

Strategies for emerging instructional materials and interpersonal field of teachers in public elementary schools

ABSTRACT

This study explored the strategies for utilizing emerging instructional materials and the interpersonal skills of teachers in public elementary schools in Bangoy District, Division of Davao City. A non-experimental quantitative research design, employing the correlational method, was used. The respondents consisted of 132 public elementary school teachers selected through universal sampling. Data analysis included the use of mean, Pearson r , and regression analysis. The findings revealed that the strategies for utilizing emerging instructional materials were often demonstrated by the teachers. Similarly, their interpersonal skills were frequently evident. A significant relationship was found between the strategies for emerging instructional materials and the interpersonal skills of teachers in public elementary schools. Furthermore, it was shown that the domains of strategies for emerging instructional materials significantly influenced the teachers' interpersonal skills. It is recommended that schools provide continuous professional development programs to enhance teachers' skills in utilizing emerging instructional materials effectively. Additionally, initiatives to strengthen teachers' interpersonal skills should be prioritized to foster a collaborative and supportive learning environment.

Keywords: strategies, emerging, instructional materials, interpersonal field, teachers, public elementary schools

1. INTRODUCTION

Most of the challenges hindering the effective use of instructional materials in schools include the lack of electricity to operate visual aids and the shortage of qualified educational technologists to handle them. Teachers, while developing instructional materials to enhance their interpersonal skills, should select resources that actively engage learners in interpersonal activities (Kawala, 2018). Instructional and assessment activities should incorporate elements that align with the course goals and encourage peer-sharing (Ng, 2016).

To provide training that equips students with interpersonal skills, teachers need appropriate instructional materials. Without these, they may find themselves starting from scratch, creating their own materials, adapting pre-existing ones, or deciding which materials to select. A wide variety of instructional materials are available, offering numerous options for development (Omar, 2014). Teachers must carefully consider strategies for selecting or creating instructional resources tailored to the interpersonal field (Kyriacou, 2018).

Instructional materials are integrated into teaching to enhance educational outcomes when used effectively (Asrizal et al., 2018). However, there is a growing need for a coordinated

source of information for pre-service teachers on the preparation and utilization of these materials. Addressing this need could reduce many challenges in the teaching and learning process (Lim et al., 2015). One persistent issue is the procurement of instructional materials. When designing resources for the interpersonal field, instructors must consider what learners need to know by the end of the course and how learning will be demonstrated (Jaggars & Xu, 2015). Additionally, factors such as instructional strategies, costs, the skills of both instructors and learners, and available resources must be evaluated (O'Connor, 2014).

The use of instructional materials in teaching social studies at the elementary level is not entirely new. Innovative are the technological tools recently introduced into the teaching and learning process. With the evolution of technology and new communication media, the application of instructional aids has significantly increased, proving beneficial to learners (Zevin, 2015). For skills within the interpersonal field, materials should encourage peer-sharing, group activities, and interpersonal interactions, targeting communication, leadership, and cooperation skills (Paramita & Effendy, 2024).

However, many teachers lack the knowledge or training to effectively use instructional materials. This gap often leads to teachers discussing the importance of instructional materials without taking actionable steps to utilize them. Instructional materials refer to human and non-human resources and facilities that support, enhance, and promote effective teaching and learning. They encompass a wide range of resources designed to facilitate meaningful instruction, incorporating both human and non-human elements (Onajite et al., 2019).

In the Philippines, it is crucial for teachers to consider the purpose of using instructional materials, the specific needs of learners, and the criteria for selecting appropriate materials that help achieve learning objectives. The choice of media is also essential when developing resources for the interpersonal domain. For instance, role-playing promotes teamwork and provides opportunities for feedback, while films can clarify complex concepts more effectively than textbooks. Teachers must know when to employ specific media, such as using films to explain abstract ideas, engaging in discussions, organizing field trips, or assigning self-study tasks involving multimedia (Toribio et al., 2021). However, implementing some methods, like role-playing, can be challenging in large classroom settings (Dalgarno et al., 2016).

Despite the wealth of literature highlighting the significance of instructional materials in enhancing interpersonal skills, there remains a notable gap in studies focused on the contextual challenges faced by public elementary school teachers, particularly in Davao City. While previous research has emphasized the importance of selecting and utilizing instructional materials effectively, limited attention has been given to how teachers address these challenges in resource-constrained environments, such as the lack of electricity, shortage of qualified educational technologists, and budget constraints. Furthermore, existing studies often focus on the general benefits of instructional materials but rarely explore how teachers navigate the integration of these resources to foster interpersonal skills amidst institutional and logistical limitations.

