

Social Capital and Creative Teaching Behavior of Public Elementary Teachers in Davao Del Sur Division

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Abstract: The study focused on exploring how the relationships and connections among teachers influence their creative teaching methods in public elementary schools in Davao del Sur Division. The goal was to really understand how things like community and collaboration among educators can enrich their ability to engage students in imaginative and effective ways. To gather insights, researchers randomly selected 110 public elementary school teachers and employed a descriptive-correlational survey method to analyze the data. This involved calculating averages and examining the relationships between different factors using Product-Moment correlation, along with Regression Analysis to dig deeper. The results were encouraging: teachers showed high levels of social capital and exhibited a wide range of creative teaching behaviors. One of the most significant findings was the strong link between these two areas. As teachers built stronger social bonds and found more opportunities to collaborate, their creativity in teaching flourished. Key elements such as a strong sense of community, a supportive school culture, collaboration opportunities, and teacher motivation played a crucial role in enhancing creativity in their teaching practices. Given these findings, the study recommends that leaders within the Department of Education and school administrators focus on strategies that foster connections among teachers and boost their creative teaching approaches. Additionally, it encourages future researchers to further examine this subject, perhaps looking at other factors that could influence these dynamics and using varied research methods for a broader perspective.

Keywords: Social Capital, Creative Behavior, Descriptive Correlational, Davao Del Sur Division, Philippines.

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I. INTRODUCTION

Educators are truly at the heart of shaping the lives and futures of their students, especially in public elementary schools. In Davao del Sur, several factors influence the effectiveness of teaching, but two key aspects really stand out: the strength of social connections among teachers and the use of creative teaching methods.

When we talk about social capital, we're referring to the bonds, networks, and shared values that help people work together better. When teachers form strong relationships with one another, it fosters a collaborative environment that can enhance their teaching practices. This sense of community not only makes educators feel more connected to their work but also allows them to create a more impactful learning experience for their students.

On the other hand, creative teaching behavior is all about embracing innovative and engaging techniques that inspire student learning. Today's classrooms are filled with diverse learners, and it's vital for teachers to be adaptable

and willing to explore new strategies. Research shows that when teachers collaborate and support each other, their ability to implement these creative methods in the classroom increases significantly.

Yet, there's still much to learn about how these relationships develop specifically within the public elementary schools in Davao del Sur. This study aims to explore the connection between social capital and creative teaching behaviors among public elementary teachers in the region. We want to identify which aspects of social capital have the most significant impact on teachers' creative approaches, with the ultimate goal of enhancing the educational experience for students.

II. METHODS

This study took a closer look at how social connections and support among teachers influence their creative teaching methods in public elementary schools in the Davao del Sur Division. To gather a well-rounded perspective, the researchers carefully selected a diverse

group of 110 teachers, ensuring representation from various backgrounds.

To gather insights, they used validated questionnaires that focused on two main areas: social capital and creative teaching behavior. The social capital questionnaire examined important factors like the sense of community among teachers, the overall school culture, opportunities for collaboration, individual strengths, and motivation. The creative teaching behavior questionnaire, on the other hand, looked at how frequently and in what ways teachers employed innovative strategies to engage their students.

After collecting the responses, the researchers analyzed the data using descriptive statistics to provide a clear overview of the findings. They went further by applying advanced techniques like Product-Moment correlation and Regression Analysis to understand the strength and significance of the relationship between social connections and creative teaching methods. This comprehensive approach allowed them to capture how supportive relationships among educators can spark creativity in the classroom.

III. RESULTS AND DISCUSSIONS

A recent study out of Davao del Sur has revealed some truly inspiring insights about public elementary teachers and their creativity. It turns out these educators feel a strong sense of support from one another and have plenty of chances to collaborate. This sense of community isn't just a nice idea; it's genuinely making a difference in how they teach.

The data sheds light on a powerful connection between the social relationships among teachers and their creative teaching methods, with a notable correlation of 0.75. This implies that when teachers feel more connected and supported, they're much more likely to try out innovative approaches in their classrooms.

Delving deeper, the study highlights that aspects of social capital—such as community involvement and collaborative work—play a crucial role in encouraging teachers to embrace creative practices. Two resounding themes stood out: community and collaboration. Teachers who perceived their school environment as nurturing and had opportunities to partner with their colleagues were more inclined to experiment with new techniques in their teaching.

These findings resonate with earlier research that underscores the importance of teamwork in sparking new educational ideas. For school leaders and officials in the Department of Education, focusing on building a strong school culture and creating more opportunities for collaboration could be vital steps toward nurturing a more innovative learning environment.

Looking to the future, it would be interesting for upcoming studies to investigate additional factors that might

affect these dynamics, perhaps employing different methods to gain even deeper insights.

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