



# THE PEDAGOGICAL APPROACHES OF FILIPINO TEACHERS AND ACADEMIC PERFORMANCE OF GRADE 6 LEARNERS

**NOEMI B. DE LEON**

Institute of Graduate and Professional Studies,  
Lyceum-Northwestern University  
Dagupan City

**Abstract :** The purpose of this causal-comparative research was to ascertain if a statistically significant impact existed in the academic performance of Grade 6 learners in classrooms led by teachers with varying pedagogical approaches. Furthermore, this study sought to discover which makes the most effective pedagogical approaches in teaching the Filipino subject. The study led by the researcher took place during the school year 2023-2024 in the Third Congressional District of Schools Division Office I Pangasinan. The researcher utilized a questionnaire checklist which included the socio-demographic characteristics and questions that pertain to the different teaching styles of Filipino teachers which were the facilitator method, authoritarian method, hybrid method, delegator method, and demonstrator method. The result of this study proved that the age and academic performance of the respondents have a significant relationship between the teaching styles applied by Filipino teachers in their respective classes. With the information the researcher has collated, she concluded that the variety of pedagogical approaches and methods have a pivotal effect on the learners' performance in class. Moreover, the pedagogical approaches employed by the Filipino teachers are highly impactful on the learners' teaching-learning experience. Such instructional approaches and methods are significantly related to the favorable outcomes attained but not so much with the other instructional strategies and as well as the respondent's grade level.

**Keywords:** pedagogical approaches, academic performance, Filipino teachers

## INTRODUCTION

Teaching profession demands a unique blend of intelligence, skills, insights, and diligence to effectively navigate the diverse challenges presented within the classroom setting. The art of teaching encompasses a myriad of tasks that showcase how educators impart knowledge, manage classroom dynamics, and oversee student progress. In the perspective of Olufemi (2003), traditional gender roles have often pigeonholed women into the nurturing and homemaking sphere, limiting their participation in economic and social spheres. This unequal distribution of educational opportunities between men and women has perpetuated a disparity in career choices, with women often shying away from male-dominated fields such as architecture, business, and engineering.

Numerous research studies have underscored the significant impact of teaching styles on students' academic performance. For instance, a study conducted by Smith et al. (2018) found that a more interactive and engaging teaching style led to higher student engagement and ultimately improved learning outcomes. This highlights the critical role that educators play in shaping the educational journey of their students. By fostering an inclusive and stimulating learning environment, teachers can empower students to reach their full potential and excel academically.

Constructivist style of teaching is a pedagogical approach that revolves around the belief that learning is an active process. This method emphasizes that students are not passive recipients of knowledge but rather active participants in constructing their own understanding. For instance, when students engage in hands-on activities or group discussions, they are actively involved in the learning process, which enhances their comprehension and retention of information.

Moreover, research by Huang and Fraser (2009) shed light on the dynamics of teacher-student relationships based on gender. It was found that male teachers are often perceived to have a stronger rapport with students compared to their female counterparts. This highlights the influence of gender on the evaluation of teachers by students, as preferences and perceptions can vary based on the gender of the teacher. It is essential to recognize these biases and strive for gender equality in educational settings.

Teaching styles play a crucial role in shaping the learning environment and student outcomes. These styles are diverse and can be classified based on their application and effectiveness. Brown (2001) categorizes teaching styles as the personal behaviors

of teachers in delivering knowledge to students. This classification helps educators understand their approach to teaching and how it impacts student learning. For example, some teachers may adopt a more authoritarian style, while others may prefer a more facilitative approach, each with its own strengths and weaknesses.

According to Sun & Wang (2007), teaching styles encompass three main categories: Authoritarian, democratic, and laissez-faire. Each style impacts the classroom dynamic in distinct ways, influencing the interactions between teachers and students. For example, in an authoritarian style, teachers tend to exercise strict control over the classroom, dictating rules and expectations. On the other hand, a democratic approach promotes collaboration and shared decision-making between teachers and students, fostering a sense of empowerment and autonomy.