Given these considerations, this study aims to assist public elementary school teachers in Bangoy District, Division of Davao City, in assessing strategies for emerging instructional materials and interpersonal skills. The findings of this research could serve as a functional guide for future administrative policies, ensuring educational relevance and fostering more effective teaching practices.

1.1 Research Hypothesis

The following null hypotheses were tested:

1. There is no significant relationship between strategies for emerging instructional materials and interpersonal field.
2. Strategies for emerging instructional materials does not significantly influence interpersonal field.

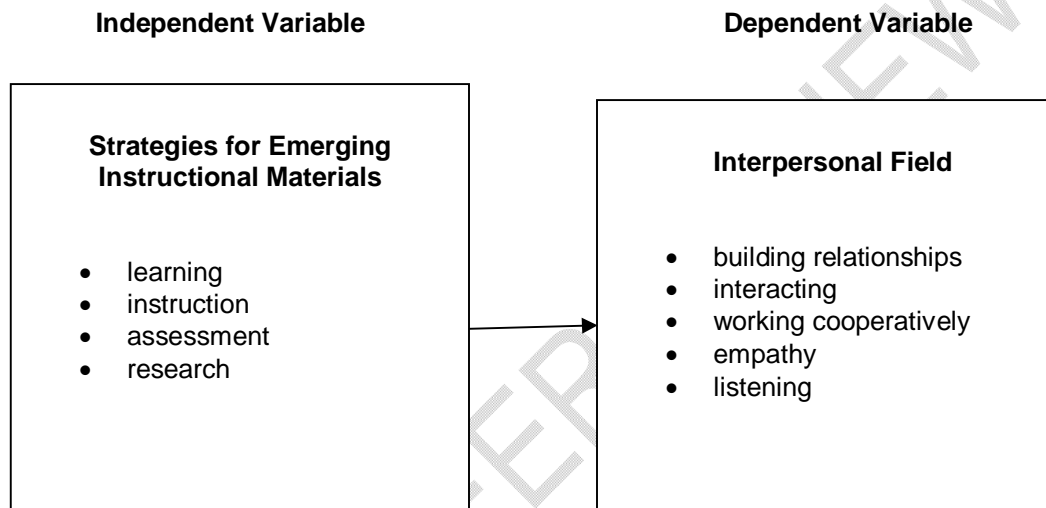


Figure 1: Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study employed the non-experimental quantitative research design utilizing correlational method. This method measures the association of variables with varying level of measurement. In certain cases, two variables become related because they are related to another variable. Hence, two variables generally tend to vary together; or the presence of one also indicates the presence of other; or even one can be predicted from the presence of other. Quantitative research design relates to the design of a research project which uses quantitative research methods. Quantitative projects involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research (Pregoner & Baguio, 2024).

A non-experimental quantitative research design using the correlational method is a structured approach to investigate relationships between variables without manipulating them. Unlike experimental designs, which actively control and change variables to observe outcomes, a correlational design simply examines the natural associations between variables as they exist. In this method, researchers collect numerical data on two or more

variables and use statistical analysis to determine whether a relationship exists and the strength and direction of that relationship, often represented by a correlation coefficient (Pregoner, 2024).

This method used since the focal point of this variable research study to measure the relationship on strategies for emerging instructional materials and teachers' interpersonal field in public elementary school. This is also use to describe the statistical association between two or more variables.

2.2 Research Respondents

The respondents of this study consisted of 132 teachers from public elementary schools in Bangoy District, Division of Davao City. The researcher employed universal sampling, meaning the entire population of the study was included as respondents. Teachers with a minimum of three years of service in public schools were selected to ensure they were well-informed about the study's purpose and capable of providing valid responses to the questions. This study was conducted during the school year 2022–2023.

2.3 Research Instrument

The primary instrument utilized in this study was a self-made survey questionnaire designed to assess strategies for emerging instructional materials and teachers' interpersonal skills in public elementary schools. The questionnaire was systematically developed following an extensive review of relevant studies and literature to ensure its alignment with the study's objectives and focus areas. It consisted of two sections: the first focused on strategies for emerging instructional materials (learning, instruction, assessment, and research), while the second addressed interpersonal fields (building relationships, interacting, working cooperatively, empathy, and listening). The items were crafted to capture the quantitative data, using a 30 Likert-scale questions.

