

Instructional Strategy And Degree Of Engagement Of Elementary Learners: Basis For Knowledge-Transfer Extension Program

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Abstract

The descriptive research determined the instructional strategy and degree of engagement of grade three pupils of selected elementary school in the District of Lemery S.Y. 2019-2020. This study hypothesized that there was no significant difference in the degree of engagement of elementary learners. The respondents of this study were the 156 elementary learners of selected elementary schools in the District of Lemery, chosen through stratified random sampling. A researcher-made questionnaire will be used in the conduct of the study. The result shows that elementary teacher in Benjamin Elementary Scholol (BAES) section A used Interactive Instruction, while the teacher in BAES section B used Experiential Instruction. In Gerongan Elementary School (GES), the elementary teacher used Direct Instruction while in Jose Alminana Memorial Elementary School (JAMES) sections A and C used Indirect Instruction. The teachers in JAMES section B used Direct Instruction, while teacher in JAMES section D used Experiential Instruction. In addition, teachers in Sepanton Elementary School (SES) used Direct Instruction, while the teachera in VIS used Individual Instruction. The degree of engagement of elementary learners according to the instructional strategies used by the teachers when taken as reflected that learners exposed to Direct Instruction was described as “less engaged”; learners who were exposed to Indirect Instruction were also “less engaged”; learners exposed to Experiential Instruction were described as “moderately engaged”; learners exposed to Interactive Instruction were “less engaged”; and learners exposed to Individual Instruction had were also “less engaged”. Generally, the degree of engagement of the learners was described as “less engaged”. The degree of engagement of learners according to the instructional strategies used by the teachers when grouped into sex, showed that both male and female respondents were described as “less engaged”. The degree of engagement of learners according to the instructional strategies used by the teachers of selected elementary schools in the District of Lemery significantly differs when grouped into sex. Hence, the null hypothesis of no significant difference was rejected. The results brought basis for the conduct of knowledge-transfer extension program to different elementary schools about enhancing instructional strategies among elementary teachers.

Keywords: Instructional Strategy, Degree of Engagement, Learners, Teachers.

I. INTRODUCTION

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments

in Nigeria. According to the National Policy on Education (NPE, 2014), education is seen as an instrument per excellent which is purposely designed to develop a nation economically, culturally, technologically, politically and socially. Student engagement is dynamic and is

dependent on many factors, both within, and outside, the institution's sphere of influence. In the first year student engagement is influenced by the students' prior experiences of education, their expectations and aspirations which influence their perceptions of various measures of engagement. In addition, integration into both the academic and social community at the university is important for instilling a 'sense of belonging' or 'sense of being a student' which is a precursor for engagement (Hardy and Bryson, 2009)

Likewise, Banna, Lin, Stewart, and Fialkowski (2015) stress that engagement is the key solution to the issue of learner isolation, dropout, retention, and graduation rate in online learning. Furthermore, Meyer (2014), Banna et al. (2015), and Britt (2015) assert the importance of student engagement to online learning because they believe student

engagement can be shown as evidence of students' considerable effort required for their cognitive development and their given ability to create their own knowledge, leading to a high level of student success.

According to Banna et al. (2015), if content played a central focus in the past, engagement plays an important role in stimulating learning today. Dixson (2010) and King (2014) stress that consistent interaction with students at the individual and group levels help set academic expectations among students. Instructor assessment of student work and participation using stated grading policy, providing summative feedback, and posting grades within a specified time frame can be highly beneficial. Students' engagement characterized concerning illustration a certain state that happens when a learner appreciates a challenging, anyway, serious assignment to those establishments about aptitudes should meet industry necessities. Ideal instruction happens (Maduabuchi, C. H., & Angela, I. O. I., 2016).

It is expressed that learner engagement may be an expensive haul that includes the extents about cognition, emotion, conduct technique and agentic, with each variable stressing different but

associated parts of the learning transform (Osman, Jamaludin & Mokhtar, (2014)

As anchored on the self-determination theory, which postulates that know people need, a necessity to make autonomous, on be inquisitive Furthermore search out knowledge; basically people take part in exercises On account they need to (skinner & Pitzer, 2012). Moreover, essential necessities theory, recommend that there are basic, intrinsic mental necessities that underlie at conduct. These necessities incorporate ability those craving to Comprehension and mastery), self-governance (the requirement to purpose, self guided conduct technique and ever enduring and relatedness the needle on have a place or join with others. Determination toward oneself hypothesis holds that when classroom alternately social contexts backing these needs, people will take part constructively with learning; however, at contexts defeat these needs, people turn into estranged.

In this study, the most common problem encountered by elementary teachers are the degree of engagement of their learners in class discussion. This marks the interest of the researchers that 21st century learners are not already getting interested participate in class due to some hindrance or interventions on their activities. With employing a certain instructional strategies to improve their class participation. Thus, leading to focus the purpose of this investigation.

II. STATEMENT OF THE PROBLEM

This descriptive study was undertaken to determine the instructional strategy and degree of engagement of elementary learners of selected elementary schools in the District of Lemery S.Y. 2019-2020.

