able to handle challenging circumstances. Academic achievement can be well predicted by a student's well-being. The subjective experience of occurrences in many everyday settings that can be more objectively stated should be viewed as the foundation of student well-being at school.

Mental, physical, social, and spiritual health are all correlated with one another via the emotional component of well-being. Positive feelings can reshape attitudes, improve physical wellbeing, and alter how people perceive their health.

Because it indicates that people think their lives are going well, well-being is a result that is beneficial for people and many facets of society. A healthy lifestyle is essential to happiness. For the sake of public policy, it is crucial to monitor these situations.

This study is also anchored on the proposition of Freiberg, Stein and Huang (2008) who stated that teacher behavior plays an important role in students' soundness. Students who feel supported by their teachers are more likely to also feel safe and relaxed in class than their peers who reported feeling unsupported. Students who perceive their teachers as supportive also tend to report better psychological adjustment, more positive affect and life satisfaction, and less self-consciousness.

Teachers who always consider the needs and the welfare of the students oftentimes make the students feel being loved and cared and in return, the students become good as well. They mirror the kind of attitude they experience from their teachers as students have the tendency to imitate their teachers. Strong and supportive relationships between teachers and students are fundamental to the healthy development of all students in schools (Daly and Smith, 2010; Manafo, 2009).

Meanwhile, good student–teacher relationships serve as a resource for students at risk of school failure, whereas conflict or disconnection between students and adults may compound that risk (Good and Brophy, 2008; Rimm-Kaufman, Curby, Grimm, Nathanson and Brock, 2009; Shonkoff and Phillips, 2010).

This study is anchored on the proposition of Froyen and Iverson (1999) who pointed out that specialists in the field of education believed that instructional expertise of teachers has a direct link student soundness especially when school and classroom management always aim at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus, student's welfare and teacher behavior are directly linked to the concept of school and classroom management.

This was supported by Ross and Bruce (2007) pointed out that instructional expertise of teachers has increasingly shown as the most important player influencing student soundness, holding the key to sealing the gaps in students' achievement outcomes; thus,

teacher's unfavorable characteristics causative to low students' performance were identified and addressed accordingly.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is the teachers' behavior which indicators were taken from Murray (1983). The indicators of teachers' behavior are the following: *Clarity* which refers to teacher's teaching behaviors that serves to explain or clarify concepts. *Enthusiasm* which is the expressive teaching behaviors that communicate instructor enthusiasm and solicit student attention and interest, *Interaction* is teaching behaviors that foster student interaction and class participation. *Organization* refers to teaching behaviors that serve to structure or organize the subject matter. *Pacing* is teaching behaviors that affect rate of presentation of course content.

The dependent variable of this study is student soundness which is taken from Loomans and Kolberg (1993) with the following indicators: physical well, emotional, mental, and spiritual. *Physical* which refers not only to the absence of illness but it also includes healthy and balanced-lifestyle; Emotional, refers to positive practices of handling one's emotions on varying circumstance.

Mental refers to achieving a sound reasoning, capability to perceive, comprehend, think, judge, and remember; Spiritual refers to the sense of peace and contentment stemming from an individual's relationship with the spiritual aspects of life.

This study aims to find out the significance of the relationship between instructional expertise of teachers and student soundness.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

This study is aimed to determine the relationship between the instructional expertise of teachers and student soundness. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to clarity, enthusiasm, interaction, and organization, in terms of the instructional expertise of teachers. On the other hand, the student soundness only includes the following indicators: physical, emotional, mental, and spiritual soundness of students.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various parts of its cultural heritage.

The research sample included only all teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included

in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on work instructional expertise of teachers was taken from Academy of Medical Royal Colleges (2012) and these are the following: clarity, enthusiasm, interaction, and organization.

This five-point Likert Scale was used in determining the instructional expertise of teachers in this study.

On the other hand, the questionnaire for student soundness is taken from the Alliance for the Study of School Climate (2011) and the indicators are following: demonstrating personal qualities, working with others, managing services, and improving services.

Meanwhile, this five-point Likert Scale was used in the assessment of student soundness in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.18 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sarangani District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.

Mean. This was used to determine the extent of work competence of school heads and classroom educational personality of teachers. **Pearson-r.** This was used to determine the significance of the relationship between work competence of school heads and classroom educational personality of teachers.

