

PROFILE OF LITERATURE 121 TEACHERS AND THEIR TEACHING STYLES IN THE UNIVERSITY OF EASTERN PHILIPPINES, UNIVERSITY TOWN NORTHERN SAMAR

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Abstract: This descriptive-correlational study identified and correlate the Literature 121 teachers' teaching styles and their profile in the college of arts and communication of the University of Eastern Philippines. It used a survey questionnaire as research instrument.

The findings revealed that most of the teacher respondents had already stayed long in their field of profession. This implies that they have the capacity to teach the literature 121 subjects because they are already considered veteran practitioners. A majority of them are female which implies that in literature teaching female teachers dominate the male. Majority of them attained their doctorate degree. It can be implied that the trend in attaining higher education is of paramount importance in this time.

The teaching style of the student respondents was tactile. It can be implied that they can learn through hands-on approach involving creativity, mode building, note taking and experimentation.

Keywords: Teaching styles, age, sex, educational attainment and years of experience.

1. INTRODUCTION

Teaching styles have been a popular issue in education these days. One could say that learning disabilities arose and continued to arise because of the inability of some teachers and administrators to recognize and deal effectively with the different learning styles of children.

When a teacher considers all of the different learning styles a student have in classroom setting, it is certain that at least part of the lesson will be a student's specific learning style. And being exposed to other learning styles will force students to think and solve problems in ways they were not familiar with before. When a child is unable to comprehend a concept because it does not conform with his/her learning style, s/he may feel s/he has failed in learning.

The problem with this learning failure is that it affects the child's self-esteem. And these negative impacts are not the only disadvantage to not teaching all of the learning styles in the classroom. If the child is not taught in a way that works for him/her, the child will become bored and frustrated and will soon associate those feelings with learning which will lead to lack of motivation.

Tenedero (1998) mentioned that learning style is one aspect of a child's innate uniqueness so teachers must learn to recognize, acknowledge and respect every child's individual learning style. Recent studies reveal that when teachers develop and expand their instructional methods and techniques according to the individual learning styles of their students, there is a marked increase in performance and achievement, and a decrease in discipline problems in as little as six to eight weeks.

A recent status report on learning styles and education recommends that administrators and teachers recognize the philosophical bias of their instructional model by considering two basic questions. Does the approach focus on "helping" students adapt to the demands or on helping students learn through their own styles? Furthermore, if the model focuses on learning styles, does it encourage students to "stretch" and strengthen their weaker areas?

However, as answer to these problems, Dr. Kenneth and Rita Dunn developed the internationally acclaimed "Dunn and Dunn Learning Styles Model". They define learning styles as "the way in which each individual learner begins to concentrate on, process, absorb and retain new and difficult information." This model outlines the elements that might influence the learning styles of children. It deals on the issue of individual learning style and its impact on student learning in the classroom setting or teachers teaching style.

While teachers work hard for carefully planned objectives and carried these out skilfully at their best, students still fail to process what the teachers have painstakingly given out. Are the efforts therefore enough? Are the teaching styles, methodologies and course organization in consonance with learner's intellectual satisfaction, needs and performance? These are questions that teachers must look into if the goal at all is towards setting a growing interest and satisfaction in the learning process.

This study identified the teachers teaching styles of the literature classes and their relationship to the demographic profile in the College of Arts and Communication, University of Eastern Philippines.

2. METHODOLOGY

This study which was conducted in the University of Eastern Philippines employed the descriptive-correlational research design as it tried to determine the existing situation as the teaching style preferences of the teachers and their relationship to their demographic profile in terms of age, sex, educational attainment and years of experience in the College of Arts and communication. There were 269 students subjected to this study.

The survey questionnaire was the main instrument for gathering the data. This study adopted and modified a survey instrument from Dela Cruz's study, English Language Learning Strategies, Learning Styles and English Language Learning Performance of First Year College Students."

