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Retooling of teaching styles for an enhanced intermediate learners' academic performance

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Abstract

This study assessed the extent of teachers' teaching styles and their relationship with learners' academic performance in selected elementary schools in Alegria District, Alegria, Cebu, Philippines, during the school year 2018-2019. A descriptive-normative research design was employed using survey questionnaires adapted from Dunn and Dunn's Teaching Style Inventory. The respondents included 18 teachers and 3 school principals. Data were analyzed using percentage distribution, weighted mean, Wilcoxon two-sample test, and Chi-square test of independence. The study assessed seven dimensions of teaching styles: instructional planning, teaching methods, student groupings, teaching environment, evaluation techniques, teaching characteristics, classroom management, and educational philosophy. Results revealed that teaching practices were implemented at a moderate level, with teaching characteristics and classroom management receiving the highest rating, indicating consistent classroom control and positive learning environments. However, other dimensions, such as student groupings and evaluation techniques, were only moderately applied, suggesting areas for improvement. Statistical analysis further showed significant differences between teachers' and school principals' perceptions, but no significant relationship between teaching styles and learners' academic performance. The findings indicate that while teachers demonstrate effective practices, improvements in certain teaching styles are needed, and continuous professional development is recommended to enhance instruction and learner outcomes.

Keywords: Action plan, Administration and supervision, Alegria, Cebu, Descriptive normative method, Philippines, Teachers' teaching styles.

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Contents

Contribution of this paper to the literature

This study contributes to the existing literature by examining the relationship between teachers' teaching styles and learners' academic performance in public elementary schools in the District of Alegria, Cebu. While previous studies have explored teaching effectiveness in broader contexts, limited empirical research has investigated how specific dimensions of teaching styles influence learner outcomes in rural Philippine elementary schools. The findings provide insights for school administrators and teachers in designing professional development programs and instructional improvement initiatives that strengthen teaching practices and support improved academic performance among learners.

1. Introduction

The major factor affecting student performance and educational outcomes is teacher effectiveness. Smith (2000) highlights teachers' professional qualities, including their attitudes and teaching styles, as a major element affecting effectiveness. Njoku (2013) emphasizes the importance of teaching styles as a vehicle for effective teaching, stating that teaching would never be effective without careful choice and planning of teaching styles.

Moreover, Rockoff, Jacob, Kane, and Staiger (2008) pointed out that poor teaching attitudes and inefficient choices in teaching methods, strategies, and styles affect teacher effectiveness in America, while teachers' style inefficiency in various Southeast Asian nations highlights educational failure. Alami (2016) cited that studies in Canada found the causes of mediocre student performance include the gap between teachers' and students' ages, with many teachers being ambivalent about utilizing and integrating ICT during instruction. Abrams (2010), in her study in California, USA, also found that teachers who predominantly used traditional teaching methods yielded lower learner performance compared to those who utilized differentiated instruction and ICT in teaching.

In the Philippines, several studies have indicated that learners' mediocre academic performance may be associated with limitations in instructional practices and insufficient integration of innovative teaching strategies (Al-Banna, Bayu, & Aziz, 2014; Schmidt, Cogan, & Houang, 2011). Despite the increasing emphasis on learner-centered instruction and differentiated teaching approaches, many teachers still rely heavily on traditional methods, which may not fully address diverse learner needs. However, limited research has specifically examined the extent of teachers' teaching styles and their relationship with learners' academic performance in rural elementary schools in the Philippines. Addressing this gap is important for identifying areas where teachers may require further professional development and instructional support. Therefore, this study is conducted in view of the aforementioned issues regarding teacher effectiveness in the Philippines. This study is purposively designed to assess teachers' teaching styles in relation to learners' academic performance at identified schools in Alegria District for the school year 2018-2019 as a basis for an action plan.

1.1. Theoretical Framework

This study is anchored on Mishra (2007), Gardner's Multiple Intelligences Theory and the framework of Education for Sustainable Development (UNESCO, 2015). These theoretical perspectives provide a foundation for understanding how teaching styles influence instructional practices and learners' academic outcomes.

Mishra (2007) identified three general classifications of teaching styles: discipline-focused, instructor-focused, and student-focused teaching styles. The discipline-focused style emphasizes strict adherence to curriculum structure and predetermined learning objectives. Although this style ensures consistency in lesson delivery, it often limits flexibility in addressing the diverse learning needs of students. The instructor-focused style is characterized by teacher-centered instruction where the teacher serves as the primary source of knowledge. In this approach, learning occurs primarily through lectures and direct instruction, which may limit students' opportunities for collaborative learning and critical thinking. In contrast, the student-centered style of teaching encourages active participation and collaborative learning. This style of teaching allows learners to learn in various ways of their preference, which could be more comfortable as they could learn using their own learning style modalities. Most of the principles that the researcher tries to prove in this study are based on Mishra's third teaching style, which is the learner-centered learning style, tending to develop various life skills and practical skills among learners, thereby affecting their overall academic performance. Another theoretical perspective relevant to this study is Gardner's Theory of Multiple Intelligences. Gardner (1983) proposed that individuals possess different types of intelligences, including linguistic, logical-mathematical, spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. This theory suggests that learners process and acquire knowledge in diverse ways. Therefore, teachers must adopt varied instructional strategies to address the different learning preferences of students.

The principles of Education for Sustainable Development (UNESCO, 2015) also emphasize the importance of developing educational practices that promote lifelong learning and adaptability. Teachers play a vital role in implementing effective teaching strategies that respond to evolving educational demands and learner diversity.

Teachers are the key people who provide quality education, and it is their efforts that the success of education. But the success of the education system depends on a teacher's professional qualifications, which include their attitudes and behavior towards their profession, forming the basis of the system (Smith, 2000). Morris and Maistro (2005) defined attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to objects and situations with which it is related. Furthermore, attitudes mean the individuals' prevailing tendency to respond favorably or unfavorably to an object, person, group of people, institutions, or events.

