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Research Article

Teachers' Teaching Capability in Urban and Rural Areas: A Comparative Study

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ABSTRACT

In order to achieve excellence in teaching and learning, it needs stronger, skillful teachers with technical expertise. The study was conducted to compare the teaching capability of teachers in Urban and Rural areas. The study utilized descriptive-comparative and mixed methods of research, and it was conducted at selected schools in the urban Cotabato City division and schools in the rural, Maguindanao-1 division. There were 56 totals of teachers, both in urban and rural areas. Respondents determined using total complete enumeration from 1 to 6 English teachers and the principal of each school. A self-made survey questionnaire was used to gather data. Random interviews and observations were done to validate respondents' answers. Statistical tools used were mean to describe teaching capability and a T-test of independent means to determine the difference. The extent of teaching capability of teachers in urban areas in terms of teachers' teaching strategies was rated very satisfactory, and in the rural area rated satisfactory. Implementing classroom management in urban areas was very satisfactory, while rural ones rated satisfactory. The difference between teachers' teaching capability in urban and rural areas was not significant. It is concluded that teachers in both urban and rural areas were performing well, although there is little difference in the implementation of the task as their teaching capabilities. This recommends that teachers in urban and rural areas improve their teaching capabilities and give more effort to mold their pupils to become competent to face the standards at the next level of their education

Keywords: *Classroom Management, Teaching Capability of Teacher, Teaching Strategies*

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Introduction

In the beginning, teachers are sometimes rushed to satisfy the daily demands of students, parents, administrators, and colleagues' school and extracurricular activities. A skilled educator is essential for ensuring the learning satisfaction of students. Therefore, the rigors of lesson planning, meeting classes, attending meetings and conferences, testing and grading, and testing and grading provide little time for a prospective teacher to ponder on his role in the enterprise of education.

On the other hand, the teaching and learning process necessitates a Creative Curriculum to enhance the growth of learners through appropriate activities and daily routines that place a heavy emphasis on core reading and language abilities. The Creative Curriculum offered what we were searching for throughout the entire process. (Salendab, 2021)

Moreover, according to the NSW-Government website-Education (2021), the quality of instruction is the most significant in-school influencer of our student's growth and accomplishment, followed closely by the effectiveness of teachers. This assertion is supported by a growing body of research worldwide indicating that investing in teaching and enhancing teachers' skills will significantly improve the quality of the teaching and learning process quality.

Objectives of the Study

Generally, this study aimed to compare the teaching capability of teachers in urban and rural areas. Specifically, this study sought to find answers to (1) the extent of the teaching capability of teachers in urban and rural areas in terms of teaching strategies and classroom management; (2) the significant difference between the teachers' teaching capability in the urban and rural areas.

Theoretical Framework

The study is anchored in one educational theory, the first theory that could be described as humanistic or Individual Fulfillment. It provides a framework that enables the administrator to integrate the various elements of personal theory and, as a result, construct and articulate a more solid basis for a school activity. Carl Rogers and the late Abraham Maslow (from the 1900s) are among its champions. Rogers and Maslow both emphasize the individual's role as originator and director of personal learning or the learner's role as agent. It is believed that a learner learns most effectively when given the freedom to explore a world full of options with minimal guidance or predetermination from others. The teacher remains in the background, ready to offer aid but hesitant to interfere with the natural development of the student's inherent interest.

The teacher's goal is to foster initiative in each kid and encourage students to assume responsibility for their learning. Knowledge is viewed as intrinsically individual; it does not exist independently of the human who possesses it and cannot be arbitrarily separated into convenient logical categories or specialties. The emphasis is on self-actualization, creating a rich and accepting environment, and believing that the student knows better than anyone else what is best for him or her. Newton (1980).

Conceptual Framework

The study is based on the concept of comparing the teaching capability of Teachers in Urban and Rural areas in terms of Teaching Strategies and Classroom Management.

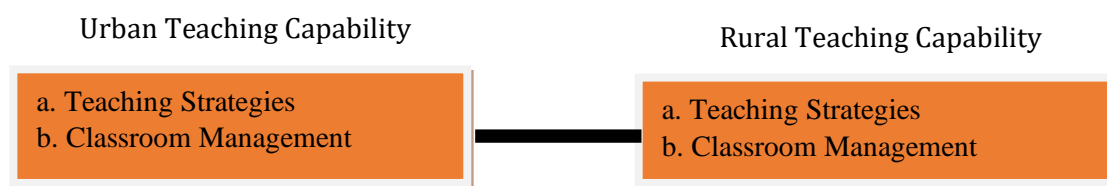


Figure 1. Schematic Diagram Showing the Comparison in Teaching Capability of Teachers in Urban and Rural Areas

Methods

The study utilized the descriptive-comparative and a combination of the quantitative and qualitative methods of research, and it is appropriate in this study because this determined the extent of the teaching capability of the teachers in urban and rural areas in terms of Teaching Strategies and Classroom Management; the significant difference between the teachers' teaching capability in urban and rural areas.

