DECISIVENESS ABILITY OF TEACHERS AND LEARNING CONTEXT OF STUDENTS

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DOI: https://doi.org/10.56293/IJMSSSR.2024.5029

Abstract: This study is aimed to find out the relationship between decisiveness ability of teachers and learning context of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on organizational strategic thinking of school heads and collective efficacy of teacher 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 study found to exhibit a high level of decisiveness ability of teachers This means that the provisions relating to decisiveness ability of teachers is embodied in the item is often manifested. The study revealed a high level of learning context of students. This indicates that the provisions relating to learning context of students are embodied in the item is often manifested. The results of the study also confirm that there is a significant relationship between decisiveness ability of teachers and learning context of students. This implies that the higher the decisiveness ability of teachers, the higher is the learning context of students. Thus, the null hypothesis of no significant relationship between decisiveness ability of teachers and learning context of students was rejected.

Keywords: Decisiveness Ability of Teachers and Learning Context of Students, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

Learning context of students is one of the basic components of school system that makes teaching and learning events concrete in the light of school effectiveness. It consists of areas where the physical structures are built and students interactions of behavior are established for purposes of providing academic instruction and opportunities of learning to children. The various facilities are designed to fit the requirements of the different learning activities and initiatives in and outside of the classrooms (Huang & Chiu, 2015).

In the study made in USA, it was pointed out that students do not take class seriously. They do not review lessons and they are less likely to participate in the discussion. This left the teacher find more ways to do intervention strategies to help students cope with the lesson. As opined by Al-Emran, Mezhuyev & Kamaludin (2018), students even do not have strategies as they take lessons with neglect and disinterest. In fact, there are students cannot comprehend what they read that they need intervention in their reading to improve the proficiency (Dolmans, Loyens, Marcq & Gijbels, 2016).

Meanwhile, teachers also noted about the decline of the students in the core subject areas. This has reached a growing concern among teachers especially that the students have to gain access to information and utilize them so they navigate their world. The learning context of students become apparent as reflected in low proficiency (Boelens, Voet & De Wever, 2018; Lee, Wang, & Ren, 2020).

In most instances, poor learning context among the students is evident in the classroom. This is visible in the lack of interest of the students to actively engage in the lesson. Also, students cannot submit quality output even they were given considerable time to perform their work. This learning context obviously does not help students develop critical literacies which will become a problem when they will be in the next level of education (Ain, Kaur
Today, the researcher has rarely come across with a study on the learning context of students in the local context. It is in this context that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help improve practices on the variable under study.

Research Objectives

This study aims to find out the significant relationship between decisiveness ability of school heads and learning context of students. Specifically, this study sought to answer the following objectives:

1. What is the extent of decisiveness ability of teachers in terms of:
   1.1 distinguish between adaptive and technical challenges;
   1.2 use of self;
   1.3 create the holding environment and invite the stakeholders, and
   1.4 regulate the distress?

2. What is the extent of learning context of students in terms of:
   2.1 sharing and comparing knowledge;
   2.2 relevance;
   2.3 teaching for understanding;
   2.4 support learning for understanding, and
   2.5 problem solving strategies?

3. Is there a significant relationship between decisiveness ability of school heads and learning context of students?

Hypothesis

The null hypothesis was treated at 0.05 level of significance.

Ho1. There is no significant relationship between decisiveness ability of school heads and learning context of students.

2. Methods

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

3. Results

Level of Decisiveness Ability of Teachers

Shown in Table 1 is the level of Decisiveness Ability of Teachers with an overall mean of 4.09 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

For the indicator distinguish between adaptive and technical challenges obtained a mean score of 4.10 or high.
For the indicator use of self-obtained a mean score of 4.05 or high.
For the indicator create the holding environment and invite the stakeholders obtained a mean score of 4.08 or high.
For the indicator regulate the distress obtained a mean score of 4.13 or high.
Table 1. Level of Decisiveness Ability of Teachers