The purpose of this study is to quantify the personal and professional competence of teachers vis-à-vis their learning styles, which are also compared with learners' academic performance. Once the extent of the teaching styles is determined, an action plan will be crafted to improve teachers' competence in various teaching styles.

2. Methodology

2.1. Research Design

This study utilized a descriptive research design, gathering data on respondents' personal profiles through adapted questionnaires and data mining. It was normative as it used survey questionnaires adapted from Dunn and Dunn's (2012) teaching style inventory in determining the extent of teachers' teaching style scaled through assigned Likert scales to describe the characteristics of each teaching style.

2.2. Research Environment

The study was conducted at the selected elementary schools in the district of Alegria, Cebu, Philippines. Alegria is a third-class municipality located approximately more than a hundred kilometers southwest of Cebu City. Alegria is comprised of both coastal and mountainous places where schools are distributed.

Alegria District has fifteen (15) elementary schools and five (5) primary schools at present. Out of fifteen (15) elementary schools, only three (3) schools will be catered to be the respondents. These selected schools were Alegria Central School, Sta. Filomena Elementary School and Madridejos Elementary School.

Each school is headed by a school principal and has two (2) sections for intermediate level: Grades 4, 5, and 6. The schools are situated along the National Highway, which is accessible by any motorized vehicle.

2.3. Respondents

The respondents of the study were the school principals, teachers, and intermediate learners from Alegria Central School, Sta. Filomena Elementary School and Madridejos Elementary School. The data below shows the distribution of the respondents.

Table 1. Distribution of respondents.

Respondents	Frequency	Percentage
School Principals	3	2.70
Teachers	18	16.22
Learners	90	81.08
Total	**111**	**100.00**

As could be gleaned from Table 1, three (3) were the school principals, which is 2.70% of the respondents, eighteen (18) were the teachers, which is 16.22% of the respondents, while ninety (90) were the learners, which is 81.08% of the respondents.

2.4. Instruments

The instrument utilized in this study was an adapted questionnaire from Dunn and Dunn (2012) entitled "Teaching Style Inventory" to determine the teachers' level of teaching styles. The questionnaire was given to both teachers and school principals. The teachers' questionnaire has two parts. The first part deals with the demographic profile of teachers, and the second part deals with the teaching styles. Their responses were validated by the school principals using the same questionnaire. The questionnaire has 7 categories with 10 items each. Responses were measured using a four-point Likert Scale.

2.5. Data Gathering Procedure

Before administering the instruments to the target respondents, a permission letter was sent to the Schools Division Superintendent to inform them about the purpose of the study. After approval was granted, the district supervisor issued a letter addressed to the school principals, directing their intermediate-level teachers of intermediate level to allow the researcher to distribute and administer the survey questionnaires during their free periods.

The school principals were also included as respondents to validate the responses of the teachers. Permission was likewise requested and granted to access the learners' academic performance records. The data were obtained from official school records, specifically the learners' general average grades from the four academic quarters.

All participants were properly informed of the purpose of the study. They were assured that their responses would be treated with strict confidentiality and used solely for academic and research purposes.

2.6. Data Analysis

The tools that were used in analyzing and interpreting the data were the following:

To determine the respondents' profile, the simple percentage formula was used. To ascertain the level of teachers' teaching style practices, the weighted mean computation was utilized. The Wilcoxon test for two sample means was used to determine the significant difference between teachers' and school principals' ratings of each teaching style practice included in this study. The Chi-square test of independence was employed to identify the significant relationship between teachers' teaching style practices and learners' academic performance.

3. Results and Discussion

3.1. Teachers' Profile

The teachers' profiles used in the study include their highest educational attainment, field of specialization, years of experience, training, and seminars attended related to teaching.

3.2. Educational Attainment

Educational attainment plays a significant role in enhancing teachers' pedagogical competence and professional growth. As presented in Table 2, most teachers have pursued graduate studies, although only a small portion have completed their master's degrees. This indicates that while teachers recognize the importance of continuing

professional education, many may face challenges in completing advanced academic programs. Factors such as financial constraints, workload demands, and personal responsibilities may affect teachers' ability to pursue graduate education. Previous research has shown that teachers often encounter barriers in completing postgraduate studies due to financial limitations and heavy professional workloads (Greenberg & West, 2011). Nevertheless, engaging in graduate studies remains an important avenue for improving instructional competence and strengthening teachers' professional development.

3.3. Field of Specialization

The distribution of teachers according to their field of specialization indicates that educators come from diverse academic backgrounds. Although English majors comprise the largest group, teachers with different specializations are also represented in the sample. This diversity suggests that teachers often handle subjects beyond their specific areas of specialization, particularly in elementary education settings where teachers are frequently assigned multiple subjects. Studies have indicated that the alignment between teachers' specialization and teaching assignments does not always directly determine instructional effectiveness, as effective teaching also depends on pedagogical skills and classroom practices (Oates, 2013).

3.4. Years of Experience

Teaching experience is widely recognized as an important factor influencing instructional effectiveness and student learning outcomes. The results indicate that many teachers in the study have accumulated several years of teaching experience, with a considerable proportion having more than a decade of service. Experienced teachers are generally more familiar with classroom management strategies, instructional approaches, and learner diversity due to their prolonged exposure to various teaching contexts. Research has shown that teaching experience is positively associated with improvements in student achievement and instructional effectiveness over time (Kini & Podolsky, 2016).

Table 2. Teachers' profile.

