

Interpersonal Skills and the Teaching Performance of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School

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Abstract: This study aimed to investigate the relationship of the teachers' personal skills and their teaching performance. It includes its significant difference in terms of profile of secondary school teachers in Mindanao State University-Sulu Laboratory High School. Twenty-five teachers were selected using purposive sampling design. Checklist questionnaire was used in data gathering. Specifically, the profile was analyzed using frequency and percentage distribution. The personal skills and teaching performance of teachers were analyzed and interpreted using mean and standard deviation. The significant differences of the personal skills and teaching performance grouped according to profile was analyzed and interpreted using t-test for independent sample for gender, One Way ANOVA for age, educational attainment and length of service. The study concluded that the respondents are majority male teachers at maturity age, acquired appropriate educational level and served the school long enough to observe their personal skills who cares for the pupils, enthusiastic, dedicated to teaching, manage the classroom and impose discipline to the problematic pupils. They achieved very satisfactory performance level. The personal skills differed significantly when grouped according to profile while the levels of teaching performance do not differ significantly when grouped according to the profile of the respondent teachers of Pangutaran district.

Keywords: Interpersonal skills, Teaching performance, Secondary school teachers.

1. Introduction

As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems from access to the broadband and computers needed for online education, and the

supportive environments needed to focus on learning, up to the misalignment between resources and needs.

The lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures. While the educational community have made concerted efforts to maintain learning continuity during this period, children and students have had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. In particular, learners in the most marginalized groups, who don't have access to digital learning resources or lack the resilience and engagement to learn on their own, are at risk of falling behind.

Teachers in the remote areas like province of Sulu have to fully equip themselves with the most notable interpersonal skills to adopt themselves to the situation as a call of responsibility. There is no lose moment without concern of the teachers to personally participate in the learning environment of their pupils. Regardless of the treats of the Pandemic and other alarming responses of the government to none assurance of face-to-face education, teachers are there finding a small hole of opportunity to response to the call of duty, maximize all efforts and time to participate in the learning environment of their secondary school students. The secondary school teachers maximize their interpersonal skills to guide their students to the new normal education. As has been expected the teachers show diligent characteristics to make education accessible to the secondary school students.

The absence of the face-to-face classes and the adoption of the new trend of teaching modalities such as the blended learning, synchronous learning and modular learning, the teachers are there to manage the module preparation, distribution and retrieval either from the parents or from guardian. Teaches are confronted with challenges and difficulties in discharging their responsibility to face the burden of modular learning environment. Hence, teachers are inclined to restraint of their interpersonal skills such as Walker (2008)

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mentioned for a teacher to be effective, he must be prepared, positive, hold high expectations, creative, fair, display personal touch, cultivate a sense of belonging, compassionate, have sense of humor, respect students, forgiving, and admit mistakes. In the new normal education, the teachers are facing the challenges to manage the modular learning modalities, where those interpersonal characteristics must be within the quality of the secondary school teachers.

The aim of this study is to investigate the relationship of the interpersonal skills and the teaching performance of the secondary school teachers in the new normal education in Mindanao State University-Sulu Laboratory High School. It explored further to determine the significant difference of the interpersonal skills and teaching performance grouped according to the teachers' profile.

A. Theoretical Framework

This study is anchored in the following theories. Theory of Personality, Traits and Attitudes. This theory includes personality traits related to the professional role of a teacher, which can be nurtured and developed through initial education and continuous training (Whitty 1996: 89-90). Specifically, studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humor, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers (Malikow 2005: 95-100). Theory of Pedagogical Skills and Knowledge. Didactic and pedagogical skills are not only understood as familiarization with techniques that are then used mechanically, but also as the acquisition of routines which, every teacher needs in order to save time and energy for the more significant aspects of his work; at the same time, they refer to a set of theoretical principles and research data that lead to a variety of techniques and strategies which a teacher chooses and shapes, depending on the circumstances (Oser, et al. 2006: 1-7).

