

Teaching Style, Creativity and Performance of Social Studies Teachers in the Schools Division

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ABSTRACT

This study aimed to determine the teaching style, creativity and performance as influenced by the length of service, educational attainment, and field of specialization among the public secondary school teachers in the Division of Guimaras. Specifically, it discerned the differences, relationships between and among the teachers' teaching style, creativity and teaching performance. The respondents of the study were the 37 secondary school teachers in the Division of Guimaras, school year 2004-2005. To gather the data, Performance Appraisal System for Teachers (PAST), researcher made questionnaire, and creativity survey (Fantilanan, 2004) were used. The statistical tools employed were means and standard deviations for descriptive analysis. The t-test, One Way ANOVA, Pearson's r and Scheffe test were employed as inferential statistics set at .05 alpha. The result of the investigation revealed that the secondary school teachers of public secondary high schools in the Division of Guimaras manifested a "very satisfactory" teaching performance. Teachers had "highly facilitating" style and "moderately creative" in teaching. The teachers did not differ significantly in their teaching performance when classified according to length of service, educational attainment and field of specialization. Significant differences existed in the teaching style of the respondents when grouped according to length of service. Moreover, when grouped according to educational attainment and field of specialization there was no significant difference in the teaching style of the respondents. Similarly, there were no significant differences in the level of creativity when the respondents were grouped according to length of service, educational attainment and field of specialization. Likewise, there was a positive correlation that existed between performance and creativity, teaching style and creativity, and performance and teaching style.

Key Words: Teaching Style, Creativity, Performance

INTRODUCTION

Background of the Study

A teacher has a unique way of imparting knowledge to the learners. This unique way may be considered as the teacher's style to teach. As defined by Kim and Kellough (1996), teaching style is the way teachers teach, coupled with their distinctive mannerisms complemented by their choices of teaching behaviors and strategies. Furthermore, Ornstein (1990) stated that the strongest factors for effective teaching and learning process are the teachers' behavior, teaching principles, and methods used.

The Education Act of 1982 states that every teacher shall "be accountable for the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available

resources". In this regard, the evaluation of the performance of teachers encompassing their teaching styles, competencies and human traits has a higher level of significance.

On the other hand, teaching performance refers to the behavior of the teacher and of what the teacher does in and out of the classroom to promote student learning. It is a set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching profession (Mitzel, 1982).

Effective teaching style is synonymous with high performance. According to Sison (1991) and Valente (2002), teachers' performance differs from time to time; that is why, teachers' evaluation must be made at regular intervals.

Social studies is the portion of the curriculum that deals with man and his dynamic relation to his social and physical environment (Michealis 1961; in Lego, 1998). In addition to this aspect, Social Studies play an important role in the development of the society. In many Philippine classrooms, learning in Social Studies is still basically memorization of facts. Azanza (1999; In Panes 2003) cites that instruction in Social Studies is such that content methodology needs to be planned and delivered integrally whereby a matrix is formed. The content serves as the warp and the methodology as the woof resulting in what is known as the fabric of instruction.

In social studies period, sufficient time must be provided for intellectual interaction because this is important in problem-solving. A teacher-dominated oral discussion discourages student's participation, which may result in stereotyped personalities instead of creative individuals (Panes, 2008).

For the development of Social Studies instruction, the DepEd has initiated several in-service training programs designed to improve social studies teaching related to teaching performance. Along this line, the researcher wants to determine the teaching styles, creativity and performance of the the social studies teachers in the Division of Guimaras

Statement of the Problem

The study was conducted to determine the teaching styles, creativity, and performance of Social Studies teachers among the secondary schools in the Division of Guimaras during the school year 2004 – 2005.