Highest educational attainments	**f**	**Percentage (%)**
Baccalaureate Degree	2	11.11
Master's Degree (Graduated)	5	27.78
Master's Degree (Still Being Pursued)	1	5.56
Master's Degree (Started but Uncompleted)	10	55.56
Total	**18**	**100.00**
Field of specialization		
General subject	1	5.56
English	4	22.22
Math	3	16.67
Science	2	11.11
Filipino	2	11.11
EPP	2	11.11
MAPEH	2	11.11
Others	2	11.11
Total	**18**	**100.00**
Years of experience		
1-5 years	1	5.56
6-10 years	2	11.11
11-15 years	3	16.67
16-20 years	6	33.33
21-25 years	1	5.56
26-30 years	4	22.22
30 years above	1	5.56
Total	**18**	**100.00**
Relevant trainings attended		
District	18	100.00
Division	15	83.33
Regional	7	38.89
Total	**18**	***222.22***

Note: For the "Relevant Trainings Attended" variable, multiple responses were allowed because teachers may have attended trainings at more than one level. Consequently, the total percentage exceeds 100%.

3.5. Trainings and Seminars Attended

Training and Seminars are necessary for teachers, especially in today's environment, to cope with the changing demands of the profession.

As revealed in the table, all teachers have attended trainings and seminars at the district level, with a total percentage of 100.00, while 38.89 percent were sent to regional trainings. This indicates that teachers are not stagnant in acquiring new knowledge. They have been equipped with new practices in education through the in-service trainings initiated by the Department of Education (DepEd). This aligns with the study of Rahman, Ahmed, and Karim (2011), who pointed out that training of teachers provides them with the knowledge, skills, and abilities relevant to their professional lives.

3.6. Learners' Academic Performance

The learners' academic performance is considered because the ultimate goal of every educational system is to improve learners' academic performance. In this study, it refers to the learners' General Point Average (GPA), which reflects their manifested performances in the classroom.

As shown in Table 3, the majority of learners obtained performance levels ranging from satisfactory to outstanding, with the overall average GPA interpreted as very satisfactory. This result suggests that most learners were able to demonstrate an acceptable level of mastery of the competencies taught during the school year. The absence of learners falling below the minimum passing standard also indicates that teachers were able to support struggling learners and maintain a generally positive academic performance across the class.

It is also noteworthy that no learner obtained a grade of 74 or below. This finding suggests that teachers were able to provide appropriate support to learners who experienced difficulty in coping with the lessons. Such support may include instructional interventions such as remedial teaching and differentiated instruction. These strategies are essential in addressing diverse learning needs and ensuring that struggling learners receive the assistance necessary to achieve minimum learning standards. Poropt (2011) emphasized that teachers should provide targeted interventions for learners who encounter difficulties in mastering competencies through approaches such as remedial programs, strategic intervention materials, and peer tutoring. Similarly, Hussain (2016) noted that achieving improved learner performance requires varied instructional strategies, as a single or monotonous teaching approach may not effectively address the diverse abilities and learning styles of students.

Table 3. Learners' level of academic performance based on the general point average.

Scale	Description	f	Percentage (%)
90-100	Outstanding	24	26.67
85-89	Very Satisfactory	23	25.56
80-84	Satisfactory	31	34.44
75-79	Fairly Satisfactory	12	13.33
74 and below	Did Not Meet Expectation	0	0.00
	Total	**90**	**100.00**

Note: The learners obtained an average GPA of 85.18, interpreted as Very Satisfactory

3.7. Teachers' Teaching Style as Perceived by the Teachers Themselves and the School Principal

This part discusses the teachers' teaching style as perceived by the respondent groups. It presents different teaching styles such as instructional planning, teaching methods, student groupings, teaching environment, evaluation techniques, teaching characteristics, classroom management, and educational philosophy.

3.8. Instructional Planning

Instructional planning refers to teachers' expertise in creating quality lesson plans, selecting and using teaching strategies and approaches efficiently, and managing classrooms effectively. As observed in Table 4, the overall results indicate that teachers demonstrate a moderate level of competence in instructional planning, reflected in the composite mean rating interpreted as Sometimes. This suggests that while teachers can organize lessons and implement planned learning activities, some planning practices are not consistently applied in classroom instruction.

Table 4. Instructional planning.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Conduct of diagnostics on learners' cognitive abilities and learning modalities.	3.61	0.50	A	3.28	0.57	A	3.45	A
2. Use of whole-class discussion.	2.61	1.14	ST	2.39	1.38	SE	1.89	S
3. Use of differentiated learning activities.	3.33	0.59	A	3.33	0.59	A	3.33	A
4. Utilization of activities that enhance creativity, allow learners free expression and exploration.	3.39	0.61	A	3.17	0.71	ST	3.28	A
5. Use of programmed materials or drill assignment	3.56	0.51	A	3.5	0.51	A	3.53	A
6. Use of brainstorming or circles of knowledge.	3.22	0.55	ST	2.94	0.73	ST	3.08	ST
7. Use of task cards or games	3.33	0.49	A	3.28	0.46	A	3.31	A
8. Lesson objectives are SMART with coherent procedures and appropriate assessment tools.	3.72	0.46	A	3.72	0.46	A	3.72	A
9. Use of peer tutoring or team learning	3.39	0.61	A	2.89	0.68	ST	3.14	ST
10. Use of role-playing or simulations	2.94	0.54	ST	2.83	0.62	ST	2.89	ST
Composite Mean	**3.35**		**A**	**3.13**		**ST**	**3.16**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

The findings further reveal a difference in perception between teachers and school principals, with teachers rating their instructional planning practices slightly higher than the principals' evaluation. This difference may reflect the principals' broader experience in instructional supervision and their higher expectations regarding effective lesson planning. School leaders often possess greater exposure to professional development programs focused on instructional leadership, which may influence their standards when evaluating teachers' planning practices. These results highlight the importance of strengthening collaboration between teachers and school administrators in improving lesson planning practices through mentoring, instructional coaching, and professional learning activities.

Among the planning practices assessed, the development of SMART learning objectives and coherent instructional procedures emerged as some of the most consistently practiced strategies. This finding suggests that teachers are generally capable of organizing lesson structures aligned with learning goals and assessment procedures. Effective instructional planning helps ensure that classroom activities are systematically organized and aligned with expected learning outcomes, thereby improving the overall effectiveness of instruction (Hattie, 2009).