B. Conceptual Framework

The independent variable is the profile of secondary school teachers in Mindanao State University-Sulu Laboratory High School. The Dependent variables are the interpersonal skills of secondary school teachers and the teachers' performance. Interpersonal skills of secondary school teachers is correlated to the teachers' performance. The interaction of the variables is shown in figure 1.

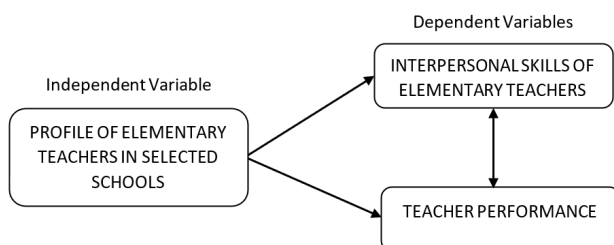


Fig. 1. Conceptual framework

C. Statement of the Problem

In the teaching-learning process secondary school teachers

contribute greatly to the performance of the students and teachers as well. Teachers possessed good interpersonal skills can do better job than its counterparts. This study sought answers to the following research questions. What is the Profile of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School? What are the personal skills of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School? What is the level of Teaching Performance of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School? Is there significant difference of the personal skills of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School when the data are grouped according to profile of teachers? Is there significant difference of the level of Teaching of Secondary School Teachers in Mindanao State University-Sulu Laboratory High School when the data are grouped according to the profile of teachers?

D. Hypotheses

This study tested the following research null hypotheses. There is no significant difference of the personal skills of Secondary School Teachers of Mindanao State University-Sulu Laboratory High School when the data are grouped according to profile of teachers. There is no significant difference of the level of Teaching of Secondary School Teachers in Mindanao State University-Sulu Laboratory High School when the data are grouped according to the profile of teachers.

E. Significance of the Study

This study determined the difference of the personal skills and teachers' performance when the data are grouped according to profile of teachers. The results of this study were beneficial for the school administrators, teachers, parents, pupils and researchers. The school administrators can utilize the results of this study to motivate teachers in accordance with their interpersonal skills to improve the teachers' performance. The teachers can utilize the results of this study using their interpersonal skills and keep adjusted towards their teaching performance. The parents can utilize the interpersonal skills of the teachers to enhance relationship to support the teaching learning process. The pupils can utilize the interpersonal skills of the teachers to establish relationship to improve their learning and performance. The researchers can utilize the results of this study support their research background and serve as the related studies in their future research.

F. Methodology

This study used quantitative descriptive research design. Quantitative involved the numerical data. Descriptive research involved with the present description of situation and phenomenon of the subject under study. The study used a five-point Likert scale for the closed ended questions.

G. Research Locale

This study was conducted in Mindanao State University-Sulu Laboratory High School. The sample group of the study comprised teachers of all subjects. A five-point Likert scale was used in the checklist questionnaire. The Teacher Skills

Assessment Checklists are based on a synthesis of the research presented throughout Qualities of Effective Teachers. Designed to help identify key indicators of effectiveness in a teacher's practice. Each effectiveness quality identified in a checklist includes multiple indicators of success. The checklists can be used to review and reflect on the components important for effective teaching. It can be used to help focus on and make sense of what is seen teachers doing in the classroom. The collection of data was facilitated and carefully managed. The teachers were informed in the letter sent together with the checklist questionnaire. The research personally distributed the questionnaire to the teachers. The school principal was tapped to assist the researcher. The data were collected from the survey and were analyzed using the "Statistical Package for Social Sciences" (SPSS). Descriptive statistics was used to present the data, Correlations was also found and checked against the Pearson correlation coefficient and Kendall's tau-b for evidence of the hypothesis test.

