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Research Article

The Effect of Teacher's Teaching Style in Araling Panlipunan on Student's Motivation of Grade 8 Students in Sta. Cruz South High School

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ABSTRACT

The study shows that shows, out of ninety (90) respondents, there is an equal number of respondents when grouped according to gender. The study revealed that 80% of the respondents acknowledge the importance effective teaching styles to motivate the students. The study further confirm that 3.7% of the respondents, considered Araling Panlipunan fun and interesting. It was also confirmed in the study that 3.8% of the respondents participated actively in Araling Panlipunan. The study revealed that majority of the respondents had the view that having effective teaching-styles in motivating students had a high impact on the academic performance. Based on the findings of the study, the following recommendations are made: Faculty staffs are encouraged to adapt new trends of teaching in order to inspire our students embracing Araling Panlipunan subject. It is further recommended that Araling Panlipunan teachers should not only using a pen and paper materials in teaching, instead think of an effective materials were in students become more motivated in exploring ideas like projectors and more. Conduct future studies to develop more teaching styles to motivate students to study Araling Panlipunan.

Keywords: *Araling Panlipunan, Sta. Cruz, Student Motivation, Teacher's teaching style, Zambales*

Introduction

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner (Kunter et al., 2013). Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences

among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Every day we encounter them as part of the work or mission that we are in. It is

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very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Skinner, 2016). Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests (Aronson, 2017). Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.

There are many strategies that can help in motivating student's interest, such as become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material. It is also important to know your students concerns and backgrounds, and to your personal interest in them will inspire their personal loyalty to you. Use examples freely and variety of teaching activities that they are going to engage to motivate themselves to study and become cooperative in your class because you get their interest in your subject. Best teaching strategies that make the student motivated is to

teach them by discovery or make it cooperative learning.

As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes.

Significance of the Study

A thousand teachers, a thousand methods. It is a Chinese proverb wants to emphasize the importance of having an effective method in teaching, especially in Aralin Panlipunan. They say that Aralin Panlipunan is a boring subject, but if we used different teaching styles in motivating students that can fit in a class and used it consistently, then the students are motivated to learn. This study will be an 'eye opener' to all Social Studies teacher to revise some teaching styles that can help the students motivated, that can help to improve their academic performance in the said subject.

Teachers must adapt new trends of teaching in order to inspire our students, embracing our Araling Panlipunan subjects.

Statement of the Problem

This research study aimed to examine the effects of teaching style's on student's motivation of Grade8 students of Sta. Cruz South High School in Aralin Panlipunan. Specifically, the study sought to answer the following question;

1. What is the profile of the Grade 8 respondent with regards to:
 - 1.1 Gender
 - 1.2 Mother Tongue
 - 1.3 Grades in Aralin Panlipunan
2. What is the effect of teacher's teaching style on student's motivation?
3. What could be some categories that make one's teaching style effective in motivating students?
4. Is there significant relationship between academic performance and teacher teaching styles in Aralin Panlipunan?

Scopes and Limitations

This study was limited to examine the effect of teacher's teaching style in Araling Panlipunan on student's motivation of Grade 8 students in Sta. Cruz South High School. They were asked to accomplish a questionnaire for the purpose.

In order to determine the effect of teaching style on student's motivation, this study used descriptive survey method. A descriptive survey method is one in which information is collected without changing the environment (i.e., nothing is manipulated).

A questionnaire was used to determine the importance of effective teaching style on students' motivation that can affect in their academic performance.

All the data gathered from the respondents was organized, tallied, tabulated and presented in series of tables and graphs. Frequency counts, percentage weight values and weighted mean was used in the analysis and interpretation of data.

Methods

Research Design

The Descriptive survey and documentary analysis method of research were used in gathering data for this study. This is a design to ascertain the status of existing conditions. A questionnaire checklist was used to gather the needed data on the factors associated to the teachers' and students' needs on the use of computer technology.

In as much as this research study deals with a certain group of teachers and students, descriptive method is very much applicable and suited to the study.

Respondents and Location

The respondents were students of grade 8, from Archimedes, Copernicus and Descartes. The students selected are enrolled in Grade 8 class for the school year 2020-2021. However due to time constraints and convenience only ninety (90) grade 8 students of Sta. Cruz South High School were taken as a convenient sampling.

Data Collection

Survey method with the use of questionnaire was used for data collection. Copies of questionnaire were administered on Grade 8-

students of Sta. Cruz South High School during the school year 2020-2021. The data collected from the survey was analyzed to determine the effects of teaching style on student's motivation.

The following statistical methods were employed to answer specific questions stated in the Statement of the Problem.