However, certain instructional strategies appear to be implemented less frequently. In particular, practices such as whole-class discussion and role-playing activities received relatively lower ratings compared with other planning practices. This may indicate that teachers tend to prioritize structured or teacher-directed instructional approaches rather than interactive or experiential strategies. While collaborative learning has become increasingly emphasized in contemporary pedagogy, whole-class discussion remains an important instructional method for developing

conceptual understanding, especially in subjects like English, Science, and Mathematics (Loeb, Rouse, & Shorris, 2007). Similarly, role-playing and simulation activities can promote students' creativity, communication skills, and confidence by allowing them to apply knowledge in realistic situations (Zulueta, Cruz, & Santos, 2012).

These findings suggest that while teachers demonstrate adequate competence in organizing lesson plans and structuring classroom instruction, there is still a need to diversify instructional planning strategies, particularly those that promote interactive and experiential learning. Professional development initiatives such as Learning Action Cell (LAC) sessions, instructional workshops, and mentoring programs may help teachers strengthen their capacity to incorporate a wider range of teaching strategies into their lesson planning practices.

3.9. Teaching Methods

The term teaching method refers to the general principles, pedagogy, and management strategies used for classroom instruction. To deliver instruction effectively, teachers should be familiar with the various principles and processes that comprise effective teaching. The results for teachers' competence in various teaching methods are itemized in Table 5.

As portrayed, the overall results show that teachers demonstrate a moderate level of competence in applying various teaching methods, as reflected in the composite mean interpreted as Sometimes. This indicates that teachers have satisfactory competence in teaching methods. This is noteworthy as effective delivery of competencies is effectively delivered through the use of the most appropriate teaching methods and approaches; therefore, teachers should be competent in employing various teaching methods.

Among the instructional practices assessed, class discussion through question-and-answer techniques emerged as one of the most frequently utilized methods. This finding indicates that teachers are relatively proficient in using questioning strategies to guide classroom interaction and promote learners' understanding of concepts. Effective questioning techniques encourage students to analyze information, articulate their ideas, and develop critical thinking skills (Butler & Christensen, 2003). The frequent use of this approach suggests that teachers recognize the value of interactive dialogue in facilitating meaningful learning.

In contrast, the deductive method of teaching obtained the lowest rating among the instructional methods examined. This finding suggests that teachers tend to rely less on structured explanations that move from general principles to specific applications. While modern pedagogical approaches often emphasize learner-centered strategies, the deductive method remains valuable in certain subject areas, particularly in teaching scientific and mathematical concepts where clear explanations of rules and principles are necessary (Hume, 2018). The limited use of this method may indicate a need for teachers to develop greater flexibility in selecting instructional strategies that match the nature of the learning content.

Table 5. Teaching methods.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Use a lecture (Whole class) discussion in teaching	2.89	0.90	ST	2.22	1.22	SE	2.56	ST
2. Use of teacher demonstration	2.94	0.64	ST	2.94	0.54	ST	2.94	ST
3. Use of small groups (3-8)	3.06	0.54	ST	2.89	0.76	ST	2.98	ST
4. Use of media (Films, tapes, etc.) in teaching.	3.11	0.76	ST	3.28	0.67	A	3.2	ST
5. Use of class discussion (Question-answer)	3.72	0.46	A	3.33	0.51	A	3.53	A
6. Use of individualized (Diagnosis and prescription for each student)	3.22	0.73	ST	2.78	0.88	ST	3	ST
7. Use of differentiated instruction.	3.39	0.61	A	3.22	0.73	ST	3.31	A
8. Use of the injury approach in teaching.	3.28	0.57	A	3.11	0.58	ST	3.2	ST
9. Use of the deductive method of teaching	2.50	0.79	ST	1.78	0.81	SE	2.14	S
10. Use of the inductive method of teaching.	3.61	0.50	A	3.94	0.24	A	3.78	A
Composite Mean	**3.17**		**ST**	**2.95**		**ST**	**3.06**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

The results also indicate that small group learning strategies are implemented only at a moderate level. Collaborative learning approaches, such as small group discussions, play an important role in promoting active participation and deeper understanding among learners.

When students engage in group-based learning activities, they are able to exchange ideas, organize their thoughts, and construct knowledge collaboratively (Brewer, 2006). The moderate level of implementation observed in this study suggests that teachers may benefit from further training in facilitating collaborative learning activities effectively.

Overall, the findings highlight the need to strengthen teachers' capacity to utilize a wider range of instructional methods. Enhancing teachers' pedagogical flexibility through professional development programs may enable them to select the most appropriate teaching methods based on lesson objectives, learner characteristics, and subject matter requirements.

3.10. Student Groupings

Student grouping refers to strategies used by teachers to organize learners during classroom activities to enhance participation, collaboration, and learning effectiveness.

Table 6. Student groupings.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Use of several small groups (3-8 students).	3.06	0.54	ST	3.06	0.54	ST	3.06	ST
2. Working in pairs (2 students)	3.06	0.42	ST	3.06	0.24	ST	3.06	ST
3. Use of independent study assignments (student works alone).	2.56	0.92	ST	2.39	1.09	SE	2.48	ST
4. Use of one-on-one interaction with the student.	2.78	0.88	ST	2.61	0.70	ST	2.7	ST
5. Use of one large group (entire class).	3.11	0.58	ST	3.33	0.59	ST	3.22	ST
6. The class is grouped according to their learning style.	2.83	0.62	ST	2.67	0.77	ST	2.75	ST
7. Class is grouped according to the same skill.	2.89	0.47	ST	2.39	0.85	SE	2.64	ST
8. Students are grouped according to their interests.	2.83	0.51	ST	2.78	0.43	ST	2.81	ST
9. Students are allowed to select their own groups.	2.28	0.89	SE	2.11	0.90	SE	2.2	S
10. Use of randomized grouping.	3.00	0.59	ST	2.78	0.55	ST	2.89	ST
Composite Mean	**2.84**		**ST**	**2.72**		**ST**	**2.78**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

As presented in Table 6, the overall results indicate that teachers demonstrate a moderate level of competence in implementing various student grouping strategies, as reflected in the composite mean interpreted as Sometimes. This suggests that while teachers occasionally employ grouping strategies in their instruction, these approaches are not consistently maximized to support collaborative learning.