Moreover, the physical environment in which teachers work plays a crucial role in their productivity and well-being. Adequate facilities not only enhance teachers' comfort but also contribute to their overall competence in delivering quality education. Research by Driessen (2007) and others highlights the importance of creating conducive workspaces for educators to thrive and excel in their roles.

Furthermore, the impact of teachers' gender on students' academic performance has been a subject of debate. While Mullola et al. (2011) found no significant correlation between teachers' gender and students' grades, Driessen (2007) observed that male teachers tend to assess their students more accurately than females. This discrepancy may stem from differences in teaching approaches and areas of expertise, as male teachers often emphasize cognitive development due to their higher qualifications and content knowledge.

In addition, maintaining classroom discipline and authority is a crucial aspect of effective teaching. According to Chudgar and Sankar (2008), teachers wield influence by exercising self-control and establishing clear boundaries in the classroom. By upholding a sense of order and respect, educators can create a conducive learning environment where students feel safe and motivated to engage actively in their academic pursuits. Overall, the interplay between teaching styles, gender dynamics, and classroom management underscores the multifaceted nature of the teaching profession and the importance of continuous professional development for educators.

In male and female teachers about class organization. Female instructors experience more behavioral challenges than male teachers. On the other hand, Yazuz (2009) gender teachers has no difference in managing class. Carrington et al. (2008) investigated that teachers' gender do not impact on students' attainment. The students may accurately assess teaching styles of teachers attributed to them. Female teachers utilize inspiration to help content-oriented paradigms. Female teachers spend more time in preparation of lectures, plan course, and design learning tasks for assessing students' learning activities. National Centre for Education Statistics reported that female teachers dominate male teachers in teaching profession triple times. National Education Association highlighted that American's elementary school teachers comprised only nine percent male teachers. Female instructors emphasized higher thinking abilities, promote learning environment and multiple experiences than male instructors.

Based on the Asia Pacific Journal of Multidisciplinary Research (2015), it is highlighted that students exhibit diverse learning styles that greatly impact how they grasp educational content. These learning styles vary from visual, auditory, kinesthetic, to reading/writing preferences. For instance, visual learners comprehend information better through visual aids like diagrams or videos, while auditory learners benefit from listening to lectures or discussions. Understanding these preferences is crucial for educators to tailor their teaching methods effectively.

Moreover, teachers themselves possess unique teaching styles that cater to the specific needs of their students. Some teachers may adopt a more hands-on approach, engaging students in practical activities to enhance learning, while others may prefer a more traditional lecture-based method. By recognizing and adapting to these teaching styles, educators can create a more engaging and dynamic classroom environment.

In order to facilitate effective learning, it is imperative for teachers to meticulously plan their lessons in advance, incorporating a variety of teaching techniques to cater to different learning styles. This may involve incorporating group activities, interactive discussions, or multimedia presentations to keep students engaged and motivated throughout the learning process.

Furthermore, classroom management plays a pivotal role in maintaining order and discipline within the learning environment. Teachers employ a range of management techniques, from establishing clear expectations and rules to implementing positive reinforcement strategies. By fostering a harmonious classroom atmosphere, both teachers and students can cultivate a strong bond centered around mutual learning and growth.

Based on a blog entry about teaching styles (2011), several styles could be employed by the teachers to encourage their students to work harder and become self-motivated independent learners. It is also their role as educators to aid their students in building up their individuality and character, especially, in terms of expressing their emotions and how they perceive class discussions interesting in their own point of view.

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom.

Teachers play a crucial role as the guiding light in the classroom, carrying a multitude of responsibilities that range from simple tasks to complex and challenging ones. Each day presents new encounters that form an integral part of our mission. It is imperative for us to recognize the importance of staying motivated in our work to ensure that our students are also motivated in their learning journey. Motivated students are more inclined to engage and absorb knowledge effectively. However, motivating students requires teachers to adopt various teaching styles and techniques to capture their interests effectively.