1. Percentage was used to determine the frequency counts and percentage distribution on the related factors as age and sex of the respondents using the formula as shown below.

$$\text{Percentage (\%)} = \frac{f}{N} \times 100$$

Where: % = percentage
N = total number of re-

spondents

f = Frequency

2. The Mean Weighted Average mean was used to determine the mean assessment of the level of performance of students in mathematics.

$$WX = \frac{(f \times Re)}{N}$$

Where: WX = weighted mean
n = number of respondents
f = frequency
Re = response equivalent.

Results and Discussion

This chapter presents the results and interpretation of the findings based on collected data, related literature and studies, and the researcher's observations and actual experience.

This part presents the findings in tabular form, analysis and interpretations drawn from the data gathered from the accomplished survey questionnaire on the students' reading habits.

After marking the survey questionnaire, the data collected were analyzed.

I. Profile of the student Respondents

Table I. Frequency and Percentage Distribution of Respondents According to Gender

| Gender | Archimedes | Copernicus | Descartes | Total | Percentage |
|--------|------------|------------|-----------|-------|------------|
| Male | 15 | 15 | 15 | 45 | 50% |
| Female | 17 | 17 | 11 | 45 | 50% |
| Total | 32 | 32 | 26 | 90 | 100% |

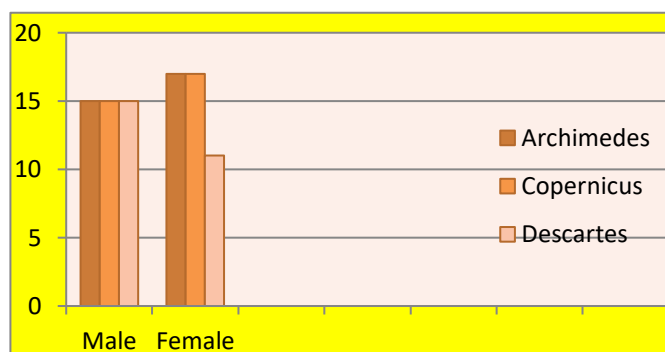


Table I, shows the Frequency and Percentage Distribution of Respondents According to their Gender. Out of ninety (90) respondents,

fifty percent (50%) or forty-five (45) are male, and fifty percent (50%) or forty-nine (49) of the respondents are female.

Table II. Frequency and Percentage Distribution of Respondents According to their Mother Tongue

| Mother Tongue | No. of Respondents | Percentage |
|---------------|--------------------|------------|
| Ilocano | 35 | 39% |
| Zambal | 20 | 22% |
| Tagalog | 35 | 39% |
| Total | 90 | 100% |

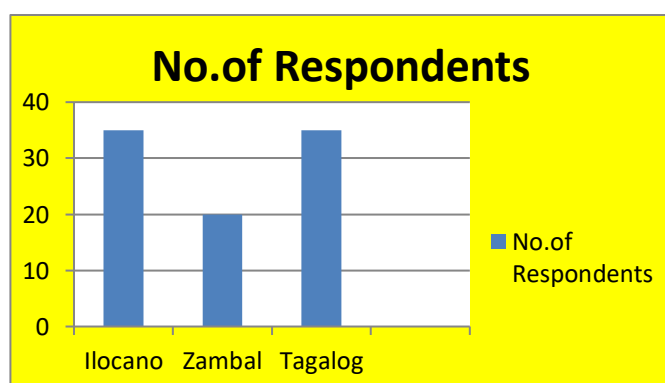


Table II, shows that, out of ninety (90) respondents, thirty-nine (39%) percent or thirty-five (35) of the respondents know how to speak Ilocano and Tagalog, and twenty-two (22%) percent or twenty (20) of the respondents know how to speak Zambal.

Result shows that there is a common dialect that the respondents can speak and understand. This means that the medium of instruction in teaching Araling Panlipunan will not affect the learning of the respondents.

Table III. Frequency and Percentage Distribution of Respondents According to their Grades in Araling Panlipunan

| Grades in Araling Panlipunan | No. of Respondents | Percentage |
|------------------------------|--------------------|------------|
| 100-96 | 2 | 2% |
| 95-91 | 10 | 11% |
| 90-86 | 15 | 17% |
| 85-80 | 25 | 28% |
| 80-76 | 20 | 22% |
| 75-71 | 18 | 20% |
| Total | 90 | 100% |