The findings indicate that teachers commonly utilize structured grouping approaches such as small group activities, pair work, and whole-class grouping. These instructional strategies provide opportunities for learners to interact, exchange ideas, and participate actively in classroom discussions. Collaborative learning environments encourage students to develop communication skills, critical thinking abilities, and a deeper conceptual understanding of the subject matter. Research has shown that grouping learners according to their learning styles and abilities can significantly improve academic engagement and learning performance (Hume, 2018).

However, the results also reveal that allowing students to select their own groups was the least frequently practiced strategy among the grouping methods examined. This finding may reflect teachers' concerns regarding classroom management and the potential imbalance that may arise when students form groups based solely on personal preference. Teacher-guided grouping is often necessary to ensure equitable participation and to balance learners with varying abilities within groups.

The results suggest that teachers employ grouping strategies in classroom instruction, but may require additional support in maximizing the effectiveness of collaborative learning structures. Strengthening teachers' skills in organizing purposeful group activities and differentiating grouping strategies based on learners' needs may help create more engaging, student-centered learning environments.

3.11. Teaching Environment

Teaching environment refers to the physical, social, and instructional conditions within which learning takes place. These include classroom organization, availability of learning resources, classroom management practices, and the overall atmosphere that supports students' engagement and participation.

As shown in Table 7, the overall results indicate that teachers demonstrate a moderate level of competence in maintaining a conducive teaching environment, as reflected in the composite mean interpreted as "Sometimes". This suggests that although teachers make efforts to establish supportive classroom conditions, certain aspects of the learning environment may still require improvement.

Table 7. Teaching environment.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Use of varied instructional areas in the classroom for different, simultaneous activities.	3.17	0.71	ST	3.06	0.73	ST	3.12	ST
2. Designs instructional areas for different groups that need to talk and interact.	3.50	0.51	A	3.28	0.67	A	3.39	A
3. Establishes a code of conduct to have a positive classroom.	3.94	0.24	A	3.94	0.24	A	3.94	A
4. Permits students to choose where they will sit and/or work	2.28	1.07	SE	2.33	0.77	SE	2.31	S
5. Provides many multisensory resources in the classroom for use by individuals and groups.	2.83	0.86	ST	3	0.84	ST	2.92	ST
6. Makes alternative arrangements for mobile, active, or overly talkative students.	3.22	0.73	ST	2.94	0.64	ST	3.08	ST
7. Classroom has access to both multimedia and ICT devices.	3.44	0.70	A	3.39	0.78	A	3.42	A
8. Classroom has learning stations and learning resources for learners' use.	3.11	0.68	ST	3	0.69	ST	3.06	ST
9. Nutritional intake is available for all students as needed.	2.56	0.78	ST	2.39	0.61	SE	2.48	S
10. Provides a reading corner for learners to read	3.50	0.51	A	3.22	0.65	ST	3.36	A
Composite Mean	**3.16**		**ST**	**3.06**		**ST**	**3.11**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

One notable finding is that teachers consistently establish a code of conduct to maintain a positive classroom atmosphere, indicating a strong emphasis on classroom management and behavioral expectations. Establishing clear rules and expectations helps create a structured and supportive learning environment where students feel safe, respected, and motivated to participate in classroom activities. Gravells (2012) emphasized that a positive classroom climate is essential for promoting learners' confidence and engagement in the learning process.

However, some aspects of the teaching environment appear to be less consistently implemented. For instance, certain classroom conditions related to learner support and resource availability, such as providing nutritional support or flexible seating arrangements, were rated relatively lower compared with other practices. These conditions may be influenced by external factors such as limited school resources or infrastructure constraints. Previous studies have emphasized that adequate classroom facilities and learning resources are important components of an effective learning environment, as they contribute significantly to students' academic engagement and performance (Earl, 2013).

The findings suggest that teachers are able to maintain positive classroom management practices and provide supportive learning environments, but improvements in classroom resources and physical learning conditions may further enhance the effectiveness of instruction. Strengthening institutional support for classroom facilities and instructional resources may help teachers create more conducive environments for learning.

3.12. Evaluation Technique

Evaluation techniques refer to teachers' competence in using varied assessment methods suggested by DepEd to maximize learning outcomes and address diverse learner modalities and needs. The ultimate goal of every learning activity is measured through efficient and proper assessment or evaluation techniques. This can include assessment of learning, for learning, or as learning.

Table 8. Evaluation techniques.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Use of observation by moving from group to group and among individuals.	3.11	0.76	ST	2.94	0.64	ST	3.03	ST
2. Use of teacher-made tests.	3.83	0.38	A	3.89	0.32	A	3.86	A
3. Use of student self-assessment tests.	2.72	0.89	ST	2.56	0.62	ST	2.64	ST
4. Use of performance tests (demonstration rather than written responses)	3.06	0.42	ST	2.83	0.62	ST	2.95	ST
5. Use of criterion-referenced achievement tests* based on students' self-selected, individual objectives.	3.06	0.42	ST	2.61	0.56	ST	2.84	ST
6. Use of criterion-referenced achievements tests* based on small-group objectives.	2.94	0.42	ST	2.89	0.47	ST	2.92	ST
7. Use of standardized achievement tests based on grade-level objectives.	3.17	0.38	ST	3	0.49	ST	3.09	ST
8. Use of criterion-referenced achievement tests* based on the individual student's potential	3.22	0.65	ST	3.06	0.73	ST	3.14	ST
9. Provides day-to-day feedback that can be applied immediately.	3.00	0.59	ST	2.78	0.73	ST	2.89	ST
10. Address students' misconceptions in a timely way.	3.22	0.73	ST	3.06	0.54	ST	3.14	ST
Composite Mean	**3.13**		**ST**	**2.96**		**ST**	**3.05**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

As shown in Table 8, the overall results indicate that teachers demonstrate a moderate level of competence in applying various evaluation techniques, as reflected in the composite mean interpreted as Sometimes. This is noteworthy because proper assessment is the basis for reteaching and remediation. They should be capacitated on various assessment models as an offshoot of differentiated instruction. School principals must also ensure that the assessment is coherent with the learning objectives.