It was conducted at four selected central schools in the urban Cotabato city division and four in the Rural, Maguindanao-1 division. They were only 56 total teachers in the urban

and rural areas. They were determined using complete enumeration since the respondents were only from 1 to 6 English teachers and principals of each school.

A survey questionnaire was used to gather data. A random interview was done to validate the respondents' perceptions, and observation was conducted. This instrument was a self-made survey questionnaire formulated by the researcher with the assistance of her adviser. The statistical tools used were mean to describe the teaching capability, and a T-test of independent means was used to determine the different capabilities of school heads in urban and rural areas.

Result and Discussion

Table 1. Means Rating of the Implementation of Teachers' Teaching Strategies under Urban Area in four Schools of Cotabato City Division

No.	Teaching Strategies	Mean	Description
1.	Presents lesson as planned	3.93	Very Satisfactory
2.	Conveys ideas clearly	3.79	Very Satisfactory
3.	Relates lesson to real-life situation	3.89	Very Satisfactory
4.	Uses varied teaching techniques	3.82	Very Satisfactory
5.	Adopts participative approach	3.86	Very Satisfactory
6.	Motivate pupils to participate in class activities	4.00	Very Satisfactory
7.	Utilizes and uses the art of questioning using cognitive & affective	3.86	Very Satisfactory
8.	Organize remedial classes for improvement	3.86	Very Satisfactory
9.	Promotes a spirit of cooperation	3.89	Very Satisfactory
10.	Uses varied tools in evaluating pupils	3.79	Very Satisfactory
Grand Mean		3.86	Very Satisfactory

In Teaching Strategies, table 1 shows the data on teachers' teaching strategies in selected schools in Cotabato City Division. As shown in the table, the respondents rated themselves as very satisfactory on the following items: Presents lesson as planned 3.93 Very Satisfactory; Conveys ideas clearly 3.79 Very Satisfactory; Relates lesson to real-life situation 3.89 Very Satisfactory; Uses varied teaching techniques 3.82 Very Satisfactory; Adopts participative approach 3.86 Very Satisfactory Motivate pupils to participate in class activities 4.00 Very Satisfactory; Utilizes and uses the art of questioning using cognitive & affective 3.86 Very

Satisfactory; Organize remedial classes for improvement 3.86 Very Satisfactory; Promotes a spirit of cooperation 3.89 Very Satisfactory; Uses various tools in evaluating pupils 3.79 Very Satisfactory. When asked, the principals and teachers confirmed that they consistently implement the said items.

As attested by their principals, these results demonstrate that the teaching tactics employed by the teachers were implemented satisfactorily. The idea is to design more dynamic learning settings, integrate technology when feasible, and employ collaborative learning methodologies.

Lardizabal (1999), as cited by Salendab (2021), noted that professional development is essential to the success of anyone's career. Regardless of the quality of a teacher's preservation education, his preparation for teaching is never complete. He must remain current with all developments in his field.

Such Professional growth can be obtained through in-service activities like faculty/group meetings and conferences/conventions, lectures and seminar-workshop, professional reading, and others.

The average score for teaching strategies was 3.86, which was interpreted as very

satisfactory. This result indicated that teachers employ various tactics, as confirmed by their principals when the researcher questioned them.

According to Salendab (2021), peer networking may be one of the most effective catalysts for professional development. In an organized situation, the opportunity to consult with sympathetic peers can lead to introspection, inquiry, and problem-solving. The group is dedicated to question-raising, problem-solving, and mutual support using facilitator and structure protocols to maintain the discussion's focus.

Table 2. Mean Rating of the Implementation of Teachers' Classroom Management under Urban Area in four Schools of Cotabato City Division

No.	Classroom Management	Mean	Description
1.	Ensures well-structured classroom	3.75	Very Satisfactory
2.	Uses motivation techniques to enhance	3.86	Very Satisfactory
3.	Establishes classroom policy	3.79	Very Satisfactory
4.	Assigns classroom cleaners	3.75	Very Satisfactory
5.	Allows pupils to participate in classroom discussion	3.93	Very Satisfactory
6.	Provides learning activities that meet individual differences	3.79	Very Satisfactory
7.	Keeps the classroom clean and order	3.86	Very Satisfactory
8.	Emphasizes pupil performance	3.75	Very Satisfactory
9.	Evaluates pupil performance	3.96	Very Satisfactory
10.	Designs classroom activities and the assignment that promotes cooperation	3.86	Very Satisfactory
Grand Mean		3.82	Very Satisfactory

Table 2 shows the implementation of teachers teaching capability in classroom management in the urban area in the selected schools of Cotabato City Division. As shown in the table, the items on Ensures well-structured classroom (3.75), Uses motivation techniques to enhance the learning of the students (3.86), Establishes classroom policy (3.79), Assign classroom cleaners (3.75), Allow pupils to participate in classroom discussion (3.93), Provide learning activities that meet individual differences (3.79), Keep the classroom clean & Order (3.86), Emphasizes social responsibility (3.75), Evaluates pupil performance (3.96), Design classroom activities and assignment that promote cooperation (3.86); the following items were rated very satisfactory.