Specifically, this study sought answers to the following questions:

1. What is the performance of the Social Studies teachers when taken as a whole and classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

2. What is the common teaching style of the Social Studies teachers when taken as a whole and classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

3. What is the level of creativity of the Social Studies teachers when taken as a whole and classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

4. Are there significant differences in the teaching performance of Social Studies teachers when classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

5. Are there significant differences in the teaching style of Social Studies teachers when classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

6. Are there significant differences in the level of creativity of Social Studies teachers when classified according to:
 - a. Length of Service
 - b. Educational Attainment
 - c. Field of Specialization

7. Are there significant relationships in the following:
 - a. Teaching Performance and Teaching Style
 - b. Teaching Performance and Creativity
 - c. Teaching Style and Creativity

As to the field of specialization, teachers majoring the Social Studies had "facilitating" style of teaching (M=4.28, SD=.32) while the non-Social Studies majors had "highly facilitating" style of teaching (M=4.33, SD=3.7). The findings revealed that non-Social Studies majors preferred highly facilitating style of teaching than those teachers majoring in Social Studies. This implies that non-social studies major are eager to improve their teaching style to have a better performance in teaching the Social Studies subjects.

Table 2. Teaching Style of the Social Studies Teachers

| Category | Mean | SD | Description |
|----------------------------|------|-----|---------------------|
| A. Entire Group | 4.3 | .33 | Highly Facilitating |
| B. Length of Service | | | |
| 5 yrs. and below | 4.33 | .2 | Highly Facilitating |
| 6 yrs. to 10 yrs. | 3.98 | .20 | Facilitating |
| 11 yrs. and above | 4.42 | .33 | Highly Facilitating |
| C. Educational Attainment | | | |
| Bachelor's Degree | 4.31 | .34 | Highly Facilitating |
| Master's Degree | 4.12 | .3 | Facilitating |
| D. Field of Specialization | | | |
| Social Studies Major | 4.28 | .32 | Facilitating |
| Non-Social Studies Major | 4.33 | .37 | Highly Facilitating |

Scale: 4.3-5.0 - Highly Facilitating; 3.5-4.2 - Facilitating; 2.7-3.4 - Moderately Facilitating; 1.9-2.6 - Traditional; 1.0-1.8 Traditional

Table 3 shows the level of creativity of the teachers in teaching social studies subjects. As an entire group, the teachers were "moderately creative" in teaching (M=3.63, SD=.43). This means that even when they were classified according to length of service, educational attainment, and field of specialization, teachers were moderately creative in teaching.

When teachers were classified according to length of service, those with 5 years and below, 6 to 10 years, 11 years and above were all "moderately creative" in teaching (M=3.45, SD=.18); (M=3.60, SD=.24); (M=3.72, SD=.54), respectively. Teachers classified according to length of service were moderately creative. This shows that teachers love their work regardless of the number of teaching experiences.

As to educational attainment, Teachers with Bachelor's and Master's degrees were "moderately creative" in teaching (M=3.63, SD=.43; M=3.72, SD=.49), respectively. This means that teachers with Bachelor's degree and those with Master's degree have the same level of creativity in teaching Social Studies.

Table 3. Level of Creativity of Social Studies Teachers

| Category | Mean | SD | Description |
|----------------------------|------|-----|---------------------|
| A. Entire Group | 3.63 | .43 | Moderately Creative |
| B. Length of Service | | | |
| 5 yrs. and below | 3.45 | .18 | Moderately Creative |
| 6 yrs. to 10 yrs. | 3.6 | .24 | Moderately Creative |
| 11 yrs. and above | 3.72 | .54 | Moderately Creative |
| C. Educational Attainment | | | |
| Bachelor's Degree | 3.63 | .43 | Moderately Creative |
| Master's Degree | 3.72 | .49 | Moderately Creative |
| D. Field of Specialization | | | |
| Social Studies Major | 3.59 | .42 | Moderately Creative |
| Non-Social Studies Major | 3.71 | .45 | Moderately Creative |

Scale: 4.3-5.0 - Highly Facilitating; 3.5-4.2 - Facilitating; 2.7-3.4 - Moderately Facilitating; 1.9-2.6 - Traditional; 1.0-1.8 Traditional

As to field of specialization, Social Studies majors and non-Social Studies majors were "moderately creative" in teaching (M=3.59, SD=.42); (M=3.71, SD=.45), respectively. This means that both Social Studies and non-Social Studies majors are moderately creative in the level of creativity in teaching Social Studies.