Among the assessment practices examined, teacher-made tests emerged as the most frequently utilized evaluation method. This finding is expected within the Philippine educational context, where teacher-developed assessments are commonly used in classroom instruction and quarterly evaluations. Teacher-made tests allow educators to align assessment items closely with learning objectives and classroom instruction, thereby supporting the monitoring of students' academic progress (Mpofu, 2011).

However, other assessment practices, such as student self-assessment, performance-based assessments, and criterion-referenced evaluations, were implemented at a moderate level. These approaches are important components of contemporary assessment practices because they provide opportunities for learners to demonstrate understanding through authentic tasks and reflective evaluation. Performance-based assessments, in particular, allow teachers to measure practical skills and competencies that may not be captured through traditional written examinations.

The findings suggest that teachers possess satisfactory competence in implementing assessment strategies but may benefit from further professional development in applying a wider range of evaluation techniques. Strengthening teachers' skills in formative and performance-based assessment practices may enhance their ability to monitor student learning effectively and support differentiated instruction.

3.13. Teaching Characteristics and Classroom Management

Teaching characteristics and classroom management are closely related, as both influence the teacher's ability to create an orderly, supportive, and effective learning environment.

As depicted in Table 9, this dimension obtained the highest overall rating among the teaching style components and was interpreted as Always. The similar ratings given by both teachers and school principals suggest a shared perception that teachers consistently demonstrate positive classroom management practices and professional teaching behaviors.

This finding indicates that teachers are generally effective in maintaining classroom order, managing learning activities, and supporting students' academic engagement. Strong classroom management is essential because it creates the conditions necessary for learning to occur. When teachers establish structure, monitor student behavior, and guide classroom interactions effectively, they help foster a learning environment that is safe, focused, and conducive to participation.

The results also suggest that teachers demonstrate strength in areas such as considering how students learn, monitoring students while they work, applying positive and non-violent discipline, and using developmentally appropriate teaching processes. These practices reflect a learner-centered orientation and indicate that teachers are attentive to both instructional and behavioral dimensions of classroom management.

In contrast, the use of an authoritative approach to achieve group objectives received the lowest rating within this dimension. This may indicate that teachers tend to favor participative and supportive management styles over more controlling approaches. Such a pattern is consistent with classroom management practices that emphasize positive discipline and respectful teacher-student relationships. However, while a participative approach is valuable, teachers must still maintain appropriate authority to ensure discipline, uphold expectations, and achieve instructional goals effectively (Brewer, 2006).

The findings show that classroom management is a relative strength among teachers in this study. This may explain why both teachers and school principals expressed similar views regarding this dimension. Sustaining these strengths while helping teachers balance supportive discipline with appropriate classroom authority may further enhance instructional effectiveness.

Table 9. Teaching characteristics and classroom management.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Considers how students learn (Learning style)	3.50	0.51	A	3.44	0.51	A	3.47	A
2. Use of assessments that provide learners with an option on which assessment they will perform.	2.89	0.90	ST	3	0.59	ST	2.95	ST
3. Demanding, with high expectations based on individual ability	2.61	0.78	ST	2.67	0.69	ST	2.64	ST
4. Evaluative of students as they work	3.44	0.70	A	3.5	0.71	A	3.47	A
5. Shows concern with how much students learn (grade level standards)	3.67	0.59	A	3.72	0.57	A	3.7	A
6. Concerned with what students learn (grade level curriculum)	3.78	0.43	A	3.83	0.38	A	3.81	A
7. Applies positive and non-violent discipline.	3.94	0.24	A	3.94	0.24	A	3.94	A
8. Authoritative to reach group objectives	2.44	0.78	SE	2.39	0.70	SE	2.42	S
9. Allow regulated learner exploration.	3.00	0.69	ST	2.83	0.62	ST	2.92	ST
10. Use a developmentally sequenced teaching and learning process.	3.56	0.51	A	3.44	0.51	A	3.5	A
Composite Mean	**3.28**		**A**	**3.28**		**A**	**3.28**	**A**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

3.14. Educational Philosophy

Educational philosophy is the teacher's personal views and advocacy about teaching. This is very crucial because the outcome of their teaching is highly dependent on how they treat and look at their profession.

As shown in Table 10, the overall results indicate that teachers demonstrate a moderate level of alignment with various educational philosophies, as reflected in the composite mean interpreted as Sometimes. This suggests that while teachers incorporate certain philosophical principles in their instructional practices, these approaches may not be consistently applied in all teaching situations.

One of the more prominent findings in this dimension is the relatively strong use of diagnostic–prescriptive teaching practices, indicating that teachers attempt to understand learners' individual needs, abilities, and learning conditions before implementing instructional strategies. This approach supports differentiated instruction, which allows teachers to adapt teaching methods according to learners' diverse learning styles and academic abilities. Imig and Imig (2006) emphasized that understanding students' learning characteristics enables teachers to select instructional approaches that promote more effective and meaningful learning experiences.

Conversely, the results indicate that traditional teacher-centered instruction is used less frequently compared with more learner-centered approaches. This pattern may reflect the increasing shift in modern education toward interactive and participatory learning environments. Many educators and researchers advocate the use of instructional methods that promote active learning and student engagement rather than relying solely on conventional lecture-based instruction (Prudence, 2008).