To ensure the instrument's validity, a panel of five experts in Educational Management conducted a face and content validation. They evaluated the questionnaire's clarity, relevance, and comprehensiveness. Their feedback led to key revisions, such as rephrasing ambiguous items, refining terminology, and including additional questions to comprehensively cover the intended variables. The revised instrument was then subjected to a pilot test with 25 teachers from a neighboring school within the same district.

The pilot testing ensured reliability and provided valuable insights into the instrument's usability. A Cronbach's Alpha score of 0.719 indicated a high level of internal consistency, validating the instrument's reliability for data collection. The feedback from pilot participants also highlighted minor areas for improvement, which were addressed to enhance the questionnaire's ease of use and alignment with its objectives. This rigorous development and validation process ensured that the final instrument effectively captured meaningful and reliable data for the study.

2.4 Data Gathering Procedure

The data were gathered through the following procedure:

The researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges for the Superintendent's approval. After receiving the Dean's approval, a request letter was submitted to the office of the Schools Division Superintendent. Upon the Superintendent's approval, an endorsement letter was submitted to the School Heads, along with a letter requesting permission.

Subsequently, a schedule was arranged for the distribution of the test questionnaires for pilot testing to determine the reliability and validity of the instrument. The questionnaires included an explanation of the study and instructions for completing the tests. Following the pilot testing and analysis of its results, the survey was administered to all respondents.

After the completion of the survey, the researcher collected all the questionnaires for statistical treatment. The data were then tallied, tabulated, analyzed, and interpreted in line with the study's objectives.

2.5 Data Analysis

Weighted Mean. This was used to measure the level of the strategies for emerging instructional materials and teachers' interpersonal field in public elementary school.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the relationships between the level strategies for emerging instructional materials and teachers' interpersonal field in public elementary school

Multiple Regression Analysis. This was used to determine the influences between the level of strategies for emerging instructional materials and teachers' interpersonal field in public elementary school.

3. RESULTS AND DISCUSSION

3.1 Level of Strategies for Emerging Instructional Materials

Table 1. *Level of Strategies for Emerging Instructional Materials among teachers*

No.	Indicators	Mean (\bar{x})	Descriptive Equivalent
1	learning progressions	3.27	Moderate
2	Instruction	3.11	Moderate
3	Assessment	3.73	High
4	Research	3.60	High
Overall Mean		3.43	High

Table 1 presents the level of strategies for emerging instructional materials in terms of learning, instruction, assessment and research. Learning progressions received a mean rating of 3.27, categorized as moderate; instruction received a mean rating of 3.11, also moderate; while assessment received mean ratings of 3.73 and 3.60, both categorized as

high. The overall mean rating of strategies for emerging instructional materials in term of learning, instruction, assessment and assessment is 3.43 or high. This means that the level of strategies for emerging instructional materials in term of learning, instruction, assessment and assessment is manifested oftentimes by the teachers. It suggests that teachers frequently integrate these strategies into their teaching practices, reflecting a commitment to adapting instructional materials to enhance student learning outcomes and assessment processes.

This finding aligns with the study of Haleem et al. (2022), which underscored the critical role that instructional materials play in enhancing the teaching-learning process. Specifically, the study found that teachers who integrate diverse instructional resources ranging from digital platforms to interactive media are more likely to create dynamic learning environments that facilitate student engagement and achievement. Similarly, the study of Moss & Brookhart (2019) supports this finding by emphasizing the importance of instructional strategies that cater to both learning and assessment needs. It pointed out that teachers who effectively align instructional strategies with assessment methods can promote more meaningful and accurate evaluations of student progress, thereby fostering an environment that supports continuous improvement in both teaching and learning.

3.2 Level of Teachers' Interpersonal Field in Public Secondary School

Table 2 *The Level of Teachers' Interpersonal Field in Public Secondary School*

No.	Statements	Mean (\bar{x})	Descriptive Equivalent
1	building relationships	4.08	High
2	interacting	4.20	High
3	working cooperatively	3.46	High
4	Empathy	3.57	High
5	listening	3.92	High
Overall Mean		3.85	High

Table 2 presents a summary of the level of teachers' interpersonal skills in public secondary schools, focusing on building relationships, interacting, working cooperatively, empathy, and listening. The mean ratings for these indicators are as follows: building relationships received a mean rating of 4.08, categorized as high; interacting garnered a mean rating of 4.20, also high; working cooperatively received a mean rating of 3.46, which is considered high; empathy was rated at 3.57, and listening was rated at 3.92, both also considered high. The overall mean rating of teachers' interpersonal field in public secondary school in terms of building relationships, interacting, working cooperatively, empathy and listening is **3.85** or high. This means that the level teachers' interpersonal field in public secondary school in terms of building relationships, interacting, working cooperatively, empathy and listening is manifested by the teachers oftentimes. It suggests that teachers are consistently applying effective communication and collaboration strategies in their work, fostering positive relationships with colleagues and students and creating a supportive and empathetic learning environment.