Inferential Data Analyses:

Differences in the Performance of Social Studies Teachers Classified According to Length of Service

Table 4 shows the results of the one-way ANOVA, which determined the significant differences in the three or more level categories of the variables. The results showed that there was no significant difference in the performance of the teachers when classified according to length of service, $F(1, 35) = .985, p > .05$. This means that the teaching experience of the Social Studies teachers did not affect their teaching performance.

Table 4. Differences in the performance of Social Studies teachers classified according to length of service

| Source of Variation | Sum of Square | df | Mean | F | Sig. |
|---------------------|---------------|----|------|------|------|
| Between groups | .782 | 1 | .782 | .985 | .328 |
| Within Groups | 27.768 | 35 | .793 | | |
| Total | 28.55 | 36 | | | |

*p>.05 Not significant

Difference in the Performance of Social Studies Teachers When Classified as to Educational Attainment and Field of Specialization

As shown in table 6, there was no significant difference in the performance of the respondents when classified according to educational attainment and field of specialization, $t(35) = .99, p > .05$, $t(35) = -.88, p > .05$, respectively. The teaching performance of social studies teachers did not differ significantly when classified according to educational attainment and field of specialization.

Table 5. Difference in the Performance of Social Studies Teachers when Classified as to Educational Attainment and Field of Specialization

| Category | N | Mean | t-value | df | Sig. (2-tailed) |
|-----------------------------------|----|------|---------|----|-----------------|
| A. Educational Attainment | | | | | |
| BS | 35 | 8.03 | .99 | 35 | .328 |
| MA | 2 | 7.39 | | | |
| B. Field of Specialization | | | | | |
| Social Studies Major | 24 | 7.9 | -.88 | 35 | .385 |
| Social Studies Non-Major | 13 | 8.17 | | | |

*p>.05 Not significant

Difference in the Teaching Style when Teachers were Classified According to Length of Service

Table 6 shows that there was a significant difference in the teaching style of teachers when classified according to length of service. To determine which group (5 years and above, 6 to 10 years and 11 years and above) differed significantly, Scheffe test was utilized. It was found out that Social Studies teachers having 6 to 10 years and 11 years and above teaching experiences differed significantly in their teaching style.

Table 6. Difference in the Teaching Style when Teachers were Classified According to Length of Service

| Source of Variation | Sum of Square | df | Mean | F | Sig. |
|---------------------|---------------|----|-------|-------|-------|
| Between groups | 1.223 | 2 | 0.611 | 7.465 | .002* |
| Within Groups | 2.784 | 34 | 0.082 | | |
| Total | 4.007 | 36 | | | |

*p>.05 Not significant

Difference in the Teaching Style when Teachers were Classified According to Educational Attainment and Field of Specialization

Table 7 reveals the result of the t-test. There was no significant difference in the teaching style of the teachers when classified according to educational attainment and field of specialization, $t(35)=.788$, $t(35)=.421$, $p>.05$. This indicates that the teaching style of Social Studies teachers classified as to educational attainment and field of specialization did not differ significantly.

Table 7. Difference in the Teaching Style when Teachers were Classified According to Educational Attainment and Field of Specialization

| Category | N | Mean | t-value | df | Sig. (2-tailed) |
|-----------------------------------|----|------|---------|----|-----------------|
| C. Educational Attainment | | | | | |
| BS | 35 | 4.31 | .788 | 35 | .436 |
| MA | 2 | 4.12 | | | |
| D. Field of Specialization | | | | | |
| Social Studies Major | 24 | 4.28 | -.421 | 35 | .677 |
| Social Studies Non-Major | 13 | 4.33 | | | |

* $p>.05$ Not significant

Difference in the Level of Creativity of Teachers Classified According to Length of Service

As shown in table 8, the result of one-way ANOVA reveals that there was no significant difference in the level of creativity when the teachers were classified according to length of service, $F(1, 35) = .086$, $p<.05$. This means that the level of creativity of social studies teachers did not differ significantly when classified as to length of service.