2. Results and Discussion

The respondents of this study are composed of 62.5 percent female and 37.5 male; In terms of age, majority 47.5 percent of the respondents is belonged to age category 41 years old and above, 42.5 percent at the age category 31-40, and 10 percent at the age category below-30 years old. In terms of educational attainment, majority 35.0 percent earned masteral units, 32.5 percent finished the baccalaureate degree, 27.5 percent finished the masteral degree and 5.0 percent earned doctoral units. In terms of length of service, majority 35.0 percent served the school 11-15 years, 25.0 percent served the school 6-10 years, 22.5 percent served the school below to 5 years and 17.5 percent served the school 16 years and above.

The teachers agree for their personal skills such as caring the students, they are fair and respectful, they are enthusiast, dedicated to teaching, able to manage classroom and impose discipline for problematic pupils. School is a social vessel whose patron is the teacher. In many instances the teachers manage classes similar to business enterprise. The pupils are the clients who needs to be cared so that they come back again and again to buy the commodities. The teachers' enthusiasm attracts the pupils to develop interest in the school. The teachers mostly adapting religious attendance and dedicate himself into the teaching. Teaching process could be a failure when the teachers are not equipped with proper and effective classroom management strategies. In most cases, the classroom populated with the pupils at the stage of puberty requires higher level initiative of teachers to discipline. The teachers who are very lax in disciplining pupils at the age of puberty often encounter problems in teaching.

The majority, 90.7 percent of the teachers achieved very satisfactory level of performance and 9.3 percent of the teachers achieved the outstanding level of performance. The mean value indicates that the teachers achieved very satisfactory level of performance. Teaching performance is one of the indicators of quality education. Higher teaching performance manipulates the whole learning substance of the learners. It is very practical for the school administrators to focus on the teaching

performance of the teachers to elevate the quality of education in the elementary schools. The level of performance of teachers were evaluated every year by the school administrator. The teacher performance sometimes included in the evaluation for awarding incentives of the teachers. A teacher may be at least achieved the satisfactory performance or very satisfactory performance.

The differences of personal skills grouped according profile. In profile such as gender, age, educational attainment and length of service the hypothesis is rejected. There is evidence to say that there is significant difference of the personal skills of secondary school teachers of Mindanao State University-Sulu Laboratory High School when the data are grouped according to profile of teachers. The differences were observed in the personal skills of male and female where male have higher mean compared to female counterparts. The difference also observed between teachers at the age below-30 have high mean which described strongly agree compared to the older ones which they described agree. The teachers finished the doctoral degree shows higher mean which they described strongly agree than those teachers in the lower educational level which they described agree. The teachers who have long stay (16 years- above and 6-10 years) in the school described strongly agree compared to its counter-part which described agree.

The hypothesis is accepted in all profile of the teachers. There is evidence to conclude that there is no significant difference of the level of teaching performance of secondary school teachers in selected schools in Mindanao State University-Sulu Laboratory High School when the data are grouped according to the profile of teachers. The data implies that the teaching performance do not vary significantly with the profile of teachers. This means that regardless of gender, age, educational attainment and length of service the performance of the secondary school teachers has very satisfactory performance.

3. Conclusion

The respondents are majority male teachers at maturity age, acquired appropriate educational level and served the school long enough to observe their personal skills who cares for the students, enthusiastic, dedicated to teaching, manage the classroom and impose discipline to the problematic pupils. They achieved very satisfactory performance level. The personal skills differed significantly when grouped according to profile while the levels of teaching performance do not differ significantly when grouped according to the profile of the respondent secondary school teachers of Mindanao State University-Sulu Laboratory High School.

A. Recommendation for Further Studies

Strategies on the improvement of personal skills of teachers in the Ministry Basic Higher Technical Education (MBHTE) in the province of sulu; factors encompasses teachers' personal skills; sourcing more strategies and improving the teaching performance: its effect on pupils' achievements; effect of personal skills and teaching performance vis-à-vis pupils

academic achievements; collaborative efforts of teachers and school heads focus on the enhancement personal skills and teaching performance.

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