Table 10. Educational philosophy.

Items	Teachers			School Principals			Average	
	Mean	SD	D	Mean	SD	D	Mean	D
1. Use diagnostic-prescriptive in teaching.	3.33	0.49	A	3.17	0.51	ST	3.25	A
2. Use multiage grouping of students.	2.56	0.62	ST	2.56	0.62	ST	2.56	ST
3. Match teaching and learning styles.	3.22	0.55	ST	3.17	0.62	ST	3.2	ST
4. Use alternative education to serve at-risk students.	2.78	0.65	ST	2.67	0.59	ST	2.73	ST
5. Employ student-centered curriculum.	3.39	0.78	A	3.28	0.57	A	3.34	A
6. Employ individualized education.	2.72	0.75	ST	2.44	0.70	SE	2.58	ST
7. Employ traditional education.	2.28	1.02	SE	1.83	0.92	SE	2.06	SE
8. Employ humanistic education.	3.39	0.70	A	3.33	0.49	A	3.36	A
9. Employ independent study.	2.78	0.94	ST	2.39	1.04	SE	2.59	ST
10. Employ teacher-dominated instruction.	2.50	0.92	ST	2.61	0.78	ST	2.56	ST
Composite Mean	**2.90**		**ST**	**2.75**		**ST**	**2.82**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

The findings suggest that teachers demonstrate an emerging orientation toward learner-centered educational philosophies but may require additional professional development to consistently integrate these principles into classroom practice. Strengthening teachers' understanding of educational philosophy and its practical application may further enhance instructional effectiveness and support more responsive teaching strategies.

3.15. Summary of the Teachers' Teaching Style

This part presents the summary of the teachers' teaching style.

As shown in Table 11, the average rating for all assessed items was only 3.04, which corresponds to a 'Sometimes' rating. It is noticeable that there is little difference between the ratings of teachers and school principals, indicating that they differ in standards. The comparatively lower ratings from school principals may suggest that they hold higher expectations regarding instructional practices and teaching performance. This difference in perception implies that school leaders may evaluate teaching practices using more rigorous standards due to their role in instructional supervision. These results highlight the need for stronger collaboration between teachers and school administrators in improving instructional practices. Both groups share responsibility for promoting effective teaching and ensuring improved learning outcomes for students. Strengthening communication, professional development initiatives, and instructional support systems may help bridge the perception gap and enhance the overall quality of teaching practices.

Table 11. Summary.

Items	Teacher		School head		Average	
	Mean	D	Mean	D	Mean	D
Instructional Planning	3.35	**A**	3.13	**ST**	3.16	ST
Teaching Methods	3.17	ST	2.95	ST	3.06	ST
Student Groupings	2.84	ST	2.72	ST	2.78	ST
Teaching Environment	3.16	ST	3.06	ST	3.11	ST
Evaluation Techniques	3.13	ST	2.96	ST	3.05	ST
Teaching Characteristics and Classroom Management	3.28	A	3.28	A	3.28	ST
Educational Philosophy	2.90	ST	2.75	ST	2.82	ST
Composite Mean	**3.09**	**ST**	**2.97**	**ST**	**3.04**	**ST**

Note: 4.00-3.25 Always (A)3.24-2.50 Sometimes (ST) 2.49-1.75 Seldom (SE) 1.74-1.00 Never(N).

As observed, instructional planning, teaching characteristics, and classroom management received relatively higher ratings compared with other teaching style components. These findings suggest that teachers demonstrate stronger competence in organizing lesson plans and maintaining effective classroom management practices. However, differences in perception between teachers and school principals highlight the need for continuous professional dialogue and collaborative efforts to improve teaching practices.

These results underscore the importance of strengthening cooperation between teachers and school administrators in enhancing instructional effectiveness. Through collaborative planning, professional development activities, and reflective evaluation processes such as the Self-Assessment Tool (SAT) used during school development planning, teachers and school leaders can identify areas for improvement and implement appropriate instructional interventions. Such collaborative efforts can help align expectations and contribute to improved teaching practices and better learning outcomes for students.

3.16. Test of Significant Difference

The test of significant difference between the school principals' and teachers' ratings for each of the styles examined in this study is determined through the Wilcoxon two-sample test at a 0.05 alpha level of significance.

As depicted in Table 12, Instructional planning revealed a p-value of 0.016, which is less than the alpha level of 0.05, leading to the rejection of Ho. This indicates that the difference between the ratings is statistically significant. Competence in instructional planning correlates with higher levels of abstraction, quality, and quantity of training, as well as personal teaching experience. Collectively, these factors contribute to expertise in instructional planning among school principals and teachers. This is akin to the study of Omera (2013), who found that the school principals had greater expectations compared with the teachers because they were trained to check teachers' lesson plans, and their major function is instructional supervision. The school principals' rigorous screening procedure also sifts the best regarding character, qualifications, and intellectual capacity, giving them an edge.

Teaching methods had a P-value of 0.001, less than the 0.05 alpha level of significance, leading to the rejection of Ho. This indicates a significant difference between school principals' and teachers' ratings. This is expected because principals received more training and are more experienced in various teaching methods. They should be ahead of teachers because they are tasked with supervising and evaluating teachers' pedagogical capacities. This claim is supported by Omemu (2015), citing that school heads, administrators, and principals are expected to have higher standards as they are well-trained and have exposed themselves to years of experience; they can also provide technical assistance to teachers, train, and capacitate teachers they find deficient in essential teaching competencies.

Table 12. The difference between the ratings of the teachers and school principals in the aforementioned teaching styles.