The result shows that the respondents did their responsibilities as teachers properly. When the researcher visited and observed the things around the schools and classrooms, she noticed that the teachers did all tasks with the guidance of the school heads to fulfill their duties.

According to Gootman (2008), rules give students concrete direction to ensure that our expectation becomes a reality. Lastly, the overall ratings of the classroom management teachers from the urban area are 3.82, which is interpreted as very satisfactory. These findings explain further that teachers' classroom management was implemented correctly and realized.

Table 3. Means Rating of the Implementation of Teachers' Teaching Strategies under Rural Area in Mamasapano South District Maguindanao 1 Division

No.	Teaching Strategies	Mean	Description
1.	Presents lesson as planned	3.43	Satisfactory
2.	Conveys ideas clearly	3.21	Satisfactory
3.	Relates lesson to real-life situation	3.61	Very Satisfactory
4.	Uses varied teaching techniques	3.46	Satisfactory
5.	Adopts participative approach	3.39	Satisfactory
6.	Motivate pupils to participate in class activities	3.54	Very Satisfactory
7.	Utilizes and uses the art of questioning using cognitive & affective	3.46	Satisfactory
8.	Organize remedial classes for improvement	3.21	Satisfactory
9.	Promotes a spirit of cooperation	3.29	Satisfactory
10.	Uses varied tools in evaluating pupils	3.25	Satisfactory
Grand Mean		3.38	Satisfactory

Table 3 shows data ratings on the implementation of teaching strategies in Mamasapano South District, Maguindanao 1 Division. The table shows that items on Presents lesson as planned (3.43), Convey ideas clearly (3.21) which are interpreted as satisfactory. The findings explain that teachers have satisfactorily planned lessons and conveyed ideas. When asked, the principals were weekly checking the teachers' lesson plan to ensure that the teachers had planned lessons before teaching their classes respectively and had clear ideas or words being used.

Similarly, it Relates lessons to real-life situations (3.61), interpreted as very satisfactory. The result shows that the teachers always relate the lesson to a real-life situation. According to them, they usually do these through class activities and depending on their topics. However, sometimes due to overcrowded pupils, the teachers orally relate it through examples so pupils can easily understand the lesson.

Likewise, it uses varied teaching techniques (3.46) and adopts a participative approach (3.39), rated as satisfactory. This shows that the respondents use various techniques in teaching. When asked, the teachers used techniques depending on the kind of learners they have because there is an approach that is not applicable to slow learners and vice versa.

Teachers attempt to enhance student enthusiasm and involvement in the learning process. There are traditional or teacher-centered approaches to instruction. Traditional methods

have been employed for many years, but teachers are now exploring student-centered alternatives to motivate pupils to learn and boost their enthusiasm for and interest in education. Kumar (2007).

In addition, motivating students to participate in class activities (3.54) is understood as very satisfactory; this indicates that the respondents did their utmost to motivate students to participate in class. Due to the large students' number, the teachers did not always participate in the group activity when they were interviewed. It is a waste of time since students must walk outside to do the exercise, yet the likelihood is that it will not be completed. Moreover, the diversity of today's student population has prompted teachers to explore alternatives to traditional methods of instruction Kumar (2007).

Moreover, it utilizes & uses the art of questioning using cognitive & affective (3.46), organizes remedial classes for improvement (3.21), Promotes a spirit of cooperation (3.29), and uses various tools in evaluating pupils (3.25). The following items were rated as satisfactory. When asked, they said they applied the following items with all their efforts.

Nevertheless, the primary purpose of teaching strategies is to facilitate the implementation of various teaching approaches and techniques. Here you can find a variety of teaching tactics designed to encourage students to assume greater responsibility for their

education and improve the teaching-for-learning process. The idea is to design more dynamic learning settings, integrate technology when feasible, and employ collaborative learning methodologies. The overall mean ratings of teaching strategies in rural areas were (3.38) which was interpreted as satisfactory. These results imply that the teachers used various strategies in their classes. According to Kumar (2007), each method offers benefits and drawbacks for the instructor and the learner. The

teacher-centered approach implies that all students have comparable levels of knowledge and absorb new material at a similar rate.