The teaching styles which indicate whether the teacher is a visual, auditory, kinesthetic and tactile teacher. The checklist on relations with others tells the teacher's extroversion (the degree to which a teacher gets energy from people and outside himself) or introversion (the extent to which a teacher receives energy from ideas feelings or concepts inside himself). The activity on Your Relations with Ideas tells how intuitive or sequential a teacher is, while the activity on Your Orientation to Teaching Tasks shows how much a teacher needs closure (how immediately he needs to reach decisions and finish tasks) or openness, that is, how much he needs to delay reaching decisions and finishing tasks. Lastly, the activity on Your Overall Orientation shows the global and analytic score of the teacher.

3. FINDINGS

A. Teaching styles of the teacher-respondents

The teacher respondents were asked whether they "never" prefer, "sometimes" prefer and "always" prefer in the different preferences. Scores were assigned to responses in each preference. The total scores were obtained, tallied and the mean was also computed. After determining the mean, the scores that the teacher-respondents obtained were categorized and determined which was the dominant teaching style of the teacher-respondents.

The data showed that the dominant teaching style of the respondents was the group teaching style with an average mean of 2.5, followed by visual and kinesthetic with an average mean of 2.4, next were the relations with ideas and orientation to teaching task with an average mean of 2.3, fourth was the auditory with an average mean of 2.2, fifth was the tactile

with an average mean of 2.0, sixth was the overall orientation with 1.9 average mean and the least teaching style was the individual with an average mean of 1.5.

This finding clearly shows that the teacher-respondents preferred to teach literature 121 subjects through getting ideas, feelings or concepts from outside themselves.

This confirms the study of Sarjeant (2002) that teachers often used pair work or group work in class.

Teaching Styles of the Teacher-Respondents and the Observation of the Researcher

STATEMENTS ACTIVITY 1. THEIR SENSORY PREFERENCES	Respondents Response				Weighted		Observation				Weighted		Average Mean of Respondents and Observation
	1	2	3	N	Total	Mean	1	2	3	N	Total	Mean	
VISUAL													
1. I let my students remember things better if s/he lets them write down.	1	2	6	9	23	2.6		3	6	9	22	2.4	2.5
2. I let my students visualize pictures, numbers, words, or pages in his/her head.	1	3	5	9	22	2.4	1	3	5	9	22	2.4	2.4
3. I don't like my students to listen to or read directions; instead s/he lets them start doing things.			9	9	27	3.0	5	3	1	9	14	1.6	2.3
AUDITORY													
4. I see to it that my students are not distracted by background noise.	1	4	4	9	21	2.3	1	3	5	9	22	2.4	2.4
5. I let my students prefer listening to a lecture or tape rather than let them read a textbook.	1	6	2	9	19	2.1	3	4	2	9	17	1.9	2
6. I let my students remember better in what people say and what they look like.	1	3	5	9	22	2.4	2	3	4	9	19	2.1	2.3
KINESTHETIC													
7. I let my students remember things better if s/he lets them study aloud or discuss with someone.	5	1	3	9	16	1.8		4	5	9	23	2.6	2.2
8. I let my students think better when s/he lets them move around and don't let them sit at a desk.	3	3	3	9	18	2	2	5	2	9	18	2	2
9. I let my students use their fingers to count or let them move their lips when they read.	3	4	2	9	17	1.9	4	3	2	9	16	1.8	1.9
TACTILE													
10. I let my students learn better when s/he lets them make a model of something.	1	2	6	9	23	2.6	1	1	7	9	24	2.7	2.7
11. I let my students enjoy working on a class project		6	3	9	21	2.3	1	2	6	9	23	2.6	2.7
12. I let my students learn more by making drawings/diagrams as they study.		3	6	9	24	2.7	5	3	1	9	14	1.6	1.7

