

TEACHERS' ROLE TOWARDS TEACHING AND LEARNING PROCESS

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ABSTRACT

The research was focused on the teachers' roles towards teaching and learning process of the heterogeneous intelligent class in Datu Montawal District during the school year 2022-2023. Generally, the research study was aimed to determine the impact of the role of the teachers in heterogeneous Intelligent Quotient (IQ) classes towards teaching and learning process. Specifically, this study was aimed to determine what is the level of teachers' role in heterogeneous intelligent quotient classes; what is the level of teachers' teaching and learning process; how does teachers' role significantly related to teaching and learning process and; investigate if there is significant influence of teachers' role in the teaching and learning process. There are one hundred thirteen (113) teachers of Datu Montawal District serves as the respondents of the study. To measure and understand how does the teachers' roles influence the teaching and learning process of heterogeneous intelligent quotient class. A survey questionnaire was employed with 2 parts. The first part indicates the teachers' role in heterogeneous intelligent quotient (IQ) class such as: teachers as a facilitator, advocator, mediator, third parents, and as a source of knowledge. The second part was the methods used in teaching and learning process such as; classroom management, time management, teacher – pupil interactions, and pupil – pupil interaction. The study used the frequency counts and simple percentage in describing the respondents' roles in teaching and learning process. The researcher used the correlation coefficient to determine the relationship of the teachers' role towards teaching and learning process. Furthermore, multiple linear regression used to interpret the level significant influence of teachers' role towards teaching and learning process of heterogeneous intelligent quotient (IQ) class. In addition, the test allows predictions or the probability of the outcomes for the causative relationships between the two variables. The results revealed that the teachers' roles are contributory factors to the teaching and learning process.

Keyword: - Teachers' Role, Teaching and Learning Process.

1. INTRODUCTION

In today's generation, the role of the teacher goes beyond their teaching. Teaching has different faces, and a teacher has to carry out the part of being a facilitator, advocator, counselor, third parents, a role model or even a source of knowledge and so on. They change the lives, encourage and inspires to make individuals dreams come true, teach the young children to become the asset and useful to the society where they belong and somehow create a community where they lived peacefully. Teachers also do counselling for their learners, nurturing and mentoring the students, and teach them on how to apply knowledge in their daily lives.

Heterogeneous classes in educational settings includes a variety of students with a wide range and level of understanding. A group of students shared classrooms stems from education that perceps and developed positive interdependence when varying achievements that work and help each other to reach their educational goal. In order to stablish a harmonious learning and high quality education, the teachers must know their role towards the learning process of their learners (Lewis, 2019).

Teaching is a highly sophisticated profession that regularly extends beyond academics. Being a teacher, most of the time there is no limit. The primary role of teacher is to deliver classroom instruction (Cox, 2020). Sometimes, they become politicians. In Elementary school teachers contribute tremendously to student development. Because in child experiences in their formative years, the teachers help them to shape and develop in no small way to discover of who they are, and who will they become in the future.

Defining heterogeneous class, in which the students have different or wide range of previous academic achievement and of orals and written proficiency in the mode of instructions. For such classroom, group work is highly applicable and well-documented instructional strategy are required as cited by Lotan, et al., (1998).

On the other hand, heterogeneous classes are class that has a learner with different ability, skills, and mixture of learning styles. Teachers in this class will be challenge with depth understanding. There are many advantages and disadvantages of these classes. Teacher have the greater impact on the learnings of their students in this level (Lanier, 1997). Teachers should always be aware and recognize its learners' behavior and learning styles and ability.

Moreover, Simanova (2009) says that, as a teacher on a diverse learner in a classroom, you can serve as a facilitator. Encourage them with a healthy conversation and debate between diverse opinions. Group task will be best way to expose learners to different perspectives and allow them to explore and work together to solve their problem task given to them. Promoting awareness and creating a personal connection with diverse learners' cultures in the classroom can prevent the learners from developing prejudices later in life. Ensuring that all learners have the access to academically challenging learning tasks and have equal status participation in a particularly important pedagogical objective.

Generally, the research study was aimed to determine the impact of the role of the teachers in heterogeneous Intelligent Quotient (IQ) classes towards teaching and learning process.