The student-centered learning model permits students to work in small groups to acquire knowledge and skills as they assist one another in the process. Throughout the procedure, the teacher guides the learner and assists. With little involvement, the teacher guides the learner and provides him or her with new information.

Table 4. Mean Rating of the Implementation of Teachers' Classroom Management under Rural Area in Mamasapano South District Maguindanao 1 Division

No.	Classroom Management	Mean	Description
1.	Ensures well-structured classroom	3.21	Satisfactory
2.	Uses motivation techniques to enhance	3.14	Satisfactory
3.	Establishes classroom policy	3.43	Satisfactory
4.	Assigns classroom cleaners	3.68	Very Satisfactory
5.	Allows pupils to participate in classroom discussion	3.61	Very Satisfactory
6.	Provides learning activities that meet individual differences	3.46	Satisfactory
7.	Keeps the classroom clean and order	3.71	Very Satisfactory
8.	Emphasizes pupil performance	3.36	Satisfactory
9.	Evaluates pupil performance	3.50	Very Satisfactory
10.	Designs classroom activities and the assignment that promotes cooperation	3.32	Satisfactory
Grand Mean		3.46	Satisfactory

Table 4 shows data on the implementation of classroom management under Rural Area in Mamasapano South district, Maguindanao 1 Division. The table shows the following items such as Ensures well-structured classroom (3.21), Using motivation techniques to enhance the learning of the students (3.14), Establishes classroom policy (3.43). The results implied that the respondents satisfactorily implemented the said items. When asked, both teachers and principals observed that the teachers were doing their best to apply these things. According to Gootmam (2008), rules give students concrete direction to ensure that our expectation becomes a reality.

Similarly, items on Assign classroom cleaners (3.68) and Allow pupils to participate in classroom discussion (3.61) are interpreted as very satisfactory. The findings show that they did it; to prove it, this was the same with the

researcher. She always did it and observed these in her district.

Likewise, on item Provide learning activities that meet individual differences with the rating of (3.46) which is interpreted as satisfactory. When asked, the respective principals and teachers said that they were trying their best to do it.

In addition, on item keep the classroom clean & Order (3.71) which is interpreted as very satisfactory. The findings showed that it was implemented correctly, but when the researcher visited the different schools, cleanliness and orderliness were not fully implemented in some of the schools, although there was one that perfectly implemented it.

Further, Emphasizes social responsibility (3.36) interpreted as satisfactory. The result implied that the respondents satisfactorily emphasized the social responsibilities of the

pupils. This was also done by the researcher and observed with other teachers.

Furthermore, evaluates pupil performance (3.50) is rated as very satisfactory. This is factual because teachers always give quizzes, exams, and oral tests to evaluate the performance of the pupils. When asked, teachers have the same answers. They are doing this to measure the pupils if they understand; if not, they decide to re-teach the topic for better understanding.

Lastly, design classroom activities and assignments that promote cooperation (3.32), rated as satisfactory. This result showed that the teachers applied this in their classes. According to the teachers, they were doing this in

their class because they wanted to promote the spirit of cooperation; at the same time, they wanted the pupils to be friends.

The overall mean of classroom management was (3.46) which was interpreted as satisfactory. The findings explained that the teachers used different strategies for pupils to learn effectively. The relationship between classroom management and issues of motivation, discipline, and respect are close. Methodologists continue to be a subject of heated dispute among teachers; approaches differ depending on teachers' views of educational psychology (Gootman, 2008).

Table 5. The difference between the Teaching capabilities of Teachers in Urban and Rural areas

	Mean	t	df	Significant	Description
Urban	3.84				
Rural	3.41	1.49	27	.246	Not Significant
Difference	.43				

To reveal the difference between the teaching capability of teachers in Urban and Rural areas, a T-test of Independent mean was also used. The T-test of 1.49 indicated no significant difference at a .05 level of significance. The null hypothesis was accepted that there is no significant difference between teachers teaching capability in urban and rural areas. This implied that teachers in the Urban and rural areas were the same regarding their teaching strategies and classroom management because the mean for urban areas is 3.84 and the mean for rural areas is 3.41. It is almost the same, which means very satisfactory in using strategies and managing pupils. According to the NSW-Government website-Education (2021), school teachers are crucial to ensuring that school improvement reaches every classroom by planning, monitoring, reflecting, and adapting their practice to fit the needs of their students.

Moreover, this result inveterate the idea of Lydiah and Nosongo (2009) that achieving excellence in teaching and learning takes more than a solid and skillful Head with technical expertise.

Conclusion

It is concluded that teachers in both urban and rural areas were performing well, although there is little difference in the implementation of the task as their teaching capabilities. This recommends that teachers in urban and rural areas improve their teaching capabilities and give more effort to mold their pupils to become competent to face the standards at the next level of their education.

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