

Instructional Practices of Beginning TLE Teachers and Students for Student Centric TLE Approach

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Abstract:-

This study aimed to determine which domain of beginning teachers' instructional practices significantly influenced student satisfaction among secondary schools. It used descriptive correlational research, with the students of beginning TLE teachers as the respondents. The researcher adapted research instruments both for instructional practices of beginning teachers and student satisfaction. The results revealed that the level of instructional practices of beginning TLE teachers was practiced often times, and students were very much satisfied with the Teaching, Assessment, Generic Skills and Learning Experiences. It was confirmed that when the instructional practices of beginning teachers were always practiced, the students were very satisfied since the result revealed that there is a significant relationship between instructional practices of beginning TLE teachers and student satisfaction. Lastly, it is concluded that only planning strategies significantly influenced student satisfaction; other domains of instructional practices of beginning TLE teachers did not influence student satisfaction. The study serves as the basis for mentoring beginning teachers. The purpose of this research is the effects of student-centered learning on Academic achievement and social skills in 2nd elementary. According to what have been done, cooperative learning through performance of pupils, provide the opportunity for social acceptance and self-confidence also improve mental ability.

Keywords:-

education, instructional practices, beginning TLE teachers, student satisfaction

I. INTRODUCTION

Dissatisfaction is widespread amongst students. Many students are left frustrated by some lecturers who do not maximize the use of the learning environment at all. Students' frustration is not new to the education system. In today's generation where technology becomes increasingly widespread, students are expected to have greater development in their academic journey. In connection, teachers perform a significant job in the academic journey of the students. New teachers must apply suitable practices to meet student needs. The implementation of correct teaching practices plays a vital role in the classroom and it influenced the performance of the students. Therefore the instructional practices used should be fitted to the kind of students in the classroom, if not these may need to change.

In addition, students are one of the relevant and qualified sources in determining the level at which the experiences inside the classroom are satisfying. Though student opinions are not direct measures of the effectiveness of their teacher and teaching practices, they provide legitimate indications of student academic achievement and satisfaction. There have been numerous researches connecting student satisfaction with the different effective teaching methods. There are researches around on teaching practices and teacher quality. One of these is that teaching practice has four essential domains, i.e. planning, management, delivery, and monitoring or evaluation of student performance. Further, good teachers are skilled at planning, managing, instructing, and assessing the appropriate level of challenge and success when working with students. Likewise, there are researchers around on student satisfaction and learning experience. One of these is that if there is a high level of student satisfaction, learning process, evaluation, and self-evaluation may improve. In addition to the body of literature, the researcher has not come across any study correlating instructional practices of teachers to student satisfaction. Therefore, there is an urgency to conduct a study on what domain of the instructional practices of beginning TLE teachers best influence student satisfaction among the secondary schools. The research also employed the Correlational Research Design, which is used to describe and measure the degree of association or relationship between two or more variables or sets of scores. This was used in the study with the data on the instructional practices of the beginning teachers was correlated to the data on the level of satisfaction of the students in the instructional practices of the beginning teachers. Teachers' implementation of technology-enhanced student-centered learning environments (SCLs) will be affected by their beliefs about effective practices.

II. OBJECTIVES OF THE STUDY

This research aimed to determine the influence of the instructional practices of beginning TLE teachers on student satisfaction among secondary schools. Specifically, this research aimed to assess the level of beginning teachers' instructional practices in

T.L.E. in terms of planning strategies, instructional strategies, assessment practices, parent relationships, and curriculum development. Second, it ascertained the level of student satisfaction in the instructional practices of beginning teachers in T.L.E in terms of teaching, assessment, generic skills, and learning experiences. Third, it determined the significant relationship between the level of instructional practices of beginning TLE teachers and student satisfaction among Secondary schools. Lastly, it

determined which domain of instructional practices of beginning TLE teachers best influence student satisfaction among secondary schools

III. POPULATION AND SAMPLE

The subjects of the study were the beginning TLE teachers were identified as those who had been teaching TLE for 0 months to 3 years in both Junior High School and Senior High School. The respondents of the study were the students of the beginning TLE teachers of High School. The students evaluated the instructional practices used by their teachers specifically on planning strategies, instructional strategies, assessment strategies, parent relationships, and curriculum development. Furthermore, respondents were also asked to rate their satisfaction with the teaching, assessment, and generic skills and learning experiences of their teachers.