ACTIVITY 2. RELATIONS WITH OTHERS													
GROUP													
1. I let my students make new friends easily	1	1	7	9	24	2.7	1	5	3	9	20	2.2	2.4
2. At parties or gatherings, I let my students feel energized and have fun.	1	0	8	9	25	2.8	1	5	3	9	20	2.2	2.3
3. In social groups, I let my students easily keep up with news or gossip about other people.	4	3	2	9	16	1.8		2	7	9	25	2.8	2.8
INDIVIDUAL													
4. I am rather shy and quiet most of the time.	6	3		9	12	1.3	7	2		9	11	1.2	1.3
5. It is hard for most people to get to know me.	6	3		9	12	1.3	6	3		9	12	1.3	1.3
6. In a large group, I let my students listen rather than speak unless I know the people well.	1	6	2	9	19	2.1	5	4		9	13	1.4	1.8

ACTIVITY 3. RELATIONS WITH IDEAS													
1. I let my students come up with lots of new ideas or options.			9	9	27	3.0			9	9	27	2.7	2.9
2. Step-by-step teaching often bores me.	2	6	1	9	17	2	1	8		9	17	1.9	2.0
3. I let my students discover major principles that might not be clear at first, rather than being told.		3	6	9	24	2.7	1	6	2	9	19	2.1	2.4
4. In teaching, I like things presented in a step-by-step way.		3	6	9	24	2.7		5	4	9	22	2.4	2.6
5. I like concrete facts, not speculations or hidden meanings.		6	3	9	21	2.3	1	7	1	9	18	2	2.2
6. I prefer to avoid too many options from which to choose	3	5	1	9	16	1.8	4	2	3	9	17	1.9	1.9

ACTIVITY 4. ORIENTATION TO TEACHING TASKS.													
1. I let my students reach decisions quickly.		4	5	9	23	2.6		5	4	9	22	2.4	2.5
2. I let my students make a list of things that I need to do and I generally follow through.	1	3	5	9	22	2.4	2	2	5	9	21	2.3	2.4
3. I let my students start early so that I can finish before the deadline.	2	7	9	25	2.8		2	3	4	9	20	2.2	2.5
4. I let my students put off in making decisions as long as I reasonably can.	1	3	6	9	25	2.8		7	2	9	20	2.2	2.5
5. I let my students become spontaneous persons and do not like to plan ahead too much.		6	3	9	21	2.3	2	5	2	9	18	2	2.2
6. I like to just let things happen	2	5	2	9	15	1.7	4	4	1	9	15	1.7	1.7

ACTIVITY 5. OVERALL ORIENTATION													
1. I let my students find essay test easier rather than multiple choices.	3	3	2	9	15	1.7	3	5	1	9	16	1.8	1.8
2. When I am teaching, I look for similarities rather than differences.	1	7	1	9	18	2	3	5	1	9	16	1.8	1.9
3. I let my students be confused with too many details.	6	3		9	12	1.3	5	4		9	13	1.4	1.4 1.9
4. I let my students break things down into pieces so they can understand.		1	8	9	26	2.9		5	4	9	22	2.4	2.7
5. In taking on anything new, I look for differences rather than similarities.		7	2	9	13	1.4	3	4	2	9	15	1.7	1.6
6. I let my students use logical analysis to solve problems.	1	2	6	9	23	2.6	1	4	4	9	21	2.3	2.5

B. PROFILE OF THE STUDENT RESPONDENTS

Age. Table 2 presents the frequency distribution of the teacher respondents in terms of age. Of the nine (9) teacher respondents, four (4) or 44.4 percent were within 50-59 years old, two (2) or 22.2 percent were from ages within 40-49 three (3) or 33.3 percent had ages within 30-39 years old. This finding shows that most teacher respondents were of ages between 50-59 year old.

Most of the teacher respondents are mature in their age representation and as such can be considered veteran practitioners. Likewise, it means that they have learned to cope with classroom problems and by mentoring, they can help newcomers deal with complex problems of initial practice according to Pares's study.

Sex. The same table shows that out of nine (9) teacher respondents' one (1) or 11.1 percent was a male and eight (8) or 88.9 percent were female. It means that a majority of the teacher respondents were female.

