

Influence of Teacher's Equitable Classroom Practices to the Students' Satisfaction In Sinunuc National High School: A Quantitative Analysis

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Abstract

This study was conducted to determine the equitable classroom practices of teachers and its influence to the students' satisfaction in terms of engagement strategies, learning environment strategies, and feedback strategies for the School Year 2021-2022; it employed the Descriptive-Quantitative research design and utilized the questionnaire-checklist using a 4-Likert scale. Frequency, Mean, t-Test, ANOVA and Pearson r were used in the analysis of the data.

The study revealed that the Equitable Classroom Practices of Teachers in terms of engagement strategies, learning environment strategies, and feedback strategies were highly practiced; in same manner, the level of satisfaction of the students in equitable classroom practices of the teachers in terms of engagements strategies, learning environment strategies, and feedback strategies were Highly Satisfied.

Findings revealed that the equitable classroom practices of teachers applied in the classroom have significantly influenced the level of satisfaction of the students in terms of engagement strategies, learning environment strategies and feedback strategies. thus, this study showed that equitable classroom practices of the teachers differ in terms of sex, but not in terms of ethnicity.

Keywords: equitable classroom practices; influence of teachers; students' level of satisfaction; education

1. Introduction

Torres (2018) defined equity in classroom as a space where everyone has access to the same learning and the same optimal conditions for nurturing intellectual curiosity, whereas Caitlin and Mensah (2009) perceived it as giving students what they need. When teachers truly listen to and respect students in the classroom, there is mutual agreement between teacher and student. As a result, teachers feel good about the lessons they teach and students are engaged in learning.

Apparently, there are teachers who seem to be not conscious of their words and actions in dealing with their students inside the classroom, hence, discouragement among students are evident. Notably, some of the equitable classroom practices are seldom performed by the teachers which result to affect student's attention. As a consequence, it is reflected on the students' performances and learning outcomes.

Lew (2016) revealed a significant gap between teacher education curriculum and the real fabric of schools in the area of culturally responsive teaching, classroom management, and assessment. There appears to be a need for some concerted measures to bridge the gap between theory and Practiced in those areas to assist new teachers in facing such challenges confidently.

Most likely, students who dropped out from their classes are manifestation of discouragement or dissatisfaction on their teachers. Problems occur due to teachers who are not used to talk with students, do not ask questions about their family life, history, and experiences. In addition, there are teachers who do not take time to ask each student what they prefer to be called and how to pronounce the name correctly.

Interestingly, Gonzales (2018) elucidated that culturally responsive teaching is not a strategy. It's more of mindset for teaching that embraces, values, and incorporates culture into daily instruction in order for learning to connect with students. Students feel valued, respected, and linked with instruction.

With this, the researcher was motivated to find out the equitable classroom practices among teachers and the level of students' satisfaction in Sinunuc National High School of Zamboanga City Division.

2. Statement of the Problem

This study aims to determine the equitable classroom practices among teachers and its influence to students' satisfaction.

Specifically, it seeks to answer the following:

1. What are the equitable classroom Practices of teachers in terms of:
 - 1.1 engagement strategies
 - 1.2 learning environment strategies
 - 1.3 feedback strategies
2. What is the level of students' satisfaction in terms of:
 - 1.4 engagement strategies
 - 1.5 learning environment strategies
 - 1.6 feedback strategies
3. Do equitable classroom Practices of teachers significantly influence the level of students' satisfaction?
4. Is there a significant difference on the equitable classroom Practices of teachers as observed by the respondents when data are grouped according to their profile?

3. Scope of the Study

This study focused on the equitable classroom Practices among teachers and the level of students' satisfaction in Secondary level, Zamboanga City Division School Year 2021-2022 during the PANDEMIC brought by the Corona Virus (Covid-19). Equitable classroom practices among teachers and students' level of satisfaction were verified through engagement strategies, learning environment strategies and feedback strategies.

4. Research Design

The research instrument utilized in this study was adopted from A Resource for Equitable Classroom Practices (2010) of Louisiana State Personnel Development Grant titled "Equitable Classroom Practices: It's influence to Students' Satisfaction" Observation Checklist." The first part is on the profile of the teachers which include their sex and ethnicity. Part II consists of 27 specific statements on equitable classroom Practices as observable teacher behaviors that reflect culturally responsive teaching through examples. It utilized a Likert Scale of 4-Highly Practiced, 3 - Practiced, 2 - Less Practiced and 1 - Not Practiced. Part III contains statements in which the level of satisfaction of the respondents were also be determined. A Likert Scale was used to determine the level of satisfaction of the students by ticking the columns orderly arranged from Highly Satisfied (4), Satisfied (3), Less Satisfied (2) and Not Satisfied (1).