IV. METHODS

a. Research Design

The research employed the quantitative non- experimental research design. It consists of different variables that are not influenced by the researcher and instead are studied as they existed. This research used a survey to gather data that determined the beginning teachers' practices on teaching T.L.E. and the level of student satisfaction of secondary schools. The research also employed the Correlational Research Design, which is used to describe and measure the degree of association or relationship between two or more variables or sets of scores. This was used in the study with the data on the instructional practices of the beginning teachers was correlated to the data on the level of satisfaction of the students in the instructional practices of the beginning teachers. Teachers' implementation of technology-enhanced student-centered learning environments (SCLEs) will be affected by their beliefs about effective practices.

b. Research Instrument

This study on instructional practices of beginning TLE teachers and student satisfaction utilized two adapted questionnaires, which were simplified and contextualized by the researcher. The questionnaire for instructional practices of beginning TLE teachers were taken the indicators were planning strategies, instructional strategies, assessment strategies, parent relationships, and curriculum development. The questionnaire was modified to contextualize the school setting and the questions were simplified and translated to Filipino to be easily understood by the respondents. The research instrument was personally administered by the researcher who explained the objectives of conducting the study. The questionnaire for the student satisfaction was taken from Measuring Student Satisfaction from the Student Outcomes Survey. The indicators were teaching, assessment, and generic skills and learning experiences. The questionnaire was modified to contextualize the school setting and the questions were simplified and translated to Filipino for the understanding of the respondents. Below is the range of means used in the student satisfaction in this study.

c. Data Collection

The researcher found the appropriate survey tools to be used in measuring both the instructional practices of beginning TLE teacher and student satisfaction. This was presented to the research adviser for comments, then later to the panel experts. Then validation sheets were secured from the Professional Schools for the research experts, internal and external, to validate the two questionnaires. The endorsement letter was personally handled by the researcher to the superintendent. The following were the attachments in sending the letter to the principal: information sheet about the study, student consent form, and the two questionnaires. After the request from the principal was granted, the researcher personally administered the survey to the students of the beginning TLE teachers. All questionnaires were accounted for and retrieved after two days and within a week, the questionnaires were collected, collated for statistical analysis.

d. Statistical Tools

The following statistical tools were used: **Mean**. This was used to measure the central tendency and to determine the level of beginning teachers' instructional practices on teaching T.L.E and to determine the students' satisfaction on beginning teachers' practices.

Additionally, teachers or beginning teachers' planning strategy is a process influenced by personal and contextual factors. Furthermore, every instructional strategy and method always begins with careful thorough, and organized planning. Further, when the beginning teachers follow correct planning process, it would become very easy for them to determine suitable curriculum, teaching strategies, and instructional resources which are very important to address the needs of the learners. Lastly, the planning strategies of the beginning teachers greatly influenced the learning content, learning objectives, learning experiences.

Every communication discussion, no matter what format, whether it is on the phone, over social media, or through letters, should include planned approaches and should be viewed as a great chance for educators to encourage parents and to support learning.

V. CONCLUSION

Based on the results of the study, the following conclusions were drawn:

The instructional practices of beginning TLE Teachers are high, but the result reveals that the indicators planning strategies and instructional strategies are very high, curriculum development and assessment practices are high, and parent relationships is moderate. Next, the study reveals a very high satisfaction in the instructional practices of beginning TLE teachers as perceived by the students. Further, it also reveals a very high satisfaction with teaching and generic skills and learning experiences but only gets a high satisfaction on assessment.

Furthermore, the instructional practices of beginning TLE teachers are significantly related to student satisfaction. Lastly, instructional practices of beginning TLE Teachers significantly influence student satisfaction, especially planning strategies. Therefore, the results of the study confirm that teaching quality which is connected to instructional practices is directly related to student satisfaction.

VI. REFERENCES

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