To achieve this, teachers must possess a deep understanding of the curriculum objectives and standards, along with proficient teaching skills, genuine interests, appreciation, and high ideals. It is essential to put in the effort to guide children and students towards a life that is enriching, stimulating, and fulfilling. This entails creating an environment that nurtures growth, curiosity, and a thirst for knowledge. Teachers must be adept at fostering a love for learning, inspiring students to explore beyond the confines of the classroom and embrace the wonders of the world around them. In doing so, teachers not only impart knowledge but also instill values and life skills that will benefit students beyond their academic pursuits.

Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 2008). Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities, and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may also be exacerbated by language and cultural differences between teachers and students.

For example, in a classroom with students from different cultural backgrounds, it's important for teachers to acknowledge and celebrate those differences. This can create a more inclusive environment where students feel valued and respected for who they are. Additionally, teachers should be aware of the varying language abilities among their students. Some students may be bilingual or multilingual, while others may struggle with English as a second language. By recognizing these differences, teachers can adapt their teaching strategies to better support all students.

Furthermore, gender diversity plays a significant role in the classroom dynamic. Teachers should strive to create a safe space where all genders feel comfortable expressing themselves and participating in class discussions. This could involve incorporating diverse perspectives in the curriculum or addressing gender stereotypes and biases.

Since 2003, many foreign professional teachers, particularly from the Philippines, came to New York City to teach with little knowledge of American school settings. Filipino teachers have distinct styles and expressions of teaching. They expect that: education is interactive and spontaneous; teachers and students work together in the teaching-learning process; students learn through participation and interaction; homework is only part of the process; teaching is an active process; students are not passive learners; factual information is readily available; problem solving, creativity and critical thinking are more important; teachers should facilitate and model problem solving; students learn by being actively engaged in the process; and teachers need to be questioned and challenged. However, many Filipino teachers encountered many difficulties in teaching in NYC public schools. Some of these problems may be attributed to: students' behavior such as attention deficiency, hyperactivity disorder, and disrespect among others; and language barriers such as accent and poor understanding of languages other than English.

Helping students understand better in the classroom is one of the primary concerns of every teacher. Teachers need to motivate students how to learn. According to Phil Schlecty (2004), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In developing students' understanding to learn important concepts, teacher may use a variety of teaching strategies that would work best for her/his students.

According to Raymond Wlodkowski and Margery Ginsberg (2005), research has shown no teaching strategy that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds which would include students' prior knowledge in understanding new concepts. Due recognition should be given to the fact that interest, according to Saucier (2009) directly or indirectly contributes to all learning. Yet, it appears that many teachers apparently still need to accept this fundamental principle. Teachers should mind the chief component of interest in the classroom. It is a means of forming lasting effort in attaining the skills needed for life.

Furthermore, teachers need to vary teaching styles and techniques so as not to cause boredom to the students in the classroom. Seeking greater insight into how children learn from the way teachers discuss and handle the lesson in the classroom and teach students the life skills they need, could be one of the greatest achievements in the teaching process.

Various researchers have stressed different aspects of styles in teaching. Gregorc (2009) indicated that a teaching style consists of a teacher's personal behaviors and the media used to transmit data to or receive it from the learner. Teaching style refers to educators' behaviors as they teach in the classroom. Educators' personal qualities are considered persistent.

According to Conti, the overall traits and qualities that a teacher displays in the classroom and that are consistent for various situations can be described as teaching style. Fischer and Fischer (2009) similarly defined teaching style. They stated that the teaching style of an instructor might persist even when he or she uses several different teaching techniques and methods. How teachers teach is related to how they learn. Research supports the concept that most teachers teach the way they learn.

Dunn and Dunn (2009) claimed that teachers' teaching styles are closely linked to their own learning styles. This connection stems from teachers often imparting knowledge in the way they best understand and retain information themselves. For instance, a teacher who learns best through visual aids may heavily rely on diagrams and charts to explain concepts to students. However, it is important to note that what works for the teacher may not necessarily be effective for all students in the classroom. This highlights the necessity for educators to be adaptable in their teaching methods to cater to the diverse learning preferences of their students.