Table 8. Difference in the Level of Creativity of Teachers when Classified According to Length of Service

| Source of Variation | Sum of Square | df | Mean | F | Sig. |
|---------------------|---------------|----|------|------|------|
| Between groups | 0.16 | 1 | .016 | .086 | .772 |
| Within Groups | 6.637 | 35 | 0.19 | | |
| Total | 6.653 | 36 | | | |

* $p>.05$ Not significant

Differences in the Level of Creativity of Teachers when Classified According to Educational Attainment and Field of Specialization

Table 9 shows the results of the t-test for independent samples on the difference in the level of creativity. There was no significant difference in the level of creativity when teachers were classified according to educational attainment and field of specializations, $t(35)=-.292$, $t(35)=.844$, $p<.05$. This reveals that educational attainment and field of specialization did not affect their level of creativity.

Table 9. Differences in the Level of Creativity of Teachers when Classified According to Educational Attainment and Field of Specialization

| Category | N | Mean | t-value | df | Sig. (2-tailed) |
|-----------------------------------|----|------|---------|----|-----------------|
| E. Educational Attainment | | | | | |
| BS | 35 | 8.03 | -.292 | 35 | .772 |
| MA | 2 | 7.39 | | | |
| F. Field of Specialization | | | | | |
| Social Studies Major | 24 | 3.59 | -.844 | 35 | .328 |
| Social Studies Non-Major | 13 | 3.71 | | | |

*p>.05 Not significant

Correlation Matrix Between Variables

Table 10 shows the correlation matrix, which gives the correlation between variables. The result shows that a positive correlation existed between performance and creativity, $r=.407$; between teaching style and creativity, $r=.043$, and performance and teaching style, $r=.072$, which means that teaching style and creativity affect the teaching performance of the Social Studies teachers.

| Variable | Performance | | Teaching Styles | Creativity |
|----------------|----------------|-------|-----------------|------------|
| Performance | R | | .072 | .407* |
| | Sig (2 Tailed) | | .672 | .013 |
| Teaching Style | R | .072 | | .043 |
| | Sig | .672 | | .803 |
| Creativity | R | .047* | .043 | |
| | Sig | .013 | .803 | |

*p>.05 Not significant

CONCLUSIONS AND RECOMMENDATIONS

The performance of the Social Studies teachers in the Division of Guimaras was very satisfactory whether according to length of service, educational attainment, or field of specialization. The highly facilitating teachers use those with less teaching experience, and those who are social studies majors. Public Secondary Social Studies teachers are moderately creative in teaching. The moderately creative teacher's performance may probably be due to their length of teaching experience, major field of specialization, and good academic preparation.

Recommendations

On the basis of the aforementioned findings of this study, it is recommended that since the majority of the teacher respondents were found to be "very satisfactory" in their performance, this implies that there is still room for them to maintain or improve their teaching performance. In this aspect, both the teachers and the students have important roles to play, but much was expected from the teachers in terms of encouraging their students to do their best in their studies and their commitment to the teaching profession, which, in turn, will redound to improve their teaching style and creativity in teaching. Teachers must reexamine the style and creativeness that they want in teaching in order to learn new teaching styles and strategies to be labeled "highly creative", so that their students can also be at par with "high achiever" students, especially those coming from private secondary schools in the Division of Guimaras. Heads of Schools should encourage the teachers to grow professionally by pursuing advanced degrees or sending them to seminars and conferences. They should find ways and means to increase the salaries and other incentives of the teachers to improve their teaching performance. Likewise, the secondary school curriculum must also be reviewed. School heads are encouraged to design a program for the teachers' professional growth and enhancement with the opportunity to pursue graduate studies through scholarship grants, study leaves, and other benefits which may help them grow professionally. Furthermore, the secondary school principals may conduct regular evaluations of the teachers' achievements and recommend them for promotion if qualified. More seminars and trainings should be attended by the social studies teachers in relation to teaching style and creativity since students may be influenced by them, and these can be used by the students at home, in the community, and in their exposure to the prevailing social and economic activities. District or division supervisors and division superintendents should provide technical assistance to teachers in improving their teaching performance, in preparing prototype instructional materials, assist in the conduct of in-service trainings/conferences, and encourage teachers on innovative teaching techniques, classroom management, and materials development. Finally, a follow-up study should be made after a considerable period of time to look into the teaching styles and creativity in teaching social studies. This should be used to compare and to determine whether improvements have taken place over the results of the present study. In order to improve teaching performance, teaching style and creativity can be adjusted to make them more similar to those preferred by the learning environment assessed by this school.

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