Specifically this study would like to find answers to the following questions:

1. What are the instructional strategies used by the elementary teachers of selected elementary schools in the District of Lemery?
2. What is the degree of engagement of elementary learners according to the instructional strategies used by the

elementary teachers when taken as a whole and when grouped into sex?

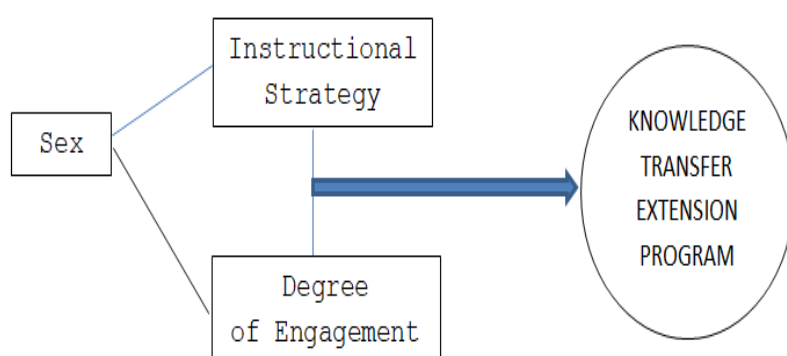
3. Is there a significant difference on the degree of engagement of elementary learners according to the instructional strategies used by the elementary teachers of selected elementary schools in the District of Lemery when grouped into sex?

III. HYPOTHESIS

Based on the statement of the problem, the hypothesis was made:

There is no significant difference on the degree of engagement of Elementary learners according to the instructional strategies used by the elementary teachers of selected elementary schools in the District of Lemery when grouped into sex.

IV. CONCEPTUAL FRAMEWORK



V. METHODOLOGY

The main purpose of this study was to determine the instructional strategy and degree of engagement of elementary learners of selected elementary schools in the District of Lemery. The researchers used the descriptive research design that defined by Calderon (2008), as cited by Alberto et al., (2011), which refers to describe

data and characteristics about the population or phenomenon being studied. In this study, the instructional strategy and degree of engagement will be described accordingly.

The respondents of this study were the 9 elementary teachers and 156 elementary learners of selected elementary schools in the District of Lemery.

Table 1 : Distribution of the Respondents by School

Name of School	Teachers	Category (Learners)	f	%
		M F		
BAES III – A	2	32 26	36	23%
BAES III – B	1	8 7	9	6%
GES				
JAMES III – A	4	62 60	75	48%
JAMES III – B				
JAMES III – C				
JAMES III - D				
SES	1	13 10	14	9%
VIS	1	19 18	22	14%

TOTAL	9	134 121	156	100%
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VI. RESEARCH INSTRUMENT

This research study adopted the questionnaire from the study of Anna Garito Cassar and Eunice Jang (2010). According to Good and Scates (1972), a questionnaire is a form prepared and distributed to secure responses to certain questions, as a general rule. These questions are factual, intended to obtain information about a condition or practices of which the respondent is presumed to have acknowledgement.

VII. RESULTS AND DISCUSSION

Instructional Strategies Used by the Elementary teachers of Selected Elementary Schools in the District of Lemery

Results revealed that elementary teacher in BAES section A used Interactive Instruction, while the teacher in BAES section B used Experiential Instruction. In GES, the Elementary teacher used Direct Instruction while the elementary teachers in JAMES sections A and C used Indirect Instruction. The elementary teacher in JAMES section B used Direct Instruction, while the teacher in JAMES section D used Experiential Instruction. In addition, Elementary teacher in SES used direct instruction, while the Elementary teacher in VIS used individual instruction.

Table 2 Instructional Strategies Used by the Elementary teachers of Selected Elementary Schools in the District of Lemery

Name of School	Instructional Strategy Used
BAES III-A	Interactive Instruction
BAES III-B	Experiential Instruction
GES III	Direct Instruction
JAMES III-A	Indirect Instruction
JAMES III-B	Direct Instruction
JAMES III-C	Indirect Instruction
JAMES III-D	Experiential Instruction
SES III	Direct Instruction
VIS III	Individual Instruction

Direct Instruction
Individual Instruction

Degree of Engagement of Elementary Learners According to the Instructional Strategies Used by the Elementary Teachers When Taken as a Whole

The degree of engagement of the Elementary learners exposed to Direct Instruction had a mean of 2.22 (SD=.419) which described as “less engaged”. When the learners were exposed to Indirect Instruction, the degree of engagement had a mean of 2.66 (SD = 0.534) which meant “less engaged”. On the other hand, learners who were exposed to Experiential Instruction, the degree of engagement had a mean of 2.78 (SD = .417) which meant “moderately engaged”. When the learners were exposed to Interactive Instruction, the degree of engagement had a mean of 2.61 (SD = .608) which meant “less engaged”. Then, learners who were exposed in Individual Instruction, the degree of engagement had a mean of 2.05 (SD = .213) which meant “less engaged”. Generally, the degree of engagement of the Elementary learners had a mean of 2.48 (SD = .526) which described “less engaged”.