Variables	Respondent Group	Mean	Wilcoxon t-value	P-value	Decision	Interpretation
Instructional Planning	Teacher	3.3111	2.68	0.016	Reject H_o	Significant
	School Principal	3.1333				
Teaching Methods	Teacher	3.1722	3.83	0.001	Reject H_o	Significant
	School Principal	2.9644				
Student Groupings	Teacher	2.8389	3.72	0.002	Reject H_o	Significant
	School Principal	2.7167				
Teaching Environment	Teacher	3.1556	3.09	0.007	Reject H_o	Significant
	School Principal	3.0556				

Variables	Respondent Group	Mean	Wilcoxon t-value	P-value	Decision	Interpretation
Evaluation Techniques	Teacher	3.1333	4.28	0.001	Reject H_o	Significant
	School Principal	2.9778				
Teaching Characteristics & Classroom Management	Teacher	3.2833	0.14	0.891	Accept H_o	Not significant
	School Principal	3.2778				
Educational Philosophy	Teacher	2.8944	3.27	0.005	Reject H_o	Significant
	School Principal	2.7444				

Student groupings also had a P-value of 0.002, less than the alpha, rejecting H0, which means the difference is significant. The latest educational trend for 21st-century learners is collaborative learning approaches and differentiated instruction. Both could require technical expertise from teachers, aside from the burden it brings. A large portion of teachers belonged to older age brackets, trained in traditional teaching, and most perceived it to be more effective. However, school principals are compelled to implement collaborative learning and differentiated instruction, and they are given several trainings in this regard. These scenarios brought about this difference in perception between respondent groups. Ikgbusi and Iheanacho (2016) cited that there is a need to address older teachers' perceptions; they have to be convinced to move away from traditional teaching or at least minimize its use to improve educational performance.

The teaching environment also had a p-value of 0.007, which is less than the alpha, leading to the rejection of Ho, indicating the difference is significant. Teachers are expected to structure classrooms and create an environment conducive to learning; however, structuring entails costs that are not chargeable against MOOE. Teachers need to use their own funds for these expenses, contributing to this difference. This issue should be addressed by DepEd authorities by adjusting MOOE guidelines to include classroom structuring in its allocation. The problem is that school principals often request substantial amounts but do not allocate any funds to cover expenses. Evaluation techniques revealed a p-value of 0.001, less than the alpha, leading to the rejection of Ho, which also indicates a significant difference. The ultimate goal of instruction is measured through assessment. School principals are well-trained in various assessment methods, but most teachers, especially older ones, focus only on paper-and-pencil tests, which measure limited competencies, hence the difference in ratings. Belo (2016) found that assessment techniques vary between the ages of teachers; the older generation relies mostly on written tests, which cannot measure practical skills, while the majority of younger teachers utilize practical assessments and other forms, such as group or performance assessments. Formative assessment is not used for rating but for improvement; performance or practical assessments could be more helpful.

Teaching characteristics and classroom management, on the other hand, revealed a p-value of 0.891, greater than the 0.05 alpha level of significance, supporting Ho, which means both respondent groups agreed that teachers possessed sufficient expertise in this area, though some points need improvement. It could mean that classroom management has never evolved with time, and teachers were exposed to rigorous training in college and in service. That's why teachers coped with the school principals' expectations.

Educational philosophy revealed a P-value of 0.005, less than the alpha, rejecting Ho and showing a significant difference between respondents' responses. This indicates that school principals are not satisfied with teachers' teaching qualities, personal and professional mentality, and they expect and yearn for more teaching dedication. This is supported by the study of Enose (2010) who said that the majority of school principals are not satisfied with teachers' attitudes towards their work, especially their teaching attitude. They claim that an insufficient Teacher Induction Program could contribute to the lack of dedication among younger teachers. Other factors include the social media generation, where younger teachers are highly influenced by ideas cascaded through social media about teachers' privileges, which are often overinterpreted and sometimes abused. The frequency of late arrivals and absenteeism greatly affects teacher performance.

3.17. Test of Significant Relationship

This part shows the significant relationship between teachers' teaching style and learners' academic performance through Chi-Square analysis using SPSS software.

As revealed in Table 13, the p-value 0.447 is greater than the 0.05 alpha level of significance. Accepted Ho denotes no significant association between the extent of teachers' teaching style and learners' academic performance.

The results could indicate that learners' academic performance is influenced by other factors. These factors should be identified by teachers and school authorities to enhance learners' competence, ensuring a comprehensive approach to educational improvement. Kernan, Smith, and Lee (2011) found that students' performance is significantly correlated with satisfaction with the academic environment and the facilities of the library, computer lab, and others in the institution.

Table 13. Relationship between the teachers' teaching style and learners' academic performance.

Variables	X^2	Cramer's V	p-value	Decision	Interpretation
Teaching styles and Learners' Academic Performance	1.61	0.266	0.447	Accept H_o	Not Significant

Similarly, other studies suggest that learners' academic achievement may also be influenced by personal and socio-economic factors. Noble, Smith, and Johnson (2016) reported that students' academic accomplishments are associated with factors such as coping strategies, motivation, parental guidance, and educational background. These findings highlight that academic performance is shaped by multiple interconnected variables rather than a single instructional factor.

4. Conclusion and Recommendation

4.1. Summary

This study employed a descriptive-normative research method to determine the extent of teachers' teaching styles and their impact on learners' academic performance. The purpose is to assess teachers' perceptions of their

teaching styles and school principals, focusing on instructional planning, teaching methods, environment, student groupings, evaluation techniques, teaching characteristics, and educational philosophy. These factors are correlated with learners' academic performance using the chi-square test of relationship.

4.2. Conclusions

Based on the findings, it can be concluded that the teachers' teaching styles have significant differences between the ratings of the teachers and the school principals, except for teaching characteristics and classroom management practices. Also, there is no significant relationship between the teachers' teaching style and learners' academic performance.

4.3. Recommendations

With the foregoing findings, it is recommended that teachers indulge in further studies and training to maximize their mastery of teaching styles. To improve teaching style competence, it is also recommended that the action plan be implemented.

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