

Praxis: the bandura's effect to educational innovation and creativity

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Abstract: Theoretical understanding of Albert Bandura's Social Learning Theory is widely accepted in the field of education. As founded theory in the field of Education and Psychology, relevant implications and assessment of this theory into the current trends and social structure of education emphasizing teaching and learning process were imperative to examine. In this line, this study described and examined teachers' perceptions as to the theory and practice of Social Learning theory in innovation and creativity within the teaching and learning process. Thus, the study employed descriptive correlational research through researcher-made survey-questionnaire. Results showed that teachers practically operated and highly utilized Social Learning Theory as practical model in improving teaching and learning process. Findings also showed that teachers who understand the principles and assertion of social learning theory are likely to recognize the importance of establishing focused behavior among their learners. Also, teachers recognize the importance of memory retention in the context of social learning theory.

Keyword: Bandura, Social, Learning, Theory, modelling, observation, teachers, learners, operated, highly, utilized

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INTRODUCTION

Schools as social institutions create holistically developed individuals in the communities. The practical significance of the schools are largely dependent on how teachers deliver quality-based education among learners. Schools as also considered as formalized learning places where large amount of learning are delivered to help learners develop their knowledge and potentials. With the long lines of founded theories, principles and assertions to education and schools as part of social

development. One of the notable theories in the field of education—Bandura’s Social Learning Theory. The theory emphasized social learning and self-efficacy of teachers and learners as prime movers of educational wheel. As shown in the study of Deaton (2015), Social Learning Theory directly focuses on the application of socially perceived values, ideals and beliefs that are being acquired by learners. In addition, the same study shows that attention, memory and motivation are some of the notable characterization of social learning theory. Important notion of modern education is the prevalence of innovation and creativity. Educational innovation is the development and implementation of new formed ideas, methods or tools leading towards the development of teaching and learning process while creativity is the manner and means of generating new ideas, approaches and solutions to the present conditions, concerns and problems in education.

On the other hand, teachers are mindful on the assertions posited by Bandura under his Social Learning Theory. In this line, teachers are serving as role models of communities where they are expected to show, act and interact with highly acceptable values in the communities they live. Practically, Social Learning Theory as operated within educational spheres, explained that individuals learn by observing and interacting others. The critical component of this theory underscores the interaction of learners and their peers and teachers. From the circulating aspect of social learning theory, it notably emphasizes modelling. According to the words of Ahn et al. (2019), component process and emphasis on identifying aspects of role model which teachers show become more effective when applied to actual educational settings. In addition,

Modelling as asserted in the theory demonstrates that teaches are role models of behaviors, attitudes and emotional reactions. Now, researchers observe that teachers if not being epitome of innovation and creativity, as role models, they are only interacting and influencing their learners with less emphasis to innovation and creativity. The researchers also observe that social learning theory is a significant element to consider in the development of learners. Social interaction and modelling of teachers to promote innovation and creativity become immediate concerns of the researchers. In this line, the researchers find greater interests in describing and examining effect of Social Learning Theory as proposed by Albert Bandura to educational innovation and creativity.

Research Objectives

This study described and examined the effects of Bandura’s Social Learning Theory to educational innovation and creativity. Specifically, the study aimed to:

1. describe social learning theory based from teachers’ understanding as to attention, memory and motivation;
2. describe teachers’ perceptions to the effects of Social Learning Theory to educational innovation and creativity as to curriculum design, teaching strategies and technology integration; and
3. examine if there would be significant relationship between teachers’ understanding on social learning theory and their perception to its effects to educational innovation and creativity.

METHODOLOGY

Research Design

This study utilized descriptive correlational research. As defined by Xian (2019), descriptive correlational design is a study for examining the relationships between or among two or more variables in a single group. Here, this study described and examined the effects of Bandura's Social Learning Theory to educational innovation and creativity. In this line, the descriptive nature of the study are the teachers' description on social learning theory as proposed by Albert Bandura in terms of attention, memory and motivation and the description of teachers' perception on the effects of social learning theory to educational innovation and creativity in terms of curriculum design, teaching strategies and technology integration. On the other hand, the correlational nature of the study is the examination if there would be significant relationship between teachers' understanding on social learning theory and their perception to its effects to educational innovation and creativity.

Respondents and Locale of the Study

The subject respondents of the study were the 200 randomly selected public elementary and secondary school teachers from the selected public schools across the country. There were 100 elementary teachers and 100 secondary school teachers. The study was conducted among selected regions, which for the purposes of the non-disclosure of schools and the regions where they situated, the researchers remained them concealed. Random sampling technique was utilized in the selection of the respondents. The researchers posted call for participants through their personal social media accounts. All teachers who expressed desire to participate were communicated through personal email and social media accounts.

Research Instrument

The study utilized a researcher-made-survey questionnaire which contained two parts. For part 1, it contained items relating to the understanding of the respondents to social learning theory in terms of attention, memory and motivation. Meanwhile, part 2 contains items relating to the effects of social learning theory as perceived by teachers in terms of curriculum design, teaching strategies and technology integration.

Apparently, the developed survey-questionnaire was subjected to validation and reliability testing. For validation, the researchers sought the participation of five (5) Doctor of Education degree holder and full-time graduate school professors. Meanwhile, the survey-questionnaire utilized a 4-Likert Scale. Upon the compliance to the validators' comments and recommendations, the researchers administered pre-testing of the developed survey-questionnaire. As such, the survey-questionnaire obtained a Cronbach Alpha result of .819 which signified that the instrument was "Acceptable."