### Statement of the Problem

This study sought to identify the teaching pedagogical approaches of Filipino teachers and the academic performance of Grade 6 learners in the Third Congressional District of Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the learners in terms of:
  - 1.1 age;
  - 1.2 academic performance?
2. What is the impact of the teaching pedagogical approaches of the Filipino teachers to the academic performance of learners during the fourth quarter?
3. Is there a significant relationship between the teaching pedagogical approaches of the Filipino teachers and the learners' academic performance?
4. Based from the findings, what capacity building on teaching pedagogical approaches of Filipino teachers can be proposed to improve the academic performance of the Grade 6 learners?

### METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis.



## Research Design

Descriptive-correlational method seek to describe the nature of the demographic variables of a population or phenomenon being studied. This type of research method describes and clarifies the status of the study's focus and objective. Moreover, this method involves gathering quantifiable information that is used for the statistical analysis of the population sample; the input gathered is also used to describe the events and data collection. The researcher utilized this specific method because it was the appropriate method to be used in this study which included the profile of the respondents, and if there is any significant impact between the teaching styles of Filipino teachers and their academic performance in the second quarter.

The researcher applied the descriptive and correlational approach to identify the relationship between the teaching styles of Filipino subject teachers and Grade 6 learners' academic achievement. The descriptive approach is defined to be a scientific method which involves observing and describing the behavioral characteristics of a particular subject or phenomenon without influencing its variables in any way. This approach can be used in multiple ways and for various reasons. It aims to determine respondent characteristics, measure data trends, conduct comparisons, and validate existing conditions.

On the other hand, the correlational approach is defined to be a type of non-experimental research method, in which the researcher weighs two variables and assess the statistical relationship between them with none of the extraneous variables influenced in any capacity. This particular approach seeks to find for variables that seem to interact with each other, in that way, when the researchers see one variable changing, they will be able to determine the factors as to how the other variable will change. The purpose of utilizing this approach is to ascertain the degree to which a relationship exists between the teaching styles of Filipino subject teachers and learners' academic performance. Furthermore, this approach can also be used to develop prediction models to be able to predict the future value of a variable from the current value of one or more other variables.

## Instrumentation and Data Collection

The researcher selected random Grade 6 learners. To make her findings statistically accurate, she made sure that the number of male and female respondents were even. In the data-gathering procedure, the researcher sought permission from the Grade 6 Filipino teachers to conduct the study with the selected Grade 6 learners as their respondents. After the approval of the requests, the researcher went to one classroom to another to distribute the questionnaire checklist which included the socio-demographic characteristics and statements that sought to identify the teaching styles utilized by the Filipino teachers. Subsequently, it was followed by asking permission from the Filipino teachers of Grade 6 to give the respondents' grades in the Filipino subject in the second quarter. In just two days, the researcher was able to retrieve the research materials from the respondents and receive the respondents' grades for the second quarter. Upon obtaining all the necessary records, the researcher tabulated, analyzed, and interpreted the learners' responses in the questionnaire.

The main instrument that was utilized in this study was a survey questionnaire prepared by the researcher along with the assistance of the dissertation panelists. The questionnaire was consisted of 15 items; it included the socio-demographic characteristics and statements that sought to identify the teaching styles utilized by the Filipino teachers.

Series of steps were done in order to make this study successful. The title of the study was established from the different concerns and questions of the researcher. Afterwards, she proceeded to gather significant data through survey and thorough researching of information, analyzed the collated results and complete the contents of this research study. Tables and findings were tabulated to show the summary of evidence and achieve the main objectives of this research study.

## Tools for Data Analysis

The data that were gathered in this study through the questionnaire were tabulated, organized, and interpreted; they were treated statistically before interpretations were made. The following statistical treatments were employed:

1. In order to find the profile of the respondents, frequency, percentage and rank were used.
2. In order to determine the impact of the teaching styles of the Filipino teachers, weighted mean was used.
3. In order to identify the relationship between the teaching styles of the Filipino teachers and the high school learners' academic performance, one-way ANOVA was used.

## RESULTS AND DISCUSSION

This chapter shows the data gathered from the questionnaire survey accomplished by the Grade 6 learners together with the results of data analyses performed. It also presents the data collated from the socio-demographic characteristics of the learners, the data analyses and interpretations. Furthermore, it also presents the data gathered from the teaching styles frequently utilized by the Filipino teachers to their learners, the data analysis and interpretations.