2. METHODOLOGY

There are one hundred thirteen (113) teachers of Datu Montawal District serves as the respondents of the study. To measure and understand how does the teachers' roles influence the teaching and learning process of heterogeneous intelligent quotient class. A survey questionnaire was employed with 2 parts. The first part indicates the teachers' role in heterogeneous intelligent quotient (IQ) class such as: teachers as a facilitator, advocator, mediator, third parents, and as a source of knowledge. The second part was the methods used in teaching and learning process such as; classroom management, time management, teacher – pupil interactions, and pupil – pupil interaction. The study used the frequency counts and simple percentage in describing the respondents' roles in teaching and learning process. The researcher used the correlation coefficient to determine the relationship of the teachers' role towards teaching and learning process. Furthermore, multiple linear regression used to interpret the level significant influence of teachers' role towards teaching and learning process of heterogeneous intelligent quotient (IQ) class. In addition, the test allows predictions or the probability of the outcomes for the causative relationships between the two variables.

3. RESULTS AND DISCUSSION

Teaching and learning are interconnected key to each other in achieving significant changes and goals of individual's holistic improvement. Teaching is the process of imparting knowledge and information they have learned. Moreover, learning is the process or the result of receiving knowledge as evidence by positive or even negative impacts that would last.

In table 1, result shows that in terms of teachers' role as facilitator, there is weak relationship between classroom management and the teacher-pupil interaction. However, there are moderate relationship between time management and the pupil-pupil interaction.

Between teachers' roles as advocator, as mediator, and as a source of knowledge there is weak relationship with classroom management, time management, teacher-pupil interactions and pupil-pupil interactions. However, it is highly significant related with each other.

Among the relationships between teachers' role and teaching and learning process, the evidence found out that teacher as facilitator is the best with the pupil-pupil interaction strategies. It implies that, most teachers are always act as a facilitator during the academic discussions that highly motivates the learners to learn and participate.

Table 11. Correlation matrix showing the relationship of the teachers' roles in heterogeneous intelligent quotient and teaching learning process.

<i>Spearman Rho</i>					
Teachers' Role		Classroom Mgt.	Time mgt.	Teacher-pupil interaction	Pupil-pupil interaction
As facilitator	Corr. coef.	0.235*	0.366**	0.251**	0.385**
	Probability	0.012	0.000	0.007	0.000
As advocator	Corr. coef.	0.241**	0.256**	0.247**	0.311**
	Probability	0.010	0.006	0.008	0.001
As mediator	Corr. coef.	0.231*	0.222*	0.162	0.249**
	Probability	0.014	0.017	0.085	0.008
As 3 rd parent	Corr. coef.	0.185*	0.252**	0.235*	0.312**
	Probability	0.048	0.007	0.012	0.001
Source of knowledge	Corr. coef.	0.264**	0.214*	0.255**	0.249**
	Probability	0.005	0.022	0.006	0.008

*Correlation is Significant at 0.05 level.

**Correlation is significant at 0.01 level

4. CONCLUSIONS

Based on the results, concluded that the level of teachers' role in teaching heterogeneous intelligent quotient (IQ) have a strong relationship with the teaching and learning process of the diverse learners. Thus, there some factors that affects the teachers' role in teaching heterogeneous intelligent quotient (IQ) class towards teaching and learning process. Furthermore, teachers' role on time management and pupil-pupil interaction have significantly influence the teachers' role in heterogeneous intelligent quotient (IQ) on the teaching and learning process. In addition, in terms of classroom management and teacher-pupil interaction methods, the result shows that the two variables were not significant. However, it is positively correlated with each other. Moreover, the relationship of the teachers' roles in heterogeneous intelligent quotient and teaching learning process is highly significant in terms of teachers' role as a facilitator in terms of time management, teacher-pupil interaction, and pupil-pupil interaction. The teachers' role as advocator is highly significant with classroom management, time management, teacher-pupil interaction and pupil-pupil interaction. As a mediator, it is highly significant with pupil-pupil interaction. In terms of a teachers' role as third parents is highly significant with time management and pupil-pupil interaction. Teachers' role in term of source of knowledge is highly significant with classroom management, teacher - pupil interaction and pupil-pupil interactions. In conclusion, the teachers' role in heterogeneous intelligent quotient (IQ) is highly significant towards teaching and learning process.

5. REFERENCES

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