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Teacher's Teaching Strategy and Learning Engagement among Learners in Social Studies

Gladys Joy G. Apdan

Valencia Colleges (BUKIDNON), Incorporated Philippines

ABSTRACT

This study aimed to determine the relationship between teaching strategy and learners' engagement in learning in Rancho Elementary School. This study also used the descriptive Correlational research design because the researcher wants perceive the teaching strategies towards the learners engagement in learning of the Grade 3-6 pupils of Rancho Elementary School, Banisilan District. The respondents of the study were the 105 Grade 3-6 learners in Rancho Elementary School, Banisilan District during the School Year 2023–2024 and total enumeration sampling was used because it can glean information from the total population often gives deeper insights into a target population than partial samples would be capable of. The results revealed that the level of effectiveness of teachers' teaching strategies on direct instruction, indirect instruction, experiential instruction and interactive instruction were very highly effective. Moreover, the level of engagement on social studies In terms of class attendance, Educational resources and motivation were very highly engaged. The result also revealed that there is a positive correlation between the perception of the effectiveness of teaching strategies and learners' engagement. Therefore, the researcher rejects the null hypothesis: There is no significant relationship between the perception of the effectiveness of teaching strategies in terms of direct instruction, indirect instruction, experiential instruction and interactive instruction and the learners engagement in learning social studies. This suggest that teachers may continuously evaluate and improve their teaching strategies to enhance learners' engagement and they should also incorporate a variety of effective teaching strategies such as active learning, cooperative learning, and technology-based instruction to engage learners in the learning process.

Key Words: Teaching Strategy, Learning Engagement, Direct Instruction, Indirect Instruction, Experiential Instruction, Interactive Instruction, Class Attendance, Educational Resources, Motivation

Introduction

Teachers' teaching strategies and student involvement is essential for enhancing learning outcomes, creating an inclusive learning environment, increasing student motivation, and adapting to changing demands. Teachers' teaching strategies and student participation have a substantial impact on learning outcomes. By examining these, the researcher can identify the most effective teaching approaches and engagement strategies that will lead to increased academic accomplishment in students. Teachers' teaching techniques have a significant impact on how knowledge is transferred to students.

Many different teaching strategies are extremely effective at meeting the unique learning styles of students. Good education is delivered in a very tailored manner. Teaching is effective when it demonstrates the student's complete development as an individual. The teacher must take into account each student's unique characteristics (Haramain, Joanie & Alih, Sabturi., 2021). The Philippines' Department of Education, directed by Br. Ermin Luestro, issued a policy under DepEd Order 42, series of 2016. The Department of Education (DepEd) has produced Policy Guidelines on Daily Lesson Preparation for the K-12 Basic Education Program, in accordance with Republic Act (RA) No. 10533, popularly known as the Enhanced Basic Education Act of 2013.

According to Grasha, A. F. (2020), the basic goal of teaching is to enhance the learning process. It is thought that this process includes comprehending how students learn. Thus, the concept of learning styles has acquired popularity in current literature. Several learning style theories have been proposed to better characterize the dynamic learning process. According to (Ilcin N. et al., 2018), each individual's learning process is unique; even within the same educational setting, not all pupils learn at the same degree or quality. Teachers should employ individualized teaching strategies to meet their students' needs. As a result, identifying one's learning style is quite helpful in terms of increasing learning efficacy.

Conceptual Framework

This study was based on Garner's 1983 Multiple Intelligences Theory. Learning styles and preferences depend on strengths and skills, according to this theory. Teachers employ visual aids, hands-on exercises, and voice explanations to meet students' needs and interests, improving engagement and learning. Teachers who use a variety of teaching methods that support these ideas do better at engaging students. Teachers may inspire, challenge, and motivate students to embrace learning by creating a good and interesting learning environment.

Teaching is an art in which the teacher uses a variety of teaching approaches to transmit his experience, providing students with a holistic learning environment to improve their academic performance. Despite decades of research, students' viewpoints have been overlooked, leaving a gap in evidence. Thus, contemporary research has illuminated how teaching strategies affect student learning and achievement. Teachers not only use appropriate techniques to stimulate and encourage students to think and learn automatically, but they also choose teaching methods based on students' interest in learning, abilities and materials, and teaching environment.

Han Feifei, (2021) stated that teachers are the primary source of education for children, and recent changes in the environment have led to the adoption of unique and interesting teaching methods that have improved not only the student-teacher relationship but also the learning environment, which helps students succeed. Low test scores, unresponsive or unfriendly classes, poor attendance, and dropouts might lead teachers to criticize their students, "making things worse," or question their profession (Felder & Henriques, 2018). Teachers can learn about students' traits from their learning methods. Teachers must provide adequate material and delivery techniques to suit the requirements of all students. Students can also adjust to their instructor's instructional approaches. .

