INTROSPECTIVE TEACHING PRACTICE OF TEACHERS AND SOCIAL CONNECTIONS OF STUDENTS

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Abstract

This study aimed to determine the relationship between introspective teaching practice and the social connections of students. This study utilized the non-experimental quantitative research design using descriptive techniques involving teachers in Malita North District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on introspective teaching practice and social connections of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of introspective teaching practice is very high, the level of social connections of students is very high, there is a significance on the relationship between introspective teaching practice and social connections of students.

Keywords: *Introspective Teaching Practice, Social Connections of Students. School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

Social connections skill of students is a filtering and coloring mechanism for children's daily experiences. It is how the child sees himself. It is made up of a sense of belonging and being accepted, a sense of being good, and a sense of being capable of doing things well. Whether self-concept is positive or negative, it can influence important areas of a child's development and achievement. It can also affect the child's relationship with others, especially family members (Cokley and Patel, 2007).

Many students with poor social connections skill tend to have unhealthy peer relations. In Japan, teachers always face troubles with students who initiate fight with their classmates. If not fighting, other students do not acquire a sense of friendliness and often caught bullying and showing aggression against their classmates in the form of boxing or name-branding. While others are fond of verbal teasing, other students do not integrate themselves with their classmates during group activities (Tateno, Teo, Ukai, Kanazawa, Katsuki, Kubo, & Kato, 2019).

In the Philippines, as school children are expected to develop a self-concept at the age they are expected to, however, there are students who have poor emotional stability as they frequently worry a lot, depressed on just anything, and even feel nervous when asked to answer on the board. There are students who even cry when asked to answer simple mathematical problems. Worst yet, there are students who are fond of In the bullying their classmates just to intimidate them (Robosa, Paras, Perante, Alvez & Tus, 2021).

In Davao region, students with low social connections skills have issues on emotional stability and general esteem. These student's manifest poor relationship with their classmates and are usually troubled and always caught bullying other classmates or getting poor scores in their assessments. These students become common concerns of teachers as subjects for behavior modification (Kulidtod & Pasagui, 2017).

The researcher has rarely come across of local research that explores the variables under study. This undertaking therefore, can become a blueprint of new knowledge and

supplementary to the existing document for every variable involved in this research. It is in this considerable magnitude that the researcher decided to conduct the study.

This study is anchored on social interaction theory of Vygotsky (1978). The theory examines how individuals interact with one another. Social contact and the patterns that can be identified in such interactions are of interest to academics from a wide range of disciplines, including anthropology, sociology, psychology, and linguistics. Social scientists create hypotheses to explain and forecast human behavior using observed patterns.

This study aims to find out the significance of the relationship between introspective teaching practice and the social connections of students.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

Similarly, this study is viewed as a significant benchmark to the School heads and Teachers as this will help them enhance their current practice in terms of the variables and indicators included in this study. This may guide them in designing Learning Action Cells that will help the school gain inputs and eventually improve their present practice.

This study is beneficial to students as they are the direct beneficiary of the initiatives in schools including the professional advancements of school heads and teachers. The benefits that the students will gain from this study is expected to help them increase their learning proficiency.

This study is also beneficial to future researchers as this will guide them in conducting similar study. This study can also be their benchmark in exploring other variables not covered in this research.

This study is aimed to determine the relationship between the introspective teaching practice and social connections of students. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to social play and emotional development, emotional regulation, group skills, communication skills in terms of social connections. On the other hand, it also included only the indicator on practical, cognitive, learner, and metacognitive, for introspective teaching practice.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various arts of its cultural heritage.

The research sample included only those elementary school teachers who expressed their willingness to take part in the conduct of the study. Only those teachers who have permanent positions are included as respondents of the study. These teachers must have five years of teaching experience in the public school. The substitute teachers and learner support aid are not included as respondents of this study.

This study utilized purposive sampling in determining the sample of this study. Only those students who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized an adopted questionnaire in The questionnaire on introspective teaching practice, the indicators come from Afghani and Anani Sarab (2016) and the indicators are the following: practical, cognitive, learner, and metacognitive.

This five-point Likert Scale was used in determining the introspective teaching practice.

On the other hand, the questionnaire for social connections of students is adopted from Project DATA-University of Washington (2007).