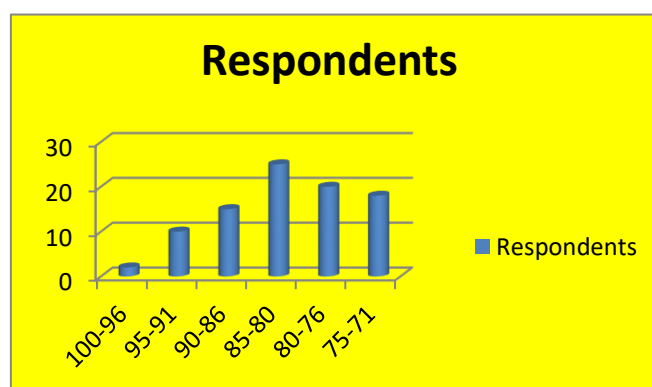


Table III, shows that out of ninety(90) respondents, two percent(2%) or two(2) of the respondents has a grade ranging to 100-96, Eleven percent(11%) or ten(10) of the respondents have a grades 95-91,seventeen percent(17%) or fifteen(15) of the respondents got a grade to 90-86, twenty-eight percent(28%) or twenty-five (25) of the respondents have a grade ranging also to 85-80,

twenty-two percent(22%) or twenty (20) of the respondents got a grade of 80-76, and twenty percent(20%) or eighteen (18) of the respondents got a lower grade ranging to 75-71.

This table reveals that majority of the respondents have a passing grade in Araling Panlipunan ranging to 85-80. It also proved that they are studying better in the said subject.

Table IV. Frequency and Percentage Distribution of Respondents According to their Attitude in Studying Araling Panlipunan

| Attitude | Mean | Interpretation |
|--|------|----------------|
| I am always excited to attend my Aralin Panlipunan class. | 3.5 | Agree |
| Aralin Panlipunan is fun and interesting. | 3.7 | Agree |
| I hate Aralin Panlipunan. It is not important for me. | 2.9 | Neutral |
| I don't like Aralin Panlipunan at all. It is difficult to learn. | 2.1 | Disagree |
| I love Aralin Panlipunan. It gives me knowledge about the past and teaches me to appreciate the history. | 2.8 | Neutral |

Table IV, shows the frequency and distribution of Respondents According to their Attitude in Studying Araling Panlipunan. Respondents agreed on item 1 and 2, with a mean of 3.5 and 3.7. This shows that they found

Araling Panlipunan excited, fun, and interesting.

Respondents answered neutral on item 3 and 5, with the mean of 2.9 and 2.8. This indicates that some of them appreciates the

subject, but on the contrary some of them think that it is not important to them.

They disagree on item no.4, with the mean of 2.1. They don't like Aralin Panlipunan, because they think that it was difficult to learn.

With these results, it was needed to have a good teaching style in motivating the students to study more in Araling Panlipunan.

Table V. Frequency and Percentage Distribution of Respondents According to their Participation in the class in Araling Panlipunan

| Participation | Mean | Interpretation |
|---|------|----------------|
| I'm always prepared in my Aralin Panlipunan class. | 3.8 | Agree |
| I participate actively in my AP class, by asking questions | 3.8 | Agree |
| I do my Aralin Panlipunan consistently. | 3.4 | Neutral |
| I feel bored in my Aralin Panlipunan class. | 2.7 | Neutral |
| Aralin Panlipunan subject help me to understand the history easily. | 3.0 | Neutral |

Table VI, shows the frequency and distribution of Respondents According to Participation in Araling Panlipunan class. Respondents agreed on item 1 and 2, with a mean of 3.8. This shows that they are always prepared and actively participated in the Aralin Panlipunan class. It is proven that they loved and find the subject fun and interesting.

Respondents answered neutral on item 3, 4 and 5, with the mean of 3.4, 2.7 and 3.0. Some

of the respondents feel bored in Aralin Panlipunan subject, but majority of the respondents appreciate the subjects because it help them to understand the history easily. With good and effective teaching styles in motivating the students, especially in teaching Aralin Panlipunan, no one can say that the subject is boring, instead they will become excited and participated very well, that can really affect in their academic performance.

Table VI. Frequency and Percentage Distribution of Respondents According to their Perception in Doing Homework in Aralin Panlipunan

| Homework | Mean | Interpretation |
|--|------|----------------|
| I complete my Aralin Panlipunan homework on time. | 3.2 | Neutral |
| I find homework very useful and important. | 3.1 | Neutral |
| Aralin Panlipunan homework is difficult to do. | 2.9 | Neutral |
| I don't get enough support to do my homework at home | 3.2 | Neutral |
| My teacher does not check my homework at all. | 2.4 | Disagree |

Table VI, reveals that the respondents answered neutral on the item no. 1, 2, 3 and 4. This shows that their perceptions and attitude in doing homework was depend on how they are motivated. If they think that the homework is difficult, maybe some of them will not do their homework, on the other hand when they are motivated in doing the homework, they will do

it with the eagerness to complete the homework because they believe it was useful and important. To make the student's much motivated, we can use the reward and punishment approached.