The finding aligns with the study of Schonert-Reichl (2017), which highlights that interpersonal skills are integral to creating a conducive learning atmosphere. The study concluded that teachers who develop these skills are better equipped to handle the diverse emotional and academic needs of students, which leads to improved student engagement and academic success. Moreover, the findings corroborate with the research of Mercer (2016), which underscores the significant role of effective communication and collaboration in the educational setting. The study found that teachers who consistently demonstrate empathy and listening skills contribute to building trust and mutual respect with students, fostering an environment where learners feel understood, valued, and motivated.

3.3 Significant Relationship Between Strategies for Emerging Instructional Materials and Teachers Interpersonal Field

Table 3. Significance on the Relationship Between Strategies for Emerging Instructional Materials and Teachers Interpersonal Field

Variables	r-value	Degree of Correlation	p-value	Decision (Ho)
Strategies for Emerging Instructional Materials	0.862	High Correlation	0.00	Rejected
Teachers Interpersonal Field				

Table 3 shows the significant relationship between strategies for emerging instructional materials and teachers' interpersonal skills in public secondary schools. The computed r-value is 0.862, with an equivalent p-value of 0.00, at an α level of 0.05. Since the computed r-value is considerably higher than the tabular value, the null hypothesis is rejected. This indicates a significant relationship between the two variables, meaning that an increase in the use of effective strategies for emerging instructional materials is associated with improved interpersonal skills among teachers. Consequently, as teachers implement these strategies more effectively, their abilities to build relationships, communicate, and collaborate are enhanced, leading to a more positive and supportive school environment.

This finding reinforces the idea of Garmston and Wellman (2016), who argued that the integration of effective instructional strategies not only improves student outcomes but also enhances teachers' collaboration and communication skills. They suggested that when teachers apply innovative and adaptive strategies in the classroom, it naturally encourages a more open, collaborative, and supportive work environment. In the context of this study, the significant relationship between emerging instructional materials and teachers' interpersonal skills highlights the importance of strategic planning in teaching. By actively using these materials, teachers likely develop stronger bonds with colleagues and students, contributing to a more dynamic and cooperative learning atmosphere.

Furthermore, the finding affirms the view of Kiefer et al. (2014), who highlighted the connection between teachers' instructional methods and their interpersonal effectiveness.

They argued that as teachers adopt more creative and responsive teaching practices, their ability to engage in meaningful, empathetic, and productive interactions with students and peers increases. In this study, the teachers who are effectively using emerging instructional strategies appear to also be developing stronger interpersonal relationships, which can enhance classroom dynamics, foster better communication, and create a more supportive environment for both teaching and learning. This suggests that the growth of interpersonal skills among teachers is not just a matter of individual effort but is linked to the strategies they employ in their teaching practices, creating a reciprocal relationship between teaching and interpersonal development.

3.4 Significant Influence between Strategies for Emerging Instructional Materials and Teachers' Interpersonal Field

Table 4. Significant Influence between Strategies for Developing Instructional Materials and Teachers' Interpersonal Field

Model	r-Squares	Degrees of Freedom	Sig	F	Decision (Ho)
Regression	0.814	2	0.00	.596	Rejected
Residual		129			
Total		130			

Table 4 presents the significance of the influence of strategies for emerging instructional materials and the teachers' interpersonal domain, with an overall computed r-value of 0.814 and an equivalent p-value of 0.00 at α 0.05. Since the computed value is significantly higher than the tabular value, the null hypothesis is rejected. Therefore, it can be stated that there is a significant influence of strategies for developing instructional materials on the teachers' interpersonal domain.

This implies that the use of effective strategies for developing instructional materials not only improves teaching practices but also positively impacts teachers' interpersonal skills. As teachers incorporate emerging instructional materials into their teaching, they likely develop stronger communication, collaboration, and relationship-building abilities. This suggests that the adoption of innovative teaching strategies can have a broader effect on teachers' overall interpersonal effectiveness, contributing to a more supportive and dynamic teaching environment.