Table 3 Degree of Engagement of Elementary Learners According to the Instructional Strategies Used by the Elementary teachers When Taken as a Whole

Instructional Strategy	N	Mean	SD	Description
Direct Instruction	41	2.22	.419	Less Engaged
Indirect Instruction	38	2.66	.534	Less Engaged
Experiential Instruction	37	2.78	.417	Moderately Engaged
Interactive Instruction	18	2.61	.608	Less Engaged

Individual Instruction	22	2.05	.213	Less Engaged
Total	156	2.48	.526	Less Engaged

Scale	Range of Means	Description
5	4.30 – 5.00	Very Highly Engaged
4	3.50 – 4.29	Highly Engaged
3	2.70 – 3.49	Moderately Engaged
2	1.90 – 2.69	Less Engaged
1	1.00 – 1.89	Not Engaged

Degree of Engagement of Elementary Learners According to the Instructional Strategies Used by the Elementary teachers When Grouped into Sex

For male respondents, it showed the following results: Direct Instruction had a mean of 2.17 (SD = .381) which meant “less engaged”,

Indirect Instruction had a mean of 2.67 (SD = .488) which meant “less engaged”, Experiential Instruction had a mean of 2.67 (SD = .483) which meant “less engaged”, Interactive Instruction had a mean of 2.45 (SD = .688) which meant “less engaged”, and Individual Instruction had a mean of 2.09 (SD = .302) which meant “less engaged”.

For female respondents, it presented the following results: Direct Instruction had a mean of 2.29 (SD = .470) which described “less engaged”, Indirect Instruction had a mean of 2.65 (SD = .573) which described “less engaged”, Experiential Instruction had a mean of 2.94 (SD = .250) which described “moderately engaged”, Interactive Instruction had a mean of 2.86 (SD = .378) which described “moderately engaged” and Individual Instruction had a mean of 2.00 (SD = .000) described as “less engaged”.

The results revealed that the degree of engagement of male respondents had a weighted mean of 2.41(SD = .520) , while female respondents had a weighted mean 2.55 (SD = .527) which both meant “less engaged”.

Table 4 Degree of Engagement of Elementary Learners According to the Instructional Strategies Used by Elementary teachers When Grouped Into Sex

Category	Male	Description	Female	Description
	M SD		M SD	
Direct Instruction	2.17 .381	Less Engaged	2.29 .470	Less Engaged
Indirect Instruction	2.67 .488	Less Engaged	2.65 .573	Less Engaged
Experiential Instruction	2.67 .483	Less Engaged	2.94 .250	Moderately Engaged
Interactive Instruction	2.45 .688	Less Engaged	2.86 .378	Moderately Engaged
Individual Instruction	2.09 .302	Less Engaged	2.00 .000	Less Engaged
Weighted Mean	2.41 .520	Less Engaged	2.55 .527	Less Engaged

Difference on the Degree of Engagement of elementary Learners According to the Instructional Strategies Used by the Elementary teachers of Selected Elementary Schools in the District of Lemery When Grouped Into Sex

The degree of engagement of Elementary learners according to the instructional strategies used by the Elementary teachers of selected elementary schools in the District of Lemery significantly differ when grouped into sex. The results revealed that f-value is 9.297, while the

p-value is $.000 < 0.05$ (alpha level of confidence) hence, the null hypothesis of no significant difference was rejected.

Table 5 Two-way ANOVA Results on the Difference on the Degree of Engagement of Elementary Learners According to the Instructional Strategies Used by the Elementary teachers of Selected Elementary Schools in the District of Lemery When Grouped Into Sex

Category	f-value	p-value	Findings
Degree of Engagement – Instructional Strategy – Sex	9.297	.000	Significant

VIII. CONCLUSION

The study reveals the following conclusions:

The Elementary teachers from selected elementary schools in the District of Lemery use various instructional strategies. Among the five instructional strategies used by the Elementary teachers, the Experiential Instruction is the most effective instruction wherein learners actively engaged in learning. This conforms on the study of Tanner et al in 2000, stated that teachers who use different instructional strategies are more capable of

motivating and engaging student to learn by making a fun, interesting and challenging activities that increases learners engagement.

When taken as a whole, the degree of engagement of Elementary learners in terms of instructional strategies implemented by the teacher described as “less engaged”.

On the other hand, when grouped into sex, both male and female respondents have the same degree of engagement which meant “less engaged” in terms of instructional strategies used by the Elementary teachers.

The degree of engagement of Elementary learners according to the instructional strategies used by the Elementary teachers of selected elementary Schools in the District of Lemery significantly differ when grouped into sex. Thus, the null hypothesis of no significant is rejected.

IX. RECOMMENDATION

Based on the conclusions, the researchers recommend the following:

Elementary teachers must integrate their instructional strategies using technology for an active process of learning. Teachers should

indulge and create an interesting and enjoying activities suited for the learners needs and abilities, and connects them to the reality, to increase their level of engagement. With regards to sex, both male and female learners should actively engage in the classroom activities for effective transfer of learning. Male learners, if possible be more motivated to participate in all class activities. It is further recommended that the ‘researchers should consider other variables that may affect the learner’s engagement like in terms of learning styles and multiple intelligences.

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