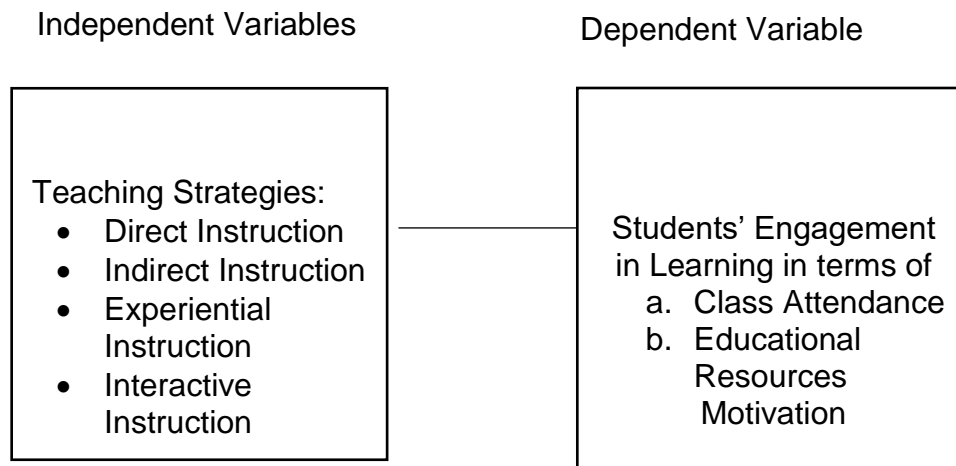


Figure 1. A Schematic Presentation showing the Variables between the Independent and Dependent Variables of the Study

Scope

This study examined how teaching strategy affected learners engagement at Rancho Elementary School in Banisilan District in 2023–2024. This survey included 105 3-6th graders. This study used a questionnaire to assess the association between teaching strategy and Grade 3-6 students' learning engagement. After getting permission via email from Marisol Thayre's (2017) study, "Teaching Strategy in the Visible Learning Classroom, Grades 6-12," Thousand Oaks, California, USA, the questionnaire was modified to meet the study's circumstances. Response was collected via total enumeration sampling.

Review of Literature

Gafoor K. et al. (2019) remark that while many believe strategy is an important part of teaching, it is difficult to identify our teaching strategy. To accommodate different learning styles, instructors should use a range of instructional strategies. This study uses a theoretical method to review relevant literature and present several perspectives on matching learning and teaching styles. Direct instruction Philippine Basic Education uses direct instruction. This style emphasizes well-planned, well-developed classes with small learning increments and clear directions. The National Institute for Direct Instruction (2018) states that accurate instruction that reduces misinterpretation can accelerate learning. At this stage of the global pandemic, when a paradigm shift in education is needed to address rapid changes in the educational environment internally and externally (Haramain, 2022), teachers' strategies must be continuously improved.

Alsubaie, M. A (2018) research supports direct instruction and this methodology. It assumes that precise instruction eliminates misinterpretations, which accelerates learning. This notion underpins Direct Instruction. The training also states that DI can increase student performance and behavior. Many UK and international primary and secondary schools utilize it. Direct instruction includes many fundamental teaching methodologies and future instructional environments, despite the image of a classroom lecture being most associated with the phrase. Direct instruction could include showing a movie or film to students without actively teaching them. Presentation content and presentation are determined by the teacher. Direct instruction may be the most common in the US. Due to the prevalence of teacher-designed and teacher-led instruction in US public schools. Note that teaching styles like direct instruction, differentiation, and scaffolding are rarely incompatible.

According to Williams (2017), experiential learning is a progressive strategy of instruction that provides students with the opportunity to create a deeper understanding of lecture subjects by working on course-related issues that, if resolved, benefit their local communities. This type of learning is regarded to be a method of instruction that is believed to be progressive. The active participation of both the students and the instructor, who acts as a facilitator of the learning process, is necessary for experiential learning to be successful.

An additional sort of instructional technique is known as interactive teaching strategies, and its purpose is to enhance the level of interest that your students have in the process of learning and to make them active participants in the classes. The benefits of engaging in interactive activities extend far beyond the simple accomplishment of educational objectives. If you want to assist your students improve their communication skills and their ability to work together as a team, as well as enhance their creativity, critical thinking, problem-solving, and decision-making skills, you can simply add this kind of exercise into your classes that take place in a virtual classroom. Instead of being passive listeners to the lecture during the lesson, students are actively involved in the learning process by participating in activities, games, discussions, solving mysteries, storytelling, and other activities (Vedamo, 2020).