This confirms the study of Yen, Chia Liang that majority of the regular classroom teachers were female.

Educational attainment. From the nine (9) teacher respondents one (1) or 11.1 percent attained the post doctorate degree, five (5) or 55.6 percent attained their doctorate degree, two (2) or 22.2 percent were able to finish their master's degree and one (1) or 11.1 percent was still pursuing his master's degree. The data further shows that the trend in attaining higher education is of paramount importance in this time.

This confirms the study of Orteza that educational attainments grant promotions as well. This is so because most jobs require expertise.

Years of Experience. The data shows that out of nine (9) teacher respondents, four (4) or 44.4 percent had a teaching experience ranging from 20-30, two (2) or 22.2 percent 10-19 years while three (3) or 33.3 percent had their teaching experience of 0-9 years. This finding shows that a majority of the teacher respondents had already stayed long in their field of profession.

DEMOGRAPHIC PROFILE OF THE STUDENT RESPONDENTS

	PROFILE	FREQUENCY	PERCENT
Age	50-59	4	44.4
	40-49	2	22.2
	3-039	3	33.3
	Total	9	100
Sex	Male	1	11.1
	Female	8	88.9
	Total	9	100
Educational Attainment	Post Doc.	1	11.1
	Ph.D	5	55.6
	MA	2	22.2
	w/MA	1	11.1
	Total	9	100

Years of Experience		
20-30	4	44.4
10-19	2	22.2
0-9	3	33.3
Total	9	100

C. Correlation of the Literature 121 students learning styles and their profile

The multiple regression analysis was used to come up with the result of the relationship between the profile and teaching styles of the teachers. The results revealed that age, sex, and years of experience were found to be significantly related while educational attainment was not significant.

Age

Age was found significantly related because the F ratio 11.43719 was greater than the significant F of .0008 which led to the acceptance of the research hypothesis that there is a significant relationship between the age and the teaching style. The coefficient of determination of 3.98% explains how much age influenced the teaching style of the teachers. It implies that the older the teacher is the more s/he is inclined to use the grouping preference. It may also be reckoned that those whose age ranged from forty years old and above may be characterized as creative, innovative, self-confident, high-educated and educationally minded and in effect would like to share what they have learned in small groups.

Sex

This variable was also found to be significantly related because the F ratio of 32.07466 was greater than the significant F of .000; thus this led to the rejection of the null hypothesis in favor of the research hypothesis. This means that sex was significantly related to teaching style. Likewise the coefficient of determination of 12.40% indicated the degree of the relationship between them. It implies that the female teachers are inclined to use the group orientation to teaching style and relation with ideas teaching styles.

Educational Attainment

Educational attainment was found to be not significantly related because the F ratio of .28412 was smaller than the significant F; thus the null hypothesis was accepted of no relationship between educational attainment and teaching style.

This data implies that regardless of educational attainment, a teacher acquires his/her teaching style. There may be strengths but it is not to say that there are no gaps. However, teacher preparation can facilitate development of potentials.

Years of experience

The years of experience was found to be significantly related considering that the F ratio of 1.21044 was greater than the significant F of .2722, thus the research hypothesis was confirmed.

The coefficient of determination of .44% indicated the degree of relationship between them. It implies that the longer the years of experience the teacher has, the more inclined s/he is to use the grouping preference. Simply put, this finding upholds that experience is the best teacher. With years of experience in teaching, wisdom is captured. They have rebounded from mistakes and disappointments, and have found ways to contend with workload that comes with and endlessly demanding job.

Summary result on the Relationships between the Profile and the Teaching Styles of the teachers

Profile	F-Ratio	Significant F	Coefficient of Determination	Interpretation
Age	11.43719	.0008	3.98%	Significant
Sex	39.07466	.0000	12.40%	Significant
Educational Attainment	.28412	.5944	.10%	Not Significant
Years of Experience	1.21044	.2722	.44%	Significant

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