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between Adaptive and Technical Challenges</td>
<td>4.10</td>
<td>High</td>
</tr>
<tr>
<td>Use of Self</td>
<td>4.05</td>
<td>High</td>
</tr>
<tr>
<td>Create the Holding Environment and Invite the Stakeholders</td>
<td>4.08</td>
<td>High</td>
</tr>
<tr>
<td>Regulate the Distress</td>
<td>4.13</td>
<td>High</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>4.09</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**Level of Learning Context of Students**

Presented in Table 2 are the ratings of Level of Learning Context of Students. Computations revealed an overall mean score of 4.12 or very high rating indicating that the said respondents always manifested.

For the indicator *sharing and comparing knowledge* obtained a mean score of 4.15 or high.
For the indicator *relevance* obtained a mean score of 4.10 or high.
For the indicator *teaching for understanding* obtained a mean score of 4.14 or high.
For the indicator *support learning for understanding* obtained a mean score of 4.11 or high.
For the indicator *problem-solving strategies* obtained a mean score of 4.10 or high.

Table 2. Level of Learning Context of Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sharing and Comparing Knowledge</td>
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<tr>
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</tr>
<tr>
<td>Support Learning for Understanding</td>
<td>4.11</td>
<td>High</td>
</tr>
</tbody>
</table>
Problem Solving Strategies  

Overall

4.10  High

4.12  High

Significance on the Relationship between Decisiveness Ability of Teachers and Level of Learning Context of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.284 with a probability value of p<0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of decisiveness Ability of Teachers and level of learning context of students revealed a computed r-values ranging from .435 to .284 with probability value of p<0.01 which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant difference between decisiveness Ability of Teachers and level of learning context of students is rejected.

Table 3. Significance on the Relationship between Decisiveness Ability of Teachers and Level of Learning Context of Students

<table>
<thead>
<tr>
<th>Pair</th>
<th>Variables</th>
<th>Correlation Coefficient</th>
<th>p-value</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV and DV</td>
<td>Decisiveness Ability of Teachers and Level</td>
<td>0.284</td>
<td>0.000</td>
<td>Reject</td>
</tr>
<tr>
<td></td>
<td>of Learning Context of Students</td>
<td></td>
<td></td>
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</table>

CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of decisiveness ability of teachers. This means that the provisions relating to decisiveness ability of teachers is embodied in the item is often manifested.

The study revealed a high level of learning context of students. This indicates that the provisions relating to learning context of students are embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between decisiveness ability of teachers and learning context of students. This implies that the higher the decisiveness ability of teachers, the higher is the learning context of students. Thus, the null hypothesis of no significant relationship between decisiveness ability of teachers and learning context of students was rejected.

The results of this study revealed that the decisiveness ability of teachers is high. The teacher recommends that the teachers may look at their level of Use of Self as indicator of this study and start making development in this aspect. Teachers may start their self-evaluation on the use of self as indicator of this research by beginning to recognize the impact of their mood and actions on others particularly to their students and by keeping cool when things do not go as planned.

The researcher also recommends to school heads to evaluate the teachers’ way of create the holding environment and invite the stakeholders as indicator of this study. The school heads may begin on reminding teachers to create an environment where everyone in school can discuss about ideas without getting into personal attacks, since this scored low.

The study revealed a high level of learning context of students. The researcher recommends to teachers to help students advance in problem-solving strategies as this ranks the lowest. The teachers may start with showing to students how a problem can be approached in easy and non-complicated ways. This will help students get a good grasp with the lesson if they are taught in easy ways. The researcher also recommends to the school head that they may organize presentation of novel ways of problem-solving and document these to be shared to teachers. This can be a basis for benchmarking where teachers learn from the practice of others.
The results of the study also confirm that there is a significant relationship between decisiveness ability of teachers and learning context of students. The researcher recommends to Public Schools District Supervisors to monitor the school heads’ mentoring of teachers in terms of their decisiveness ability so that teachers will exert effort to improve.

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 topics presented in this study.

REFERENCES