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TEACHERS' INTERACTIVE INSTRUCTIONAL ABILITY IN RELATION TO BASIC LIFE SKILLS OF THE STUDENTS IN LABANGAL DISTRICT, GENERAL SANTOS CITY

Kristel Joy M. Abila[1]
[1]*Student, Graduate School, The Rizal Memorial Colleges, Inc.*

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ABSTRACT
In this study teachers' interactive instructional ability is a measure expected to improve the basic life skills of students. In this study, the researcher selected the 200 junior high school students in Labangal District, General Santos City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that teachers' interactive instructional ability was rated as extensive, while, basic life skills of students in Labangal District, General Santos City was described as moderately extensive. Further, correlation analysis demonstrated that there is a significant relationship between teachers' interactive instructional ability and basic life skills of students in Labangal District, General Santos City. Evidently, regression analysis proved that teachers' interactive instructional ability in terms of teaching engagement, interaction, and feedback were significant predictors of basic life skills of students in Labangal District, General Santos City. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.
KEYWORDS: *Educational management, teachers' interactive instructional ability, basic life skills of students, General Santos City, Philippines*

INTRODUCTION
Interactive instruction is essential for teaching basic life skills because it promotes active learning, skill development, relevance, retention, social and emotional development, motivation, adaptability, individualization, confidence building, and long-term impact. Interactive instruction provides opportunities for educators to tailor their teaching methods to suit each student's learning style and needs. This personalized approach can be especially beneficial for students who learn best through hands-on experiences or one-on-one interactions. By incorporating interactive methods into the teaching of life skills, educators can better prepare students for the challenges and opportunities they will encounter in their journey through life. Therefore, analyzing the extent of teachers' interactive instructional ability can play an important role in understanding the basic life skills of the students.

The study conducted by Kashlev (2013) showed that interactive instruction can significantly improve basic life skills in students by offering a dynamic and engaging learning experience that fosters practical application, critical thinking, and social development. Accordingly, interactive instruction encourages active participation and engagement from students. Instead of passively listening to lectures or reading from textbooks, students are actively involved in the learning process, which promotes better understanding and retention of the skills being taught. Adding more, Cetin-Dindar (2016) pointed out that interactive instruction promotes collaboration and teamwork, where students work together to achieve common goals. This cultivates their ability to work effectively in groups, appreciate diverse perspectives, and resolve conflicts constructively.

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As described by Reeves (2012), teachers' interactive instructional ability is the teaching practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning. According to Kutbiddinova (2015), interactive activities teach students patience, tolerance, and understanding towards others and encourage them to think outside the box. Kutbiddinovaa et al. (2016) noted that in interactive learning environments, students often have to manage their time effectively to complete tasks and participate in activities. This helps them develop time management skills, which are vital for balancing academic, personal, and professional responsibilities.

Meanwhile, Erawan (2010) described basic life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. According to Naseri and Babakhani (2016), life skills assist people to be adaptable, interact with the environment, and promote self-management. Also, Greco, Baer, and Smith (2013) asserted that basic life skills include life skills, effective communication skills, interpersonal relationships, empathy, decision-making, problem-solving, critical thinking, and self-awareness, as well as the capacity to control emotions like stress, anxiety, depression, and failure. It help individuals to control such problems as depression, anxiety, loneliness, rejection, anger, and conflict in social relationships.

However, reports indicated that the poor extent of basic life skills seem to be undermining the academic success of students in secondary school level (Naseri & Babakhani, 2016). According to Kawalekar (2017), poor basic life skills, such as time management and organization, can lead to academic struggles. Students may have difficulty managing their study time effectively, meeting deadlines, and staying focused on their studies, resulting in lower academic performance. Similarly, Pitan (2013) pointed out that students with poor life skills may resort to unhealthy coping mechanisms, such as substance abuse, excessive screen time, or disengagement from responsibilities, as a way to manage stress and difficulties. Talking things in Philippine setting, Tindowen et al. (2015) reported that students who struggle with basic life skills may experience lower self-esteem and self-confidence, impacting their overall well-being and sense of self-worth.