Research Methodology

This study used the descriptive. The correlational study approach was employed because the researcher wanted to determine the impact of teaching practices in boosting learner engagement in learning among Grade 3-6 students at Rancho Elementary School in Banisilan District. Stangor et al. (2022) employed descriptive correlation to investigate the associations between two or more variables. This study examined the phenomenon using numerical representations and statistical analysis. In addition, respondents were given a questionnaire to help statistically reflect the study's findings. The study's respondents are 105 Grade 3-6 students from Rancho Elementary School in the Banisilan District for the school year 2023-2024. This study used total enumeration sampling. This sampling strategy was chosen because it can extract information from the full population, which typically gives more detailed insights into a target population than partial samples.

Findings

The results revealed that the level of effectiveness of teachers' teaching strategies on direct instruction, indirect instruction, experiential instruction and interactive instruction were very highly effective.

The results showed that the level of engagement on social studies in terms of class attendance, Educational resources and motivation were very highly engaged.

Moreover, table 1 shows the results of a test of significant relationship between the perception of the effectiveness of teaching strategies in terms of direct instruction, indirect instruction, experiential instruction, and interactive instruction, and learners' engagement in learning social studies. The variables include the correlation coefficient (r) and the associated p-value.

Table 1

Test of significant relationship between the perception of the effectiveness of teaching strategies I terms of direct instruction, indirect instruction, experiential instruction and interactive instruction and the learners engagement in learning social studies.

Variable	r	p-value	Interpretation
Direct Instruction	.400	.000	Significant
Indirect Instruction	.532	.000	Significant
Experiential Instruction	.852	.000	Significant
Interactive Instruction	.862	.000	Significant
Overall	.815	.000	Significant

Table 1 demonstrates a statistically significant relationship between the variables. Direct Instruction has r-value of .400 and a p-value of .000, while Indirect Instruction has an r-value of .532 and a p-value of .000. Experiential Instruction has r-value of .852 and a p-value of .000, and Interactive Instruction has r-value of .862 and a p-value of .000. Specifically, there is a positive relationship between judgments of the success of teaching strategies and learner engagement, as seen by correlation coefficients ranging from .400 to .862, all with p-values of .000, indicating a significant relationship.

As a result, students' involvement grows in tandem with their judgments of the efficacy of instructional approaches. As a result, we reject the null hypothesis, which states that there is no significant relationship between students' perceptions of the effectiveness of teaching strategies such as direct instruction, indirect instruction, experiential instruction, and interactive instruction and their participation in social studies learning.

This finding is supported by the Mullings (2022) study, which discovered that effective teaching approaches can increase student engagement in the classroom. When students believe that the teaching strategies used are effective, they are more likely to be engaged and motivated to actively participate in educational activities. Furthermore, effective teaching strategies have been linked to improved academic performance and achievement (He, J. et al., 2017). This is because these strategies try to improve students' comprehension and retention of material, which can lead to better performance in exams and activities.

On the other side, if students do not believe the teaching strategies are effective, they may become disengaged and uninterested in the subject being taught. According to Alsubaie (M.A., 2016), reduced motivation and effort might contribute to poor academic achievement. The positive correlation

between perception of teaching methods and learner engagement highlights the importance of using successful teaching strategies in the classroom. Teachers should frequently assess and reflect on their teaching methods to ensure that they are engaging and beneficial for their students. Furthermore, allowing students to provide feedback on instructional strategies may improve their engagement and learning experiences.

Conclusion and Recommendation

The study's findings show that teachers' teaching strategy, particularly direct instruction, indirect instruction, experiential education, and interactive instruction, are exceptionally effective in facilitating student learning. This means that teachers employ a variety of instructional tactics to accommodate diverse learning styles while also boosting student engagement and participation in class.

Moreover, students are very engaged in social studies. This is demonstrated by their consistent class attendance, utilization of educational resources, and eagerness to learn.

The results of this study show that there is a significant positive association between views of the effectiveness of teaching strategies and learner engagement. This underlines the need of using effective teaching strategies to improve student engagement in the classroom.

This study recommends that teachers may continue to use a mix of direct, indirect, experiential, and interactive instruction in their classrooms to meet their students' diverse needs and learning styles, as well as to enhance their teaching strategies and promote effective learning.

To sustain high levels of engagement in social studies, teachers can continue to encourage and support active class attendance while also providing a diverse array of instructional materials to fit students' various learning styles and preferences.

Teachers are recommended to continuously examine and improve their teaching approaches in order to boost learner engagement. They should also incorporate a number of effective teaching strategies, including as active learning, cooperative learning, and technology-based instruction, to engage students in the learning process.

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