

Teaching styles in relation to 21st century learning and innovation skills of students

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Abstract

The twenty-first century is focused on knowledge creation and application, and educational reforms must be geared toward fostering an inquiry culture. As a result, teachers must shift from their conventional position as information transmitters to facilitators and orchestrators of learning. This descriptive correlation study aimed to determine the extent of teaching styles, as it contributes to students' level of 21st-century learning and innovation skills. The result revealed a moderately high positive correlation between the relationship on the extent of implementation of teaching styles in relation to 21st-century learning and innovation skills. Thus, the extent of teaching styles was observed most of the time. The level of 21st-century learning and innovation skills is also evident most of the time. This lead to a significant relationship between the extent of implementation of teaching styles in relation to the level of 21st-century learning and innovation skills.

Keywords: education, teaching styles, 21st century learning and innovation skills, Philippines

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1. Introduction

A learner's level of goal setting, problem-solving ability, and ideas about learning, as well as their internal and external motivations in the learning process and all their academic achievement, are all influenced by their attitudes toward learning. The implementation of cooperative learning activities enhances the growth of intellectual capacity of students however, some students may become dependent to others for learning or accomplishing activities. This attitude may result a negative effect of students' outcome of learning. On the other side, some significant challenges to blended learning environment include expense of technology, inadequate training, technological issues, the need to adapt content for blended learning, decreased motivation, and weakened relationships between students and teachers.

In Jakarta, learners at a school for disadvantaged children and teenagers learned that learning English was not a priority. Students did not demonstrate a high level of enthusiasm in learning English due to a variety of circumstances. When one of the team members was sluggish and could not comprehend the contents, the students were enraged. When they needed to contribute to the team, they struggled due to a lack of vocabulary.

A negative attitude obstructs effective learning, lowering learning outcomes and performance (Joseph, 2013). The attitude of students at the Lyceum of the Philippines University-Batangas had become a concern. Low-performing students are those who rely on their colleagues for group task because they are terrified of making a mistake if they work alone. Students attitude towards their peers, class schedules, how courses are run, facilities and audio-visual aids are all aspects to consider, as they all have an impact on students' meaningful learning (Javier, 2012).

In a particular school of Panabo City, some students had experienced problems and issues in students' attitudes towards the use of cooperative learning. It is where students' learning of and performance is affected by a number of factors, including students' attitude in the subject, teachers' instructional practices, and school environment. This leads them to perform poorly due to factors such as blended learning.

2. Method

This study used a quantitative research design using a descriptive–correlation method in order to determine the extent of implementation of teaching styles in relation to the level of 21st century learning and innovation skills of students in the Magugpo Pilot Central Elementary School, Tagum City. Descriptive-correlation method was used in this study since it gathered facts and data with adequate and accurate interpretation of the findings as cited by Momongon (2011), and Gevila (2014).

This study was conducted in Magugpo Pilot Central Elementary School Tagum City. The respondents of this study were the students of grades 4, 5 and 6 for S.Y. 2015-2016. The researchers made sure that the parents signed the Parental Informed Consent and Informed Assent Form, as well as the Certificate of Parental Consent and Certificate of Informed Consent before the conduct of the survey questionnaire. Sample size were taken into consideration for the random sampling method in identifying the respondents. The grade 4 level has nine hundred sixteen (916) students with a sample size of 113. It has 5 teachers in language specifically in English. There are 4 teachers in which the length of service is under 1-5 years and 1 teacher under the 11-15 years in service. The grade 5 level has nine hundred fifty-two (952) students with a sample size of 117. It has 6 language teachers in English. Of 6, 3 of it is under 1-5 years in service, 1 is 6-10 years in service and 2 under 16-20 years in service. The grade 6 level has nine hundred ninety-one (991) students with a sample size of 122. It has 5 English teachers. 4 of it, is under 1-5 years in service and 1 is under 11-15 years in service.

The researcher used two sets of researcher-made questionnaire in data gathering using the Five-Point Likert Scale which is composed of two parts. Cronbach alpha or alpha coefficient was utilized to determine the internal consistency and to measure the scale reliability (Ariola, 2006). The result of alpha coefficient suggested that the items have a good internal consistency because the value is equal to .75, thus, the items appeared to be worthy.

Further, we ensured the ethical consideration of this study through respect for persons by submitting the Informed Consent Form a week before the conduct of the study to assure the respect of individuals. As the respondents were minors, we asked the parents or guardians to sign the agreement for the inclusion of their children in the study. The consent includes information on the research, the risks and benefits, and the respondents' right to decide whether to participate or not. The consent also contains the study's processes and procedures and confidentiality statements. In addition, to address the principle of beneficence in this study, we used measures to minimize risk and potential harm to that of the respondents and maximizing benefits for them. To do this, we provided complete information on the procedures of this study which were reflected in the data collection procedure of the Informed Consent Form. Finally, to address the principle of justice, we made sure that the selection of the respondents was according to the predetermined selection criteria directly related to the study, thus going away from discriminating them in any form. The respondents were all treated equally in the entire research process and have them know the results so that they know the outcome of the study.

