

Relationship Between Teachers' Instructional Practices and Students' Academic Performance in English during COVID-19 Pandemic

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Abstract: The main objective of the research was to assess the relationship between instructional practices of teachers on students' academic performance in English. To achieve this aim, the researcher selected Assistant Language Teachers (ALTs) and public secondary students in Okinawa Prefecture as respondents of the study during the school year 2020-2021. The primary data gathering tools used in the study was a standardized questionnaire Instructional Practices Survey adopted from Valentine (2000) on determining teachers' instructional practices and a documentary analysis to determine the point average of the respondents' level of academic performance in English. The collected data were analyzed and treated statistically with the use of Statistical Packages for Social Sciences (SPSS). Results revealed that there is a positive strong correlation between instructional practices and the students' academic performance in English as evidenced by .853 correlation coefficient. Findings indicate that a high level of instructional practices among teachers contribute to the increase of academic performance of students in English. The study recommended that school principals may conduct frequent teachers' assessment, training needs assessment to maintain this status - focusing on the needs of teachers in terms of their professional growth and development, and continuous monitoring of students endeavors.

Keywords: instructional practices of teachers, students' academic performance in English, Descriptive-correlational design

1. INTRODUCTION

Teachers use instructional strategies to help students become more independent and tactical learners. These strategies become effective learning strategies when students handpicked the suitable ones and use them to complete tasks. Instructional strategies can stimulate students and help them concentrate and merge information for understanding and remembering [1].

Even as research documents that teachers matter, there is less certainty about the attributes of teachers that make the most difference in raising student achievement [2]. A study showed a promising result in professional and personal attributes and qualities of teachers [3][4]. A handful of individuals have explored whether instructional practices predict student academic achievements. In a particular study, the writers ask what classroom practices differentiate teachers with a high impact from those with a lower impact on student achievement in middle school. The investigators found evidence that high value-added teachers have a different profile of instructional practices than the low value-added ones. The differences were significant for practices, including explicit strategy instruction.

From another study's perspective, the collection and documentation of evidence of students' performance in the classroom is a fundamental component of formative instructional practices. This is also essential for ensuring student success. From the study, the proponents described multiple methods of collecting and documenting evidence of

students' academic performance in the classroom. In the study the proponents described the methods which include behavioral observations, rubrics, recording devices, curriculum-based outcome measures, goal-attainment scaling, and graphing performance [5]. Talk about how teachers can use data derived from these assessment methods to make an instructional decision is provided. Another research examined how contextual knowledge and reading accomplishment moderate the effects of a validated intervention [6].

2. RELATED WORKS

The passage of No Child Left Behind made the data-driven decision making become one of the central foci in schools. This is to achieve and maintain sufficient levels of student academic performance. In the past years, establishing of early childhood education is important and well established. They viewed that language and literacy proficiency in the past years as a leading indicator in children's educational development. This provides schools with the preliminary signs of improvement towards academic achievement. In an article, it described a concept for improving instructional preparation and student outcomes for early childhood language and literacy. This is with the use of data-driven decision making. [7]

Open-ended surveys, transcribed interviews, and lesson plans were coded and analyzed through open and axial coding to generate themes in a study [8]. The findings showed a need for a systematic approach to professional development on differentiated instructional strategies to improve educational growth for students with disabilities. The recommended professional development may contribute to positive social

change by increasing co-teachers' impact on the learning environment for special needs students. Related studies have shown positive and general agreement on the perspective of professional development of teachers in different avenues of organization in the academic institutions [9][10][11] This increased impact may lead to higher graduation rates and more self-sufficiency among students. They associated the practices of integrated instruction and the use of abundant texts and resources with the change in achievement [12].

Another study showed a negative association on basal emphasis and comprehension instruction with achievement change from a group of primary school children. The study also provided interpretation, considering existing models of integrated instruction. In addition, the investigators provided enlightenment in the roles of teacher knowledge in achievement and learning. Also, from survey respondents rated the work attitudes of teachers in terms of efficacy, community, and professionalism very high [13].

From the previous research, researchers showed that problem-solving skills of students may decide their last exam performance. This is because of the significant difference in student performance in summative assessment tasks with effective perceived problem-solving skills [14]. Besides, students who lack problem-solving skills would see the problems as a threat or a burdensome task to solve. This will lead them to have low confidence in their problem-solving capabilities. The authors also provided implications for educational practice and/or policy: The findings revealed that it is possible to classify students based on problem-solving skills, to achieve prospects to increase student learning based on constructivist learning theory. Assessing student problem-solving skills levels may benefit instructors to improve instructional interventions to increase student academic self-efficacy in learning programming.

However, a current study revealed no effect in the class level of either prior background knowledge or reading success on student content knowledge attainment or content reading understanding results. Classes with variable levels of background knowledge and reading accomplishment executed in promoting adolescents' comprehension of text (PACT) instruction. This finding resulted from the assistances of the PACT instruction found on content knowledge acquisition [5].

Through these gaps found in related studies boarding on instructional strategies and techniques of teachers on students' development and wellness in English, the researcher purports to evaluate relationship between instructional practices of teachers and students' academic performance in English in public secondary education in Okinawa Prefecture.

3. STATEMENT OF THE PROBLEM

The primary aim of this study is to assess the relationship between teachers' instructional practices and students' academic performance in English. The study sought to answer the following questions:

1. How may the teachers' instructional practices be described in terms of the following indicators:

1.1. planning practices;

1.2. teaching practices; and,

1.3. assessment practices?

2. What is the level of the students' academic performance in English?

3. Is there a significant relationship between teachers' instructional practices and students' academic performance in English?