**Table 1: Frequency, Percentage, and Rank of the Grade 6 Learner in terms of Age**

Age	Frequency	Percentage	Rank
11	36	45%	1
12	32	40%	2
13	12	15%	3
<b>TOTAL</b>	<b>80</b>	<b>100%</b>	

As it is shown in Table 1, the data that the researcher has obtained contain the respondents' age. Accordingly, 36 of the respondents are ranging from 1 years of age which comprises 45% of the total of the total number of the respondents, and is computed with the highest population among the 80 respondents. Whereas, age 12 contains the second highest number of respondents that comprises 32% out of 100%. Lastly, respondents 13 years of age constitutes to 15% of the total population. To conclude, the researcher has interpreted that there are 12 learners who participated in the survey conducted who can be classified as teenagers.

**Table 2: Frequency, Percentage, and Rank of the Profile of the Respondents in terms of Academic Achievement during Fourth Quarter**

Academic Performance	Frequency	Percentage	Rank
75 – 79	11	13.75%	4
80 – 84	18	22.50%	3
85 – 89	26	32.50%	1
90 and Above	25	31.25%	2
TOTAL	80	100%	

It is shown in the table that 13.75% of the total number of respondents fall within the “Developing” level with a grade of 75-79; learners under this level possess skills and capabilities that ought to be developed and sharpened even further, and they are fourth in the ranking. 22.50% are part of the “Approaching Proficiency” level; this refers to learners who have already obtained fundamental knowledge about the subject but can improve further with assistance from his or her peers along with the guidance of his or her teacher. There are 31.25% of the respondents are under the “Proficient” level; these learners have a high level of mastery and exceed the standard. The number of advanced learners is quite high, thus ranking second. Lastly, 32.50% of the total number of respondents fall within the “Proficient” level, learners under this level have a high level of competency and independence in regards with activities and tasks given to them. These learners ranked first in the survey.

**Table 3: The Level of Impact of the Teaching Pedagogical Approaches of Filipino Teachers as Perceived by the Learners**

Questions	Mean	Interpretation
My teacher always gives a short activity before starting the lesson to catch the attention of his/her students and develop a good atmosphere inside the classroom (FACILITATOR METHOD)	3.38	Impactful
My teacher gives us an assignment to study our new topic prior to class discussions. (AUTHORITARIAN METHOD)	3.58	Highly Impactful
My teacher uses their daily life encounters in giving examples during class discussions and to help us better understand the lesson. (HYBRID METHOD)	4.70	Extremely Impactful
My teacher divides us into groups to work together and collaborate our understandings, showcase our talents and promote leadership skills. (DELEGATOR METHOD)	3.78	Highly Impactful
Aside from using our books, my teacher provides visual aids to gain our interest towards the subject. (DEMONSTRATOR METHOD)	3.60	Highly Impactful
My teacher sits in class and discusses the topic while we jot down notes and memorize to the best of our ability on what is being said. (AUTHORITARIAN METHOD)	3.45	Highly Impactful
My teacher assigns us to activities to demonstrate what we've learned in class. (DEMONSTRATOR METHOD)	3.50	Highly Impactful
My teacher has a very distinct and unique personality that allows us to stay attentive to the class. (HYBRID METHOD)	4.63	Extremely Impactful
My teacher encourages us to ask them questions at the end of each discussion. (FACILITATOR METHOD)	4.38	Extremely Impactful
Whenever we don't understand a point, our teacher uses props as a way to clearly teach his point. (DEMONSTRATOR METHOD)	3.40	Impactful
My teacher approaches us whenever we don't understand the lesson and kindly teaches it to us again. (FACILITATOR METHOD)	3.93	Highly Impactful
My teacher teaches us in style that's distinct from other teachers and adds their own personal twist to it. (HYBRID METHOD)	4.40	Extremely Impactful
My teacher allows us to brainstorm in order for us to compile our own understanding about the topic. (DELEGATOR METHOD)	3.90	Highly Impactful
My teacher assigns us researches and projects in order to develop our understanding about the lesson. (DELEGATOR METHOD)	3.98	Highly Impactful
My teacher upholds authority in the classroom and is particularly strict. (AUTHORITARIAN METHOD)	4.20	Highly Impactful
Grand Mean	<b>3.92</b>	<b>Highly Impactful</b>