3. RESULTS AND DISCUSSION

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Instructional Expertise of Teacher in terms of Clarity

Presented in Table 1.1 is the level of instructional expertise of teacher in terms of clarity with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: gives several examples of each concept, uses

concrete, everyday examples to explain concepts and principles, answers students' questions thoroughly, uses graphs and diagrams to facilitate explanation, and writes key terms on blackboard or overhead screen.

Level of Instructional Expertise of Teacher
in terms of Enthusiasm

Presented in Table 1.2 is the level of instructional expertise of teacher in terms of enthusiasm with a mean score of 4.71 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: moves about the room while teaching, exhibits facial gestures or expressions, maintains eye contact with students, tells jokes or humorous anecdotes, and speaks in a "dramatic" or expressive way.

Level of Instructional Expertise of Teacher
in terms of Interaction

Presented in Table 1.3 is the level of instructional expertise of teacher in terms of interaction with a mean score of 4.58 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: encourages students to ask questions or make comments, praises students for good ideas, answers students' questions thoroughly, incorporates student ideas into lecture, and uses a variety of media and activities in class.

Level of Instructional Expertise of Teacher
in terms of Organization

Presented in Table 1.4 is the level of instructional expertise of teacher in terms of organization with a mean score of 4.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: reviews topics from previous lectures, puts outline of lecture on blackboard or overhead screen, explains how each topic fits into the course as a whole, periodically summarizes points previously made, and signals transition from one topic to the next.

Summary of Level of Instructional Expertise of Teachers

Shown in Table 1.5 are the responses of the respondents on their level of instructional expertise of teachers with an overall mean score of 4.59 and a standard deviation of 0.411 with a descriptive equivalent of very high indicating that most of the provision relating to instructional expertise of teachers embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator enthusiasm obtained the highest mean of 4.71 with a descriptive level of very high; clarity had a mean score of 4.63 or very high, interaction had a mean score of 4.58 or very high, and organization with 4.26 mean or very high.

The high level of instructional expertise of teachers is due to the very high level of rating given by the respondents to the indicator's clarity, interaction, and organization. The result of the study is aligned with the statement of Rahaman (2010) who stated that the strength of an educational system largely depends upon the quality of teachers. A quality teacher is the major criterion for offering the quality education. Teacher has always been considered as one of the noblest human being and as second parent of students. Students are generally influenced by their teachers, because they spend most of their time under the guidance of teachers in schools.

For teaching learning activities, to take place, teacher must prepare lesson plans, produces instructional materials and adopts appropriate teaching strategies to achieve instructional objectives. For effective learning, a teacher needs to be equipped with all these skills and attitudes by which he can help his students to learn (McGrane & Lofthouse, 2010).

Teacher's professional competence includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competence also includes skills such as subject application,

classroom methodology, classroom management, assessment and recording. The verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers (Nataša, 2011)

Competency can be defined as the combination of knowledge, skills and or abilities required for performing successful job. A similarly broad understanding of teacher competence is visible in a few other recent competence frameworks. They adopt a concept of competence as 'an integrated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching contexts. Defined in this way, competencies represent a potential for behavior, and not the behavior itself. Influence in promoting the development of basic skills, desirable work habits, attitudes, values judgment and adjustment to the individual learners' environment (Wenz-Gross & Upshur, 2012).

Competent teachers are the most critical element in improving student achievement and closing the achievement gap. The important difference between the most and least effective classrooms is the teacher. The single most important influence on student learning is the quality of teaching. If teachers are not given the opportunities to improve practices in the classroom, it is the student's achievement that may be harmed as a result (Fixsen, Naoom, Blase, Friedman & Wallace, 2005).

Teacher quality supports the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. Studies have shown that a whole range of personal and professional qualities are associated with higher levels of student achievement. For example, we know that verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers (Pamela, 2005).

Level of Students Soundness
in terms of Physical

Presented in Table 2.1 is the level of student's soundness in terms of physical with a mean score of 4.74 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: feel good about how I look, have a good nutritional habit, have healthy body and disease free, have abundant energy and vitality to do daily tasks, and do regular and enjoyable exercise.