4. METHODOLOGY

To conduct the study, researchers used a descriptive-correlational study quantitative research design. It identifies the causes and the interconnections that come directly between or among them. As cited by a study, it is a correlational study design which requires data collection to assess if there are impacts between two or more independent variables and dependent variable and to what degree. [18].

The primary data gathering tools used in the study was a standardized questionnaire on determining teachers' instructional practices and a documentary analysis to determine the point average of the respondents' status of academic performance in English.

The respondents of the study comprised a number of teachers and students during the school year 2020-2021.

To gather the information for this study, the researcher adopted a standardized questionnaire to describe the teachers' instructional practices. The researcher divided the Instructional Practices Survey into three dimensions: planning strategies, instructional strategies, and assessment practices. It comprised thirty-nine (39) descriptive indicators divided into each dimension. There are ten (10) questions for planning strategies while five (5) questions for instructional strategies and eight (8) questions for assessment practices. Meanwhile, a documentary was used to determine the point average of the respondents' level of academic performance in English.

5. RESULTS AND DISCUSSIONS

Teachers' Instructional Practices

Table 1. Instructional Practices in terms of Planning Practices

Indicators	Mean	Interpretation
1. When I design my lesson, I consciously select content that needs the district's curriculum competencies, and/or performance standards	4.44	Frequently
2. When I design my lesson, I consciously select instructions materials based upon my knowledge of my student's development needs and learning styles	3.91	Frequently
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students	3.65	Frequently
4. When I design my lesson, I consciously prepare lessons with	3.39	Occasionally

high expectations designed to challenge and stimulate all students		
5. When I design my lesson, I consciously consider how to build upon my student's existing knowledge and experiences	3.47	Occasionally
6. When I design my lesson, I consciously consider how to create active learning experiences for my students	3.52	Frequently
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students	3.59	Frequently
8. When I design my lesson, I consciously designs lessons that require integration of content from more than one content area	3.50	Frequently
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences	3.52	Frequently
10. During each lesson, I consciously implement a teaching strategy that stimulates higher-order thinking skills	3.59	Frequently
Average	3.66	Frequently

One may glean in Table 1 that the teachers' instructional practices in terms of planning practices were "frequently" as shown by the average score of 3.66. They displayed this practice in the following behaviours of teachers whenever they design their lesson. The highest mean score was in statement 1 with a corresponding Likert interpretation of "frequently". Statement 4 got the lowest mean score with a corresponding Likert interpretation of "occasionally".

Table 2. Instructional Practices in terms of Teaching Practices

Indicators	Mean	Interpretation
1) During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities	4.00	Frequently
2) During each lesson, I vary the size and composition of learning groups	3.85	Frequently
3) During each lesson, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents	3.74	Frequently
4) During each lesson, I consciously implement two or more learning activities	3.70	Frequently
5) During each lesson, I consciously implement a learning activity that requires students to read or write in my content area	3.65	Frequently
Average	3.79	Frequently

Data analysis in Table 2 showed that the teachers' instructional practice to teach practices is interpreted as "frequently" as shown by the average score. Statement 1

garnered the highest mean score of 4.00 which is interpreted as "frequently" in the Likert scale. However, statement 5 got the lowest mean score but still got the same Likert interpretation of "frequently".

Table 3. Instructional Practices in terms of Assessment Practices

Indicators	Mean	Interpretation
1) Conducts pre-test/diagnostic test	4.30	Frequently
2) Keeps and updates class record	4.52	Always
3) Prepares TOS based tests	3.30	Occasionally
4) Uses rubrics when and where applicable	3.50	Frequently
5) Uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes	4.55	Always
6) Evaluates learning outcomes through varied means	4.33	Frequently
7) Assists students who are hard-up by re-teaching and remedial	4.26	Frequently
8) Improve learners' achievement level (considers MPS and median)	4.29	Frequently
Average	4.13	Frequently

A closer look at Table 3 would reveal that the teachers' instructional practice regarding assessment practices. As seen, statement 2 got the highest means core with a corresponding interpretation of "always" in the Likert scale. Statement 3 got the lowest mean score of 3.30 which is interpreted as "occasionally" in the Likert Scale. We interpreted the overall average mean score as "frequently" in the Likert scale.

Students' Academic Performance in English

Different factors determined students' academic performance in English like personal factors of the students, school-related factors, and most teacher-related factors. In this view, this highlights the factors related to teachers' pedagogy, style, efficacy, and the likes.

Table 4. Academic Performance in English

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	76	49.0
85 – 89 (Very Satisfactory)	41	26.5
80 – 84 (Satisfactory)	27	17.3
75 – 79 (Fairly Satisfactory)	11	7.1
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Table 4 showed the frequency distribution of the academic performance of the students in English. As observed, there are more students who fall under the category of "outstanding" in terms of their performance on the subject of English. This means that somehow these students excel that much in their class, standing for the subject of English. It is notable that no students belonged to "did not meet expectations" so the class is heterogeneous.

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Results revealed that there was a positive strong correlation between instructional practices and the students' academic performance in English as evidenced by .853 correlation coefficient. These findings indicate that a high level of instructional practices among teachers contribute to the increase of academic performance of students in English.

6. CONCLUSIONS

Based from the findings of the study, the researcher drew the following conclusions: first; the instructional practices of teachers were described as "frequently"; second, the level of the academic performance of the students was shown as "Very Satisfactory" - indicative that teachers were able to bring out desired outcomes of the student engagement and learning process; third, there was a strong positive correlation between instructional practices and the students' academic performance in English.

7. RECOMMENDATIONS

Based on the findings and conclusions of the study, the researchers offer the following scope for future research: (1) reward and incentive system to encourage teachers to further pursue their education, (2) look for steps in attaining or achieving a better academic performance for students, (3) teachers' assessment, training needs assessment to identify the needs of teachers in terms of their profession, and (4) research-based management implications drawn from the study.

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