Table 3 presents the weighted mean values for all the inquiries listed in the researcher's questionnaire checklist. Upon reviewing the data provided, it becomes evident that the third question stands out with the highest mean score. This particular question pertains to the utilization of a hybrid teaching method by Filipino instructors, wherein they incorporate real-life experiences into classroom discussions to enhance the understanding of their students. The feedback received from respondents indicates that

this teaching approach is deemed "Extremely Impactful", signifying a consensus among participants regarding its effectiveness in facilitating learning and improving comprehension.

Only two questions had a weighted mean below 3.50. The lowest mean, 3.38, is from the very first question; the question asking if their Filipino teacher is utilizing the facilitator method by giving a short activity before starting the lesson to catch the attention and interest of his or her learners. On the other hand, coming in second lowest is from the tenth question; the question asking if their Filipino subject teacher utilizes the demonstrator method by using props to clearly demonstrate his point. The outcomes of these two questions had a result of "Impactful"; it can be deduced that these two teaching styles are not as effective as the others based from the response of majority of the respondents.

As for the grand mean of Table 3, this shows that majority of the high school learners find their Filipino teacher's teaching styles and methods "Highly Impactful".

**Table 4: The Significant Difference on the Level of Impact of the Teaching Pedagogical Approaches of Filipino Teachers in terms of Age**

Source	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	9.0749	4.5374	8.63	3.22	R	S
Within	22.0773	0.5256				
Total						

Table 4 presents the ANOVA summary table detailing the age distribution of the respondents who were surveyed in the research study. The sum of the square between the age groups was calculated to be 9.0749, indicating the variability of age among the respondents. On the other hand, the sum of the square within the age groups was found to be 22.0773, reflecting the variability within each age group. These values provide insights into the dispersion of ages among the respondents.

The F-Ratio displayed in the table is 8.63, surpassing the Critical F-Value of 3.22. This outcome indicates a significant difference in the impact of teaching styles employed by Filipino subject teachers concerning the age of the learners. Consequently, the null hypothesis, which suggested no significant relationship, is rejected based on the statistical analysis.

**Table 5: The Significant Difference on the Level of Impact of the Teaching Pedagogical Approaches of Filipino Teachers in terms of Grade Level**

Source	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	0.6193	0.2064	0.44	2.77	A	NS
Within	29.0747	0.5192				
Total						

Table 5 presents the ANOVA summary table depicting the age distribution of the respondents who participated in the study. The analysis reveals that the sum of squares between groups is 0.6193, while the sum of squares within groups is 29.0747. Furthermore, the mean square between groups is calculated to be 0.2064, whereas the mean square within groups is 0.5192.

The F-Ratio, displayed in the table, is 0.4, with a Critical F-Value of 2.77. Significantly, the F-Ratio exceeds the Critical F-Value, leading to the acceptance of the null hypothesis. This outcome indicates that there is no substantial difference in the impact of teaching styles among Filipino teachers across different grade levels.

**Table 6: The Significant Difference on the Level of Impact of the Teaching Pedagogical Approaches of Filipino Teachers in terms of Academic Performance**

Source	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	9.6065	3.2022	11.65	2.77	R	S
Within	15.3946	0.2749				
Total						

Table 6 presents the ANOVA summary table regarding the academic achievement of the respondents in the fourth quarter. It displays the sum of squares between and within, which are 9.6065 and 15.3946, respectively. The mean of the square between is 3.2022, while the mean of the square within is 0.2749. The F-Ratio, indicated as 11.65, surpasses the Critical F-Value of 2.77 shown in Table 1, leading to the rejection of the null hypothesis.