5. Population and Sampling Technique

This study was delimited to the Grade 7 students from the Eight sections of Sinunuc National High School, School Year 2021-2022. It utilized the descriptive-quantitative research design to obtain data on the equitable classroom practices of teachers and level of students' satisfaction through an adapted survey-questionnaire. It likewise examined its influence to students' level of satisfaction; and the significant difference on the equitable classroom Practices of teachers and students' satisfaction level when group according to sex and ethnicity.

The researcher conducted this study at Sinunuc National High School, Sinunuc, Zamboanga City, School Year 2021-2022. The school had a total of thirty-one (31) Classrooms. It has 30 sections in which 8 are grade 7; 8 are grade 8; 8 are grade 9 and 6 are grade 10. The school consists of 65 faculty and staffs and a Principal with a total population of 1855 Junior High School. The population of this study were selected Grade 7 students from Sinunuc National High School, Zamboanga City Division.

The Grade 7 has Eight (8) sections with a population of Four Hundred Fifty-Three (453); Based on the population, the researcher employed the formula advanced by Slovin with the 0.05 marginal error to determine the total number of respondents. Stratified sampling was employed to determine the number of respondents per section. In the selection of respondents, a simple random sampling was employed by means of lottery technique. The number of respondents who actually answered the questionnaire-Checklist was Two Hundred Thirteen (213).

6. Research Instrument

There was no need for the instruments to go through validity and reliability procedure since the instruments used was adopted from a Resource for Equitable Classroom Practices (2010) of Louisiana State Personal Development Grant. A permission on its utilization from the source through email communications was done; though there was no response from the mentioned source, it was understood that a formal request was not deemed necessary.

7. Ethical Consideration

The respondents were requested to answer the survey-questionnaire through the help of the respective class-advisers. The answered instruments were retrieved several days based on the arranged schedule *Alternative Work Arrangement-AWA*) of teachers in the new normal due to the current situation brought by the pandemic, a world-wide Corona Virus or COVID-19 Infection;

8. Data Gathering Procedure

As a protocol, the researcher prepared a letter address to the Zamboanga City Schools Division Superintendent for approval to conduct the study. After which, the same letter was presented to the principal of the chosen school for the concurrence of the survey and approval. With his authority, the respondents were requested to answer the survey-questionnaire through their respective class-advisers. As the data were determined, treatment was imposed to analyze with the use of Statistical Package of Social Sciences (SPSS).

9. Data Analysis

Table 1. Level of Equitable Classroom Practices of teachers

<i>Equitable Classroom practices of Teachers</i>	<i>Mean</i>	<i>Description/Interpretation</i>
<i>Engagement Strategy</i>	3.45	<i>Highly Practiced</i>
<i>Learning Environment Strategy</i>	3.42	<i>Highly Practiced</i>
<i>Feedback Strategy</i>	3.49	<i>Highly Practiced</i>
GRAND MEAN	3.45	Highly Practiced

Legend: 3.40– 4.00 Highly Practiced 2.60– 3.39 Practiced 1.80– 2.59 Less Practiced 1.00– 1.79 Not Practiced

It shows that the equitable classroom practices of teachers in terms of engagement strategies was highly observed with an overall mean of 3.45; this means that the use of body language, gestures, and expressions to convey a message that all students' questions and opinions were important and were highly practiced by the teacher; likewise, the respondents agreed that their teacher's equitable classroom Practices in terms of learning environment strategies were highly practiced with a mean of 3.42; this entails that teachers structure a heterogeneous and cooperative groups for learning, use students' real life experiences to connect school learning to students' lives, and use class building and teambuilding activities to promote peer support for academic achievement; while teacher's equitable classroom practices as evaluated by the respondents in terms of feedback strategies obtained an overall mean of 3.49 which described as Highly Practiced. This explains that the teacher modelled positive self-talk, gave students effective, specific oral and written feedback that prompted improved performance and provided multiple opportunities to use effective feedback.

Table 2. Level of students' satisfaction in terms of:

<i>Level of students' satisfaction In terms of:</i>	<i>Mean</i>	<i>Description/Interpretation</i>
<i>Engagement Strategy</i>	3.46	<i>Highly Satisfied</i>
<i>Learning Environment Strategy</i>	3.45	<i>Highly Satisfied</i>
<i>Feedback Strategy</i>	3.46	<i>Highly Satisfied</i>
GRAND MEAN	3.45	Highly Satisfied

Legend: 3.40– 4.00 Highly Satisfied; 2.60– 3.39 Satisfied; 1.80– 2.59 Less Satisfied; 1.00– 1.79 Not Satisfied