Meanwhile, this five-point Likert Scale was used in the assessment of social connections of students.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.12 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sarangani District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.
Mean. This was used to determine the extent of introspective teaching practice and social connections of students. **Pearson-r.** This was used to determine the significance of the relationship between introspective teaching practice and social connections of students. valuable instructional time performing these tasks.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data of the findings. Discussions of the topics are arranged in the following: level of introspective teaching practice, level of social connections of students, and the relationship between introspective teaching practice and social connections of students.

The standard deviation in the descriptive tables, Table 1 and Table 2 ranged from 0.30 to 0.40 which is less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Introspective Teaching Practice of Teachers in terms of Practical

Presented in Table 1.1 is the level of introspective teaching practice of teachers in terms of practice with a mean score of 4.33 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I have a file where I keep my accounts of my teaching for reviewing purposes, I talk about my classroom experiences with my colleagues and seek their advice/feedback, after each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague, and I discuss practical/theoretical issues with my colleagues.

Level of Introspective Teaching Practice of Teachers in terms of Cognitive

Presented in Table 1.2 is the level of introspective teaching practice of teachers in terms of cognitive with a mean score of 4.28 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I read books/articles related to effective teaching to improve my classroom performance, I participate in workshops/conferences related to teaching/learning issues, I think of writing articles based on my classroom experiences, and I look at journal articles or search the internet to see what the recent developments in my profession are.

Level of Introspective Teaching Practice of Teachers in terms of Learner

Presented in Table 1.3 is the level of introspective teaching practice of teachers in terms of learner with a mean score of 4.27 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I talk to my students to learn about their learning styles and preferences, I talk to my students to learn about their family backgrounds, hobbies, interests and abilities, and I ask my students whether they like a teaching task or not.

Level of Introspective Teaching Practice of Teachers in terms of Metacognitive

The result of this mean score is taken from the strands of the indicators which are as follows: I talk to my students to learn about their learning styles and preferences, I talk to my students to learn about their family backgrounds, hobbies, interests and abilities, and I ask my students whether they like a teaching task or not.

Summary of Level of Introspective Teaching Practice

Presented in Table 1.5 is the level of introspective teaching practice of teachers with the overall mean of 4.28 with a descriptive equivalent of *very high* indicating that all enumerated indicators were always observed.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator

which is appended in this study. among the enumerated indicators, practical obtained the highest mean of 4.33 with a descriptive level of very high, learners obtained a mean

score of 4.27 with a descriptive rating of very high, metacognitive had a mean score of 4.23 or very high, and cognitive had a mean score of 4.28 or very high.

The very high level of introspective teaching practice of teachers is due to the high level of rating given by the respondents to the indicators practical, learners, and metacognitive, and metacognitive.

The results of the study is aligned with the statement of Rayford (2010) which stated to Encouraging reflective practice in schools, not only benefits individual teachers but the school as a whole. Developing a culture of reflective practice improves schools by creating a strong foundation for continuously improving teaching and learning. It sends the message that learning is important for both students and teachers, and that everyone is committed to supporting it.

The result of this study is supported by the statement of Soisangwarn & Wongwanich (2014) who stated that It creates an environment of collaboration as teachers question and adapt both their own practice and that of their colleagues. Teachers can team-up, drawing on expertise and offer each other support. This helps to develop good practice across the school, resulting in a more productive working environment.

Learning and development would not produce the expected outcomes. Thus, organizations have an incentive to create an environment conducive to high individual learning and development by encouraging organizational learning culture.

Level of Social Connections
in terms of Social Play and Emotional Development

Presented in Table 2.1 is the level of social connections in terms of social play and emotional development with a mean score of 4.48 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: plays with peers, share toys and talks about the play activity even if the play agenda of the other child may be different., and follow game with rules.

One social skill that was brought out in the study was social play and emotional development. This means that students shared toys and talks about the play activity even if the play agenda of the other child may be different.

Level of Social Connections
in terms of Emotional Regulation

Presented in Table 2.2 is the level of social connections in terms of emotional regulation with a mean score of 4.68 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: label and identify emotions in self, demonstrate empathy towards peers, and accept making mistakes without becoming upset/angry.

Another indicator or social skills is emotional regulation. This shows that students demonstrated empathy towards peers and accepted mistakes without getting upset or angry. The result is in cognizant with the belief of Willis (2008) which stated that students who managed emotion well have an easier time getting along with their peers. The process of learning to manage feelings is a complicated one that starts as soon as a baby looks into her parents' eyes and begins to establish an attachment relationship.