Upon examining Table 6, it is evident that there exists a notable difference in the impact levels of the teaching styles employed by Filipino teachers on academic achievement. This aligns with the hypothesis posited in Chapter 1, asserting a significant correlation between Filipino teachers' teaching styles and learners' academic performance. The rejection of the null hypothesis is justified by the F-Ratio's deviation from the Critical F-Value range.

### Conclusion

Based on the analysis conducted by the researcher, it has been determined that there exists a notable correlation between the teaching methodologies employed by Filipino educators and the responses from the participants. This implies that the way in which Filipino teachers approach their teaching has a direct impact on how their students perceive and engage with the material. For example, the data presented in table 4 highlights that the Hybrid teaching approach is the most commonly utilized method among these teachers. This method seems to be particularly effective in the classroom setting, as evidenced by its significant influence on the students.



Moreover, it is important to consider the implications of these findings on the overall educational landscape in the Philippines. By understanding the relationship between teaching strategies and student outcomes, educators can tailor their approaches to better meet the needs of their students. This not only enhances the learning experience for the students but also contributes to the professional development of the teachers themselves. Additionally, the utilization of effective teaching methods can lead to improved academic performance, increased student engagement, and a more positive classroom environment.

### Recommendations

The researcher's findings indicated that the Hybrid Method stands out as the most effective and commonly utilized teaching approach among Filipino educators. Not only did the researcher suggest that Filipino teachers adopt this method for teaching their students, but also recommended its application to teachers across various subjects. The Hybrid Method involves a blend of different teaching techniques, customized to suit the individual style of each teacher, thereby enhancing their ability to effectively convey information. Teachers employing this method typically exhibit vibrant personalities that captivate students' attention, often incorporating personal anecdotes to make lessons more relatable and engaging.

In terms of recommendations for future research endeavors, the researcher advised conducting studies with a larger sample size, ideally encompassing more than 10 students per academic level or even the entire high school population. Additionally, collaboration among researchers was emphasized to enhance the quality and reliability of study outcomes. By working together, researchers can pool their expertise and resources to conduct more comprehensive investigations, ultimately contributing to the advancement of educational practices.