2.1 Results or finding

2.2 Extent of implementation of teaching styles

The overall mean on the extent of implementation of teaching style is 4.48 with the descriptive equivalent of often. The result means that the item is observed most of the times. Based on the result, oftentimes the teacher practiced the following teaching styles; demonstrator or personal model, facilitator, and delegator in their school. This suggest that when the teacher acts as demonstrator or personal model the learner has the opportunity to learn from multiple techniques such as visual, kinesthetic, and linguistics as they learn with the processes and techniques.

A similar finding is observed from the study of Faborada (2011) who mentioned that work of Garuccio (2010) that teaching styles has advantages and disadvantages, and no single style is as best at all time. It is also probable that hybrids of the styles have been or will develop. Furthermore, research indicates that the most effective teachers vary their teaching behavior from class to class and even within classes. There are many factors to consider including the readiness of students to make decisions for themselves and teacher's ability to curb his decision-making behavior. She also added that teaching styles are concerned with how an activity is delivered, rather than what is delivered.

Table 1

Extent of implementation of teaching styles

Indicators	Mean	Descriptive Equivalent
Demonstrator or Personal Model	4.62	Always
Facilitator	4.50	Always
Delegator	4.33	Often
Overall Mean	4.48	Often

2.3 Level of 21st century learning and innovation skills

The overall mean of the level of 21st century learning and innovation skills is 4.01 with descriptive equivalent often. This means that the skills are evident most of the time. Based on the result, oftentimes the learners practiced the following 21st century learning and innovations skills; critical thinking, problem solving,

and creativity and innovation in their school. This connotes that critical thinking skills are frequently applied by the learners to analyze, evaluate proposition, able to make judgement and decisions.

The Guro 21 Facilitating 21st Century Learning Module 2 (2011) emphasized that in this 21st century, human intellectual capital has come to be considered as the driving force behind political, social, and economic improvements of most countries in the world. In light of this, the intellectual potential of our schooling youth must be nurtured and developed. What they learn, how they learn it, and how often they refresh their knowledge and skills must be redefined.

The result is also aligned with the idea of Bro. Armin A. Luistro (2012), Dep-Ed secretary specified that, “the impetus for meaningful education reform is clear: the realities of our modern world require a different kind of Filipino. The Filipino must be a lifelong learner. The Filipino must be holistically developed. The Filipino must be globally-oriented and locally-grounded. Ang Bagong Pilipino – *higit sa pagiging makatao, maka-Diyos, maka-bayan, at makakalikasan—ay kailangan magtaglay ng kasanayan at pananaw na angkop sa 21st Century. Ito po ang layunin ng K to 12 Program, na mabigyan ng sapat at pantay na pagkakataon tungo sa isang disente at marangal na buhay ang bawat Pilipino*” (K-12 Toolkit 2012).

Table 2

Level of 21st century learning and innovation skills

Indicators	Mean	Descriptive Equivalent
Critical Thinking	4.18	Often
Problem Solving	4.12	Often
Creativity and Innovation	3.75	Often
Overall Mean	4.01	Often

2.4 Relationship between the extent of implementation of teaching styles and the level of 21st century learning and innovation skills

Table shows that the computed t-value of 4.984 is greater than the tabulated t-value of 2.048 and the probability value of 0.00 was lower than the 0.05 level of significance. Thus, the null hypothesis of there is no significant relationship between the extent of teaching styles and the level of 21st century learning and innovation skills was rejected. As noted in the coefficient of determination, Table 12 shows that r^2 has the value of 0.2809 or 28.09%. This means that of the total respondents of the study, 28.09% of the variation in the teaching styles could be attributed to the variation in the 21st century learning and innovation skills. The rest of 71.91 is chance variation. The computed R-value of .53 indicates that there is a moderately high positive correlation between the two variables.

This implies that the extent of implementation of teaching style in relation to 21st century learning and innovation skills has a positive relationship. Therefore, teaching styles contribute for the development of the 21st century learning and innovation skills. The result is supported by Coolahan in Helterbran (2005) as cited in the Guro 21 Module (2011) expounded that as a subject matter expert, it is incumbent upon 21st century teachers who are currently in service to seek and discover ways to reinforce existing content and subject curricula. If we are to address society’s concerns to improve the quality of education, as well as nurture creative, energetic, innovative, and self-directed young people with the mental ability and motivation to continue as lifelong learners, then teachers must themselves be challenging, innovative, and lifelong learners. In addition, it is on the matter of choosing the right tool for the right subject matter as mentioned by Muico (2019).

3. Recommendations

The teachers need to utilize activities that will maximize the learning experiences of the learners using hands-on and minds-on approach, and engage the learners in outlining the content of the rubrics to develop

higher level of achievement. In addition, collaborative effort from the school administrator and teachers to develop a curriculum that will include the use of multimedia facilities to enhance the creativity and innovation among the students. Teachers especially in English subject may apply strategies that will include the use of designing research-based activities to attain learning goals. Lastly, this study maybe the basis for another research to discover other variables that may relate the teaching styles and 21st century learning and innovation skills.

Table 3

Relationship between implementation of teaching styles and level of 21st century learning and innovation skills

Variables	r-value	Interpretation	t-value		P-value	Decision on Ho	Conclusion on Relationship
			Comp	Tab			
A. Teaching Styles							
B. 21 st Century Learning and Innovation Skills	.53	Moderately High Positive Correlation	4.984	2.048	.00	Rejected	Significant
Coefficient of Determination (r ²)							0.2809

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