This finding validates the theory of constructivism, as proposed by Vygotsky (1978), which posits that learning is an active process where teachers and students construct knowledge through interaction with their environment. The significant relationship between strategies for emerging instructional materials and teachers' interpersonal domain suggests that as teachers incorporate innovative and interactive instructional strategies, they are likely enhancing their ability to build stronger connections with students and colleagues. Constructivism emphasizes the importance of social interaction in learning, and this study demonstrates how adopting effective teaching strategies can strengthen teachers' communication and collaboration skills, enriching both their professional relationships and teaching practices.

Moreover, the finding supports the theory of sociocultural learning, as discussed by Vygotsky (1978), which highlights the role of social interaction and cultural tools (like instructional

materials) in cognitive development. According to this theory, teachers' interpersonal abilities are not only influenced by their individual traits but are also shaped by their interactions within the social and cultural contexts of the school environment. The positive impact of emerging instructional materials on teachers' interpersonal skills indicates that when teachers engage with innovative teaching strategies, they foster a collaborative and supportive learning environment, improving their capacity to connect with others. This aligns with the sociocultural learning perspective that emphasizes the interconnectedness between teaching practices, interpersonal skills, and the learning culture in educational settings.

4. CONCLUSION

Based on the results obtained in this study, several conclusions are drawn. First, the study concludes that the level of strategies for emerging instructional materials, including learning, instruction, and assessment, is high, indicating that these strategies are occasionally manifested by the teachers. Second, it is concluded that teachers' interpersonal skills in public secondary schools, particularly in areas such as building relationships, interacting, working cooperatively, demonstrating empathy, and listening, are also high, with these skills being frequently exhibited by the teachers. Furthermore, the study establishes that there is a significant relationship between the strategies for emerging instructional materials and teachers' interpersonal skills in public secondary schools, leading to the rejection of the null hypothesis. Lastly, it is determined that there is a significant influence of strategies for emerging instructional materials on teachers' interpersonal skills, further reinforcing the rejection of the null hypothesis.

5. RECOMMENDATIONS

In light of the findings and conclusions of this study, the researcher offers the following recommendations. First, it is suggested that teachers enhance the utilization of strategies for emerging instructional materials, particularly in areas identified as gray areas. These include improving the explanation of moral concepts using electronic communication resources in innovative ways and providing teachers with access to computers for creating and delivering PowerPoint presentations in the classroom. Additionally, the study recommends that teachers' interpersonal skills in public secondary schools, specifically in building relationships, interacting, working cooperatively, demonstrating empathy, and listening, be further developed. Teachers should focus on areas where their strategies for integrating instructional materials with interpersonal skills can be improved.

Furthermore, it is advised that teachers upgrade their strategies for emerging instructional materials and interpersonal skills, particularly in areas where the results were lower in the study. This includes enhancing the clarity of direction for instructional strategies, emphasizing the values of loyalty, and recognizing the professional standards and ethics that teachers uphold. To support these improvements, the establishment of a targeted teacher training program is recommended. This program should focus on equipping teachers with the necessary skills to effectively incorporate instructional materials into their teaching practices while also fostering strong interpersonal skills. Such a program would not only address identified gaps but also provide ongoing professional development opportunities for teachers to refine their competencies in both areas.

Lastly, the study emphasizes the need for teachers to further develop both their instructional and interpersonal competencies, especially in areas where lower results were noted. Teachers may focus on acknowledging the level of intensity and time commitment required for effective teaching, articulating a set of desirable traits to model in their commitment to the

organization, and inspiring teachers to actively engage with both instructional materials and interpersonal development.

ETHICAL APPROVAL:

The researcher sought permission and endorsement from the dean of the graduate school of Rizal Memorial Colleges for the superintendent's approval. After receiving the dean's approval, a request letter was submitted to the office of the schools division superintendent. Upon the superintendent's approval, an endorsement letter was submitted to the school heads, along with a letter requesting permission.

CONSENT

This quantitative study followed rigorous ethical standards to protect the privacy and rights of all participants. Prior to data collection, informed consent was obtained from each respondent, ensuring they were fully aware of the study's purpose and the steps taken to protect their confidentiality. To maintain anonymity, personal identifying details were not gathered, and each participant was assigned a unique identifier for data analysis. All data collected were securely stored in encrypted files, with access restricted to the research team only. The results were reported in aggregate form, preventing the identification of any individual participant. Additionally, statistical methods were employed to further protect the anonymity of respondents, ensuring their privacy was maintained throughout the study.

Disclaimer (Artificial intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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