### REFERENCES

- “The Basics and Benefits of Effective Delegation.” *Inscape*. Vancouver: Inscape Consulting Group, February 2017.
- Abulon, Edna Luz R. “Basic education teachers’ concept of effective teaching: Inputs to teacher education curriculum in the Philippines.” *International Journal of Research Studies in Education*. Manila: Philippine Normal University, 18 March 2014. [https://www.researchgate.net/publication/271258441\\_Basic\\_education\\_teachers'\\_concept\\_of\\_effective\\_teaching\\_Inputs\\_to\\_teacher\\_education\\_curriculum\\_in\\_the\\_Philippines](https://www.researchgate.net/publication/271258441_Basic_education_teachers'_concept_of_effective_teaching_Inputs_to_teacher_education_curriculum_in_the_Philippines). Accessed on 5 March 2019.
- Barberos, Maria Theresa, et al. “The Effect of the Teacher's Teaching Style on Students' Motivation Action Research.” *NYU Steinhardt: Department of Teaching and Learning*. New York: New York University.
- Chaudhry, Abid Ghafoor, et al. “Teaching Styles: Determinants of Student’s Learning and Academic Performance.” *Academia*. Rawalpindi: Department of Anthropology, PMAS- Arid Agriculture University.
- Cherry, Kendra. “Autocratic Leadership: Key Characteristics, Strengths, and Weaknesses of Autocratic Leadership.” *Verywell Mind*. Dotdash, 15 March 2019. <https://www.verywellmind.com/what-is-autocratic-leadership-2795314>. Accessed 20 April 2019.
- David, Adonis, et al. “Exploring Filipino Teacher Education Students’ Conceptions of Teaching and Learning.” *Research Gate*. Manila: Philippine Normal University, July 2014. [https://www.researchgate.net/publication/278034747\\_Exploring\\_Filipino\\_Teacher\\_Education\\_Students'\\_Conceptions\\_of\\_Teaching\\_and\\_Learning](https://www.researchgate.net/publication/278034747_Exploring_Filipino_Teacher_Education_Students'_Conceptions_of_Teaching_and_Learning). Accessed 7 March 2019.
- Galvez, Rosalyn. “Assessing the Teaching Styles of College Instructors of La Consolacion University Philippines: Implications for Professional Development.” *International Journal of Education and Research Vol. 6 No. 1*. Bulacan: La Consolacion University Philippines, January 2018. <http://www.ijern.com/journal/2018/January-2018/13.pdf>. Accessed 5 March 2019.
- Gill, Eric. “What is Your Teaching Style? 5 Effective Teaching Methods for Your Classroom.” *Room 241*. Concordia University-Portland, 21 August 2018. <https://education.cu-portland.edu/blog/classroom-resources/5-types-of-classroom-teaching-styles/>. Accessed 6 March 2019.
- Hale, Jamie. “The 3 Basic Types of Descriptive Research Methods.” *Psych Central*. Massachusetts: Psych Central, 8 July 2018. <https://psychcentral.com/blog/the-3-basic-types-of-descriptive-research-methods/>. Accessed 21 April 2019.
- Khandaghi, Maghsood Amin, and Maryam Farasat. “The effect of teacher's teaching style on students’ adjustment.” *Science Direct*. Mashhad: Elsevier, 10 June 2011.
- Klimova, Blanka, and Jaroslav Kacetl. “Hybrid Learning and its Current Role in the Teaching of Foreign Languages.” *Researchgate*. Czech Republic: Elsevier, May 2015. [https://www.researchgate.net/publication/277949744\\_Hybrid\\_Learning\\_and\\_its\\_Current\\_Role\\_in\\_the\\_Teaching\\_of\\_Foreign\\_Languages](https://www.researchgate.net/publication/277949744_Hybrid_Learning_and_its_Current_Role_in_the_Teaching_of_Foreign_Languages). Accessed 22 April 2019.
- Montañano, Rosemarie L. “The Cognitive/Academic Language Proficiency in Filipino of Honorstudents at Two Selected Secondary Schools.” *Philippine Journal of Linguistics*. Manila: De La Salle University, 2006.
- Pagtalunan, Thelma V. “Teaching Styles and Performance of the Filipino Faculty Members of the College Of Science of the Bulacan State University, Philippines: an Assessment.” *PARIPEX - Indian Journal of Research*. Bulacan State University, May 2018.
- Saxon, Levana, and Virginia Vitzthum. “Theory: Pedagogy of the Oppressed.” *Beautiful Trouble: A toolbox for Revolution*, Los Angeles.
- Ramos, Amado C. “Methods and Teaching Strategies Used by Teacher Education Faculty Members in one State University in the Philippines.” *Asia Pacific Journal of Multidisciplinary Research, Vol. 3, No. 5*. Pangasinan: Pangasinan State University, 29 December 2015. <http://www.apjmr.com/wp-content/uploads/2016/04/APJMR-2015-3.5.3.05.pdf>. Accessed on 5 March 2019.
- Razak, Nurul Nadiah Abdul, et al. “Perceived and Preferred Teaching Styles (Methods ) of English for Specific Purposes ( ESP ) Students.” *Semantic Scholar*. Washington: Allen Institute for Artificial Intelligence, 2007. [https://www.semanticscholar.org/paper/Perceived-and-Preferred-Teaching-Styles-\(Methods\)-Razak-Ahmad/24916815d26f872ca84d8355f5f19091c7a87066](https://www.semanticscholar.org/paper/Perceived-and-Preferred-Teaching-Styles-(Methods)-Razak-Ahmad/24916815d26f872ca84d8355f5f19091c7a87066). Accessed 6 March 2019.
- Resendes, Karen K., et al. “The Effectiveness of the Hybrid Teaching Method in Introductory Biology at a PUI.” *The FASEB Journal*, Maryland, Federation of American Societies for Experimental Biology, 1 April 2013.
- Villena, Marife G., and Marian C. de Mesa. “Teaching Styles of the Classroom Managers in one Basic Primary School in the Philippines.” *Asia Pacific Journal of Multidisciplinary Research, Vol. 3, No. 2*. Batangas: Lyceum of the Philippines University, 10 May 2015.