It tells that the students were highly satisfied in terms of engagement strategies of teachers; the use of graphic organizers was modelled, a variety of visual aids and props to support student learning was likewise used; the teacher also ensured bulletin boards, displays, instructional materials, and other visuals in the classroom that reflect the racial, ethnic, and cultural backgrounds represented by students; eye contact, body language, gestures and expressions, and displayed some words in students' heritage language, used proximity equitably and arranged the classroom to accommodate discussion with an overall mean of 3.46. In terms of learning environment strategies, the respondents agreed that they were highly satisfied with the teacher's equitable classroom practices with a mean of 3.45; this gave insight that the teacher used random response strategies like colored-cards, equity sticks and numbered heads. In addition, the satisfaction of the students in teacher's equitable classroom practices in terms of feedback strategies obtained an overall mean of 3.46 which

described as highly Satisfied. This states that the teacher explained the importance of positive self-talk; shared examples of how positive self-talk lead to positive outcomes and conferred with students to provide feedback to improve performance; provided opportunities for students to use peer reviews; provided written feedback that allowed students to revise and improve their work; likewise allowed students to revise work based on teacher feedback; encouraged and structured opportunities for students to provide feedback to peers based on an established standard; provided individual help to all students. *Ensured all students received individual help; asked students to indicate the learning activities that were effective in helping them to learn; used interviews, surveys, and questionnaires to gather feedback from students; used exit cards to gather feedback about instruction and asked analysis questions; asked synthesis questions; asked evaluation questions; posed higher order questions and used a random method for calling students; and provided think time for all students before asking for responses* which all means were described as highly Satisfied.

Table 3. Pearson R results on significant influence between equitable classroom Practices of teachers and level of Student's Satisfaction

Variables	r-value	sig	Decision	Interpretation
Equitable Classroom Practices	0.702	0.000	High Correlation	Significant
Student's Satisfaction				

Table shows the Pearson R results on significant influence between the equitable classroom practices of teachers and level of Student's Satisfaction. It reveals the *r-value* of 0.702 which was high correlated and with the corresponding *p-value* of .000 which is lower than the *alpha* 0.05; this means that there is a significant influence between the teacher's equitable classroom practices and the level of student's satisfaction.

This would carry that teachers have direct influence with the students when equitable classroom practices are applied, shared and acted out as part of the teaching-learning process for both individual and grouped work. Moreover, this also indicates that the teachers have great impact in the satisfaction of the students when he/she applied the strategies and related to real-life situations.

This finding is similar to Chung (2014), he stressed that there is a significant relationship between the quality of the teaching Practices and the learning satisfaction of the students.

Table 4 t-test result on significant difference in the equitable classroom Practices of teachers when data are grouped according to gender

Variables	sex	mean	f-value	p-value	Interpretation
Sex	Male	3.53	5.296	.000	Significant
	Female	3.58			

Table shows that the equitable classroom Practices of the teachers as agreed by the respondents between male and female. It shows that the t-value of 5.926 with a corresponding p-value of 0.000 is significant at alpha 0.05. Hence, there is a significant difference on the teacher's equitable classroom Practices when the data were analyzed according to gender.

Table 5 ANOVA result on significant difference in the equitable classroom Practices of teachers when data are grouped according to Ethnicity

Variable	Ethnicity	Mean	<i>f</i> -value	<i>p</i> -value	Interpretation
Ethnicity	<u>Tagalog</u>	<u>3.13</u>	1.347	0.246	Not significant
	<u>Visaya</u>	<u>3.39</u>			
	<u>Chavacano</u>	<u>3.41</u>			
	<u>Taosug</u>	<u>3.46</u>			
	<u>Sama</u>	<u>3.44</u>			
	<u>Others</u>	<u>3.48</u>			

Table reveals the ANOVA results on the difference in the equitable classroom practices of the teachers when grouped according to ethnicity. It shows that the *f*-value of 1.347 with a corresponding *p*-value of 0.246 at *alpha* 0.05 has no significant difference, it implies that regardless of the ethnicity they belong their equitable classroom practices do not differ.

10. Conclusions

Based on the findings, the study concludes that:

- The Equitable Classroom Practices of Teachers in terms of engagement strategies; Learning environment strategies; and feedback strategies were highly practiced;
- The level of satisfaction of the students in equitable classroom practices of the teachers in terms of engagements strategies; learning environment strategies; and feedback strategies were Highly Satisfied;
- The equitable classroom Practices of teachers were significantly influenced the level of satisfaction of the students in terms of engagement strategies, learning environment strategies and feedback strategies;
- and the equitable classroom practices of the teachers differ in terms of sex, but in terms of ethnicity they do not differ.

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Appendix A.

AUTHOR



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