Level of Students Soundness
in terms of Emotional

Presented in Table 2.2 is the level of student's soundness in terms of emotional with a mean score of 4.68 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: have a good balance of social and solitude time, have a strong sense of belonging, have a capacity to know & express one's feelings and needs, feel mature in handling of negative emotions, and have capacity to reach out for help when needed.

Level of Students Soundness
in terms of Mental

Presented in Table 2.3 is the level of student's soundness in terms of mental with a mean score of 4.61 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: show positive and optimistic attitude, create and follow through on goals and dreams, have good self- discipline, have effective time management, and have clarity of purpose in goals and life.

Level of Students Soundness
in terms of Spiritual

Presented in Table 2.4 is the level of student's soundness in terms of spiritual with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: have a regular spiritual practice or time to reflect, aspire to live one's highest values, give back to the community and enjoys being of service, feel frequent inner peace and serenity, and feel connected with nature.

Summary of Level of Student Soundness

Presented in Table 2.5 is the level of student soundness with the overall mean of 4.58 with a descriptive equivalent of very high indicating that most of the provision relating to student soundness embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator physical obtained a mean score of 4.74 or very high, emotional had a mean score of 4.68 or very high, spiritual had a mean score of 4.63 or very high, and mental with a mean score of 4.61 or very high.

The very high level of student soundness is due to the very high level of rating given by the respondents to the indicators physical, emotional, mental, and spiritual well-being of students. The result of the study is aligned with the statement of Beckett (2010); Causey et al. (2008), Pollard and Lee (2009) who stated that student that possesses a good sense of well-being views learning differently from others.

This student is usually attentive and has many friends in the class. With a high sense of well-being, students behave appropriately, work with others well, and perform best in different activities. Teachers always encourage students to develop good view points in life and radiate with good character.

Student soundness is categorized in four types in this study. One of which is physical well-being. Students who have a good physical well-being manifest confidence and move with ease in any activity they do. Similarly, these students are also able to demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices throughout their life span that are both beneficial to and respectful of themselves, others, and their environment (Altshuler and Poertner, 2008; Arthur, Hawkins, Pollard, Catalano and Baglioni, 2012; Cohen, 2006).

Relationship between Instructional Expertise
of Teachers and Student Soundness

Displayed in Table 3 are the results of the relationship between the instructional expertise of teachers and student soundness. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned. Based on the first correlation analysis, instructional expertise of teachers and student soundness revealed a computed R-value of 0.312 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the instructional expertise of teachers there is, the higher will be the student soundness. Thus, the null hypothesis of no significant relationship between instructional expertise of teachers and student soundness is rejected.

4. MAJOR FINDINGS

The level of instructional expertise of teachers is 4.59 or very high. The level of student soundness is 4.58 or very high. Based on the first correlation analysis, instructional expertise of teachers and student soundness revealed a computed R-value of 0.312.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The instructional expertise of teachers is very high. This indicates that the provisions relating to instructional expertise of teachers embodied in the item is always manifested.

There is a very high level of student soundness. This indicates that the provisions relating to student soundness embodied in the item are always manifested. The result of the study also confirms that there is a significant relationship between instructional expertise of teachers and student soundness. This implies that the higher the instructional expertise of teachers there is, the higher will be the student soundness. Thus, the null hypothesis of no significant relationship between the instructional expertise of teachers and student soundness is rejected.

The results of this study revealed that the instructional expertise of teachers is very high. The researcher recommends that the school head may conduct needs analysis to in terms of organization as one indicator of instructional expertise of teachers to ensure that the teachers will develop more their practice in this aspect.

The Public Schools District Supervisor where the study is conducted may give technical assistance to school heads on how to help teachers improve their skills in the indicator organization.

The result of this study revealed that the level of student soundness is very high. The researcher recommends that school heads may encourage teachers to identify which practices relating to mental as one indicator of student soundness and design learning activities to integrate in the lesson so that students will improve on this aspect.

This study also reveals a significant relationship between instructional expertise of teachers and student soundness. The researcher therefore recommends that the Public Schools District Supervisor where the study was conducted may also help teachers enhance their instructional expertise by providing mentoring and technical assistance activities that will enrich the teachers on this aspect as this contributes to the increase of student soundness.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers.

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