It is important that if we give homework, we should it regularly to encouraged students worked on their homework.

Table VII. Frequency and Percentage Distribution of Respondents According to their Perception in Obtaining Grades in Aralin Panlipunan

| Grades | Mean | Interpretation |
|---|------|----------------|
| I got good grades in Aralin Panlipunan. | 3.4 | Neutral |

| Grades | Mean | Interpretation |
|---|------|----------------|
| I study a lesson before a test or quiz. | 3.9 | Agreed |
| The terms /words used in the test are difficult to understand. | 2.8 | Neutral |
| The test always measures my understanding in Araling Panlipunan concepts and knowledge learned. | 3.5 | Agreed |
| The grading is not fair. | 1.1 | Disagree |

Table VII reveals the frequency and percentage distribution of respondents in their perception in obtaining grades in Aralin Panlipunan. Respondents agreed on the item no.2, and 4. It shows that their perceptions in obtaining grades are through written exam. If they are motivated, they will study their lesson before

the quiz, because they know that having a good grade, should have pass the exam.

Respondents answered neutral on item no.1, and 3, with the mean of 2.8 and 3.4. In this case, we should apply the effective teaching styles to motivate the students to study better and help them to understand the concepts that they think that are difficult.

Table VIII. Frequency and Percentage Distribution of Respondents According to Respondent's Perception on the Teacher's Teaching Style

| Teaching Styles | Mean | Interpretation |
|--|------|----------------|
| I have good relationships with my Araling Panlipunan teacher. | 4.5 | Agree |
| My Araling Panlipunan teacher uses materials that are easy to understand. | 3.9 | Agree |
| My Araling Panlipunan teacher presents the lesson in a variety of ways. | 4.2 | Agree |
| I don't understand the way my Araling Panlipunan teacher explains the lesson. | 2.7 | Neutral |
| I don't get any feedback about my understanding of the lesson from my Aralin Panlipunan teacher. | 2.6 | Neutral |

Table VIII, shows the percentage distribution of respondents according to their perception on the teacher's teaching styles. Respondents agreed with the mean of 4.5, 3.9, and 4.2, on the item no. 1,2, and 3. It proves that having effective teaching styles will make the lesson interesting and fun. They believed that effective teaching styles can easily get the attention of the students and they will motivate to study their lesson. It will also encourage them to go to school daily because they are motivated and inspired. With the effective teaching style no more students have a failing grade.

Summary

The study revealed that 80% of the respondents acknowledge the importance of effective teaching styles to motivate the students. The study further confirm that 3.7% of the respondents, considered Araling Pan-

lipunan fun and interesting. It was also confirmed in the study that 3.8% of the respondents participated actively in Araling Panlipunan. The study revealed that majority of the respondents had the view that having effective teaching-styles in motivating students had a high impact on the academic performance.

Conclusions

Based on the findings, the researcher concluded that:

1. The student-respondents are female of the age 15 years old. She is a member of a family whose monthly income is Php 10,843.64.
2. The mean academic performance of these student-respondents in the subject Math is 86.46; 87.90 in Science subjects and 87.38 in English subject.

3. The teacher-respondents of this study are female whose age falls under the age bracket 31-40 years old.
4. The teacher-respondents are married whose family monthly income is Php 25,500. She is a graduate of a baccalaureate degree with master's units and has been teaching in schools for at most 5 years.
5. Teacher-respondents used in this study have attended utmost 5 trainings/seminars locally, have also attended utmost 5 regional seminars/trainings and have no national seminars to go to.
6. The student-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the availability of resources as "not available".
7. The student-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the teachers teaching styles as "often need".
8. The student-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the student knowledge in the use of technology as "moderate knowledge".
9. The teacher-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the availability of resources as "not available".
10. The teacher-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the teachers teaching styles as "often need".
11. The teacher-respondents have perceived the utilization and knowledge on the application of computer technology in classroom based on the student knowledge in the use of technology as "moderate knowledge".

Recommendations

Based on the findings of the study, the following recommendations are made:

Faculty staffs are encouraged to adapt new trends of teaching in order to inspire our students embracing Araling Panlipunan subject. It is further recommended that Araling Panlipunan teachers should not only using a pen and paper materials in teaching, instead think of an effective materials were in students become more motivated in exploring ideas like projectors and more.

Conduct future studies to develop more teaching styles to motivate students to study Araling Panlipunan.

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