While there is a growing body of research on the impact of interactive instructional ability of teachers' on the basic life skills of students, there remains a research gap regarding the influence of cultural factors on this relationship. Existing studies predominantly focus on Western educational settings, often overlooking the potential variations in how students from different cultural backgrounds respond to interactive instructional methods. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine setting, particularly in Labangal District, General Santos City using a quantitative approach. Specifically, the researcher made used descriptive correlational design.
Addressing this research gap can shed light on the cultural nuances that influence the impact of interactive instructional ability of teachers on basic life skills development. Understanding these factors will help educators and policymakers design more inclusive and culturally sensitive instructional approaches that maximize the effectiveness of interactive instruction for all students, regardless of their cultural background. Additionally, it can provide valuable insights into how to adapt interactive instructional methods to promote equitable and comprehensive life skills development in diverse educational contexts around the world.

The primary aim of the study was to determine which domains of teachers' interactive instructional ability significantly influence the basic life skills of the students in Labangal District, General Santos City. Specifically, the study has the following objectives:

1.What is the extent of teachers' interactive instructional ability in terms of:
1.1teaching engagement;
1.2 interaction; and
1.3 feedbacks?
2.What is the extent of basic life skills of the students in terms of:
2.1critical thinking;
2.2creative thinking;
2.3self-awareness;
2.4interpersonal relationship and communication skills; and

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2.5decision making and problem solving skills?

3.Is there a significant relationship between teachers' interactive instructional ability and basic life skills of the students in Labangal District, General Santos City?

4.Which domains of teachers' interactive instructional ability significantly influence the basic life skills of the students in Labangal District, General Santos City?

METHODOLOGY

Research Design

In this study, the researcher utilized quantitative descriptive-correlational technique of research to gather data ideas, facts and information related to the study. Bhandari (2020) described quantitative research as a research strategy that focuses on quantifying the collection and analysis of data. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies, while non-experimental research is a research that lacks the manipulation of an independent variable. Rather than manipulating an independent variable, researchers conducting non-experimental research simply measure variables as they naturally occur in real world.

Meanwhile, descriptive correlational research according to Creswell (2013) is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. In this study the researcher were able to look into the teachers' interactive instructional ability and basic life skills of the students. Specifically, the study investigated the relationships among variables for the purpose of determining significance on the relationships of these variables. In this study, the used of descriptive-correlational was appropriate because the researcher only focused on the behavioral aspect of the respondents and the researcher did not perform an experiment in controlled set-up.

Respondents and Sampling

The respondents of the study were the junior high school students in Labangal District, General Santos City. In this study, the 200 respondents was selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study was to choose respondents who could provide information to achieve the purpose of this study. Hence, only those bonafied enrolled junior high school students in Labangal District in General Santos City, those who do not have back subjects or failing grades, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the performance rating of the teachers.

Research Instruments

Two sets of instruments were used in this study. These questionnaires were subjected for content validity by panel of experts and undergone pilot testing to test its validity and reliability. The comments, corrections, and suggestions given by the experts were incorporated in the final revisions of the questionnaires.

The first part of the instrument concerned about the teachers' interactive instructional ability which consists of three domains namely: teaching engagement, interaction, and feedback. The reliability of the new scale obtained an overall Chronbach's alpha value of 0.956. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale.

The second tool is about the basic life skills of the students. This questionnaire was divided into indicators namely: critical thinking, creative thinking, self-awareness, interpersonal relationship and communication skills, and decision making and problem solving skills. The reliability of the new scale obtained an overall Chronbach's alpha value of 0.951. In the manner of answering the questionnaire, the items the respondents made use the 5-Likert scale.

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Data Analysis

The following were the statistical tools utilized by the researcher in processing the gathered data:
Mean. This was useful in characterizing the teachers' interactive instructional ability and basic life skills of the students in Labangal District, General Santos City. This was use to supply the answer for objectives 1 and 2.

Pearson Product Moment Correlation. It was used in this study to asses the significant relationship between independent (teachers' interactive instructional ability) and dependent (basic life skills of the students) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample it is usually denoted by r. Linear Regression Analysis Using JASP Software. It was applied to evaluate the significance on the influence of independent (teachers' interactive instructional ability) variable on the dependent (basic life skills of the students) variable.