Level of Social Connections
in terms of Group Skills

Presented in Table 2.3 is the level of social connections in terms of group skills with a mean score of 4.51 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: seek assistance from peers, follow directions, and give assistance to peers.

Likewise, students displayed social skills by means of their group skills. Sugai and Horner (2006) stressed that most students who have a good social facilitation when in group tend to have most friends because their peers feel comfortable with their presence. Peters (2009) added that a student who has group skills makes plenty of friends in school. The

results of this study is in consonance with the findings of Capps and Miller (2006) that socialization within the group is important among school children as this pave way to understanding other people as they discover themselves.

Level of Social Connections
in terms of Communication Skills

Presented in Table 2.4 is the level of social connections in terms of communication skills with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: make variety of comments, related to the topic during conversations; answer simple social questions; and give compliments to peers.

Findings of this study revealed a high level of communication skills of the students which means that students make variety of comments, related to the topic during conversations with friends, answer social question, and give compliments to peers. Wenglinsky (2005) believed that helping students improve public communication skills is motivating them to develop themselves. Practicing communicating with peers is important. With constant practice, students easily learn and become expert in what they at first afraid to do. In this regard, Hohlfeld, et al (2008) suggested that a teacher should create a group of children about the same age to hone their presentation skills, and the audience will hear the speaker and help evaluate the performance. This exercise will help students feel confident in front of a crowd, pinpoint areas where they are struggling, and share their own thoughts with other shy speakers.

Summary of Level of Social Connections of Students

Presented in Table 2.5 is the level of social connections of students with the overall mean of 4.58 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes observed except the indicator social play and emotional development obtained a mean score of 4.48 or very high, emotional regulation had a mean score of 4.68 or very high, group skills has a mean score of 4.51 or very high, and communication skills had a mean score of 4.63 or very high.

Results of the study revealed that students manifested high level of social skills. According to Wright (2006) student's social skills are important for early school success and later adjustment. Those without adequate social skills are at risk for difficulties including peer rejection, behavior problems, and poor academic achievement.

Relationship between Introspective Teaching Practice
and Social Connections of Students

Displayed in Table 3 are the results of the relationship between the introspective teaching practice and social connections of students. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned. Based on the first correlation analysis, introspective teaching practice and social connections of students revealed a computed R-value of 0.218 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the introspective teaching practice there is, the higher will be the social connections of students. Thus, the null hypothesis of no significant relationship between introspective teaching practice and social connections of students is rejected.

4. MAJOR FINDINGS

The level of introspective teaching practice of teachers is 4.28 or very high. The level of social connections of students is 4.58 or very high. Based on the correlation analysis between introspective teaching practice and social connections of students revealed a computed R-value of 0.218 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The introspective teaching practice of teachers is very high. This indicates that the provisions relating to introspective teaching practice of teachers embodied in the item is always manifested.

There is a very high level of social connections of students. This indicates that the provisions relating to social connections of students embodied in the item is always manifested. The result of the study also confirms that there is a significant relationship between introspective teaching practice of teachers and social connections of students. This implies that the higher the introspective teaching practice there is, the higher will be the social connections of students. Thus, the null hypothesis of no significant relationship between introspective teaching practice and social connections of students is rejected.

The results of this study revealed that the introspective teaching practice of teachers is very high. The researcher recommends that the school head may conduct needs analysis to in terms of metacognition as one indicator of introspective teaching practice to ensure that students are given developmentally appropriate strategies that will them progress in their academic undertakings.

The Public Schools District Supervisor where the study is conducted may also share best practices in terms of metacognition which have been practiced in different schools and share them to other teachers within the district. This will help teachers acquire ideas on how to improve their current strategies in increasing metacognition skills of the students.

The result of this study revealed that the level of social connections of students is very high. The researcher recommends that school heads may encourage teachers to identify which practices relating to social play and emotional development that are beneficial to students to help the learners establish group dynamics through developing their social play and emotional development skills since this is one of the indicators that obtained the lowest score. Teachers may also regularly utilize activities in the classroom that will help students increase their social play and emotional development aspect.

This study also reveals a significant relationship between introspective teaching practice and social connections of students. The researcher therefore recommends that the Public Schools District Supervisor where the study was conducted may also enhance introspective teaching practice among the teachers by providing mentoring and technical assistance activities that will enrich the teachers on this aspect as this contributes to the increase of social connections of students.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers.

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