Data Analysis

The study underwent careful and comprehensive data gathering procedure as it was employed across the country. The researchers provided informed consent and formal communication letters attached to the online Google Forms being sent to the respondents and to their immediate head. Link was shared to the respondents through their personal social media accounts particularly on their personal Messenger account. In this regard, the researchers carefully sent the link individually

to the respondents. The researchers laid clear directions to the online forms which served as reference which used by the respondents in completing filling the survey-questionnaire.

Apparently, the researchers after all the data have been filled and completed by the respondents, careful and comprehensive collection and organization of the data through MS Excel was made. The data were stored on the researchers' devices. After the researchers organized the data, relevant statistical tools were applied. In this line, mean, standard deviation and general weighted mean were used in order to describe teachers' understanding to social learning theory in terms of attention, memory and motivation. Thus, similar statistical tools were applied in describing teachers' perceptions to the effects of social learning theory to educational innovation and creativity in terms of curriculum design, teaching strategies and technology integration. Lastly, Pearson R was used in order to examine if there would be a significant relationship between teachers' understanding on social learning theory and their perception to its effects to educational innovation and creativity.

FINDINGS AND DISCUSSION

Teachers' understanding on social learning theory

Based from the results, an overall mean of 3.71 which is verbally described as "Highly Knowledgeable." The result shows that teachers understand the principles of modelling where they serve as model to engage their learners with practical values. Apparently, attention obtained the highest mean of 3.61 which is verbally described as "Highly Knowledgeable." This means that teachers understand the value of attention in social learning theory where they expressed their understanding on modelling focused attention within the teaching and learning process. Meanwhile, memory and motivation are also treated as important indicators for social learning theory where teachers also put premium importance. Notably, teachers highly understood the value and practical significance of social learning theory in providing efficient instruction through focused teaching and learning process through teacher and peer modelling. In this line, the results also suggest that Bandura's theory create comprehensive directional lines for teachers and serve the same as their instructional framework which uplift the quality of teaching and learning process. The results affirmed the study of Rumjaun and Narod (2020) which reveals that teachers are able to adapt and practically apply social learning theory as bridge for behaviorism and cognitive approach. Thus, similar study emphasized that social learning theory is still a valid theory supporting the effectiveness of teaching and learning process through engagement and consistent focus or attention.

Teachers' perceptions to the effects of social learning theory to educational innovation and creativity

Educational innovation creates new ideas and methods that are substantial for the continued improvement of teaching and learning process while creativity emphasizes the means and forms of generating new ideas beyond the conventional. Based from the results, an overall mean of 3.78 which is verbally described as "Highly Perceived," suggests that teachers affirmed that social learning theory strongly influenced educational innovation and creativity. Accordingly, teachers also emphasized that teaching strategies have more apparent effects as influenced by social learning theory because teachers imitate and replicate effective and efficient teaching strategies

and approaches which they see and observe among their colleagues or patterned from other countries. Teachers highly perceived that social learning theory provides more practical realization about enhanced engagement and personalized teaching and learning which are, both in line with curriculum design and teaching strategies variables. In other words, teachers highly perceived that social learning theory where modelling and engagement are highly characterized, it significantly influenced teachers' value to imitate and use effective approaches and strategies used by other educators. The findings supported the study of Yildirim (2019) which reveals that education is delivered on the basis of Bandura's social learning theory as an effective mean to enhance learners control and learning. Also, similar study shows that teachers had a highly accepted the positive effects of social learning theory on educational innovation and creativity.

Relationship between teachers' understanding on social learning theory and their perception to its effects to educational innovation and creativity

The hypothesis of, "There is no significant relationship between teachers' understanding on social learning theory and their perception to its effects to educational innovation and creativity" is rejected. Attention had significant positive relationship with teaching strategies with correlation coefficient of .756 which indicates that teachers who understand the principles and assertion of social learning theory are likely to recognize the importance of establishing focused behavior among their learners. On the other hand, memory is positively correlated with curriculum design with correlation coefficient of .271. This suggest that teachers recognize the importance of memory retention in the context of social learning theory. The results supported the study of Cockerill et al. (2018) which reveals that teachers' perceptions on the effectiveness of social learning theory in the dynamics of educational innovation and creativity remain consistent and are congruent with social interdependence. Apparently, the study emphasize that theory, practice and policy are recommended to discuss to practically apply the core assertion of the theory to educational practice.

CONCLUSION

Social learning theory as one of the foundational theory in education poses consistent greater importance for the development of teaching and learning process along with the continued changes and demands of educational innovation and creativity. Teachers were highly knowledgeable in understanding Social Learning Theory. In fact, they perceived the greater effects of social learning theory on innovation and creativity where they use and replicate effective and efficient teaching strategies. In addition, enhanced engagement and personalized teaching and learning were also the perceived effects of social learning theory. Hence, the study also concluded that teachers who understand the principles and assertion of social learning theory are likely to recognize the importance of establishing focused behavior among their learners. Also, teachers recognize the importance of memory retention in the context of social learning theory.

RECOMMENDATION

The study recommends further investigation on the challenges encountered by teachers in dealing with social learning theory under the diverse teaching and learning environment. Also, the study recommends the formulation and design of teaching methods and approaches that should be

examined and implemented in order to comprehensively assess the effects of such approaches surrounding the assumptions of Social Learning Theory.

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