RESULTS AND DISCUSSION

The primary objective of this study was to evaluate which domains of teachers' interactive instructional ability significantly influence the basic life skills of the students utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 200 junior high school students in Labangal District, General Santos City as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument.

The extent of teachers' interactive instructional ability in Labangal District, General Santos City got an overall mean of 3.47 with extensive descriptive rating. Also, teachers' interactive instructional ability in terms of teaching engagement, interaction, and feedbacks obtained the mean scores of 3.47, 3.71, and 3.23, respectively.

The extent of basic life skills of students in Labangal District, General Santos City has an overall mean of 3.32 with a moderately extensive descriptive rating. Also, in basic life skills of the students in terms of critical thinking, creative thinking, self-awareness, interpersonal relationship and communication skills, decision making and problem-solving skills obtained the mean scores 3.12, 3.31, 3.25, 3.44, and 3.48, respectively.

In addition, the result showed that teachers' interactive instructional ability has a significant positive relationship with the basic life skills of students in Labangal District, General Santos City with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .964$, $p<0.05$). This means that as the teachers' interactive instructional ability changes, basic life skills of students in Labangal District in General Santos City also changes significantly.

Overall, teachers' interactive instructional ability significantly influence the basic life skills of students in Labangal District, General Santos City as evident on the F-value of 117.884 and $p<0.05$. The r2 value of 0.638 indicated that self-concept have contributed significantly to the variability of basic life skills of students by 32.70% from the total variability. Moreover, teachers' interactive instructional ability in terms of teaching engagement, interaction, and feedback were found to be significant predictors of basic life skills of students in Labangal District, General Santos City as indicated on the regression coefficient values of 0.391, 0.124 and 0.232, respectively.

Conclusions

Based on the findings of this study several conclusions were generated:
Teachers' interactive instructional ability in Labangal District, General Santos City was extensive. Meanwhile, teachers' interactive instructional ability in terms of teaching engagement, interaction, and feedbacks obtained extensive descriptive rating. It implies that the capacity of educators to effectively engage and interact with their students during the teaching and learning process is oftentimes observed.

Basic life skills of the students in Labangal District, General Santos City were rated as moderately extensive. Students' basic life skills in terms of critical thinking, creative thinking, self-awareness, interpersonal relationship and communication skills, decision making and problem-solving skills belong to moderately extensive rating. The result indicates that the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life is sometimes manifested.

The result showed teachers' interactive instructional ability has a significant positive relationship with the basic life skills of students in Labangal District, General Santos City. This means that as the extent of the teachers' interactive instructional ability changes, basic life skills of students in Labangal District in General Santos City also significantly changes.

The extent of teachers' interactive instructional ability in terms of teaching engagement, interaction, and feedback significantly influenced the basic life skills of students in Labangal District, General Santos City. This leads to the rejection of null hypothesis that none of the domain of the teachers' interactive instructional ability significantly influence the basic life skills of students in Labangal District, General Santos City. This affirmed that basic life skills of students is a function of teachers' interactive instructional ability.

Recommendation

Based on the findings and conclusions generated from the study, the researcher recommends the following:

The Department of Education may provide training and professional development opportunities for teachers to enhance their interactive instructional skills. Focus on strategies that promote active learning, collaborative activities, and real-life applications of knowledge to develop students' basic life skills. Adding more, policy makers may integrate life skills education into the curriculum, ensuring that basic life skills are explicitly taught and reinforced across different subjects. This will help students see the relevance and practical application of these skills in various contexts.

Teachers may create a supportive and inclusive classroom environment where students feel safe to take risks, ask questions, and actively participate in discussions. A positive atmosphere enhances students' willingness to develop and apply their basic life skills. Moreover, teachers may involve parents and the local community in promoting basic life skills. Organize workshops or events that provide opportunities for parents to support their children's development of these skills beyond the classroom.

Lastly, researchers should conduct further analysis on other factors that improve the basic life skills of students, since teachers' interactive instructional ability in Labangal District in General Santos City only contributed 63.80 percent for the total variability.

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