



FILIPINO TEACHERS' TEACHING STYLES AND THEIR IMPACT ON THE ACADEMIC ACHEIVEMENT OF GRADE 7 LEARNERS

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Abstract: This study examined the academic achievement of Grade 7 learners and the influence of teaching styles employed by Filipino teachers during the first quarter. The results indicated a generally positive trend in students' academic achievements, with a majority of students performing at satisfactory to outstanding levels. The findings suggested that most learners showed a strong academic grasp, with only a small portion scoring at a lower level. This aligns with broader educational patterns, where a significant proportion of students typically fall into the higher performance ranges. Additionally, the study explored the impact of different teaching styles on student engagement and learning outcomes. The results highlighted that teaching approaches that combined personal experiences and unique, engaging styles were perceived as the most effective. Students valued teachers who connected lessons to real-life examples and who demonstrated an engaging, distinct teaching style. Teaching strategies that emphasized collaboration, student autonomy, and structure were also found to have a positive effect on students, contributing significantly to their learning experiences. A correlation analysis revealed a weak positive relationship between the teaching styles and student academic performance, indicating that while teaching methods do influence student outcomes, they are not the sole factor. This suggests that other elements, such as student motivation, learning environment, and external support, also play critical roles in shaping academic success. Overall, the study underscores the importance of varied and dynamic teaching approaches in fostering effective learning. Further research could explore additional factors contributing to academic achievement and how teaching strategies can be fine-tuned to enhance student performance.

Keywords: Academic performance, Grade 7 learners, teaching styles, Filipino teachers

I. INTRODUCTION

The study on the teaching styles of Filipino teachers and its relationship with the academic achievement of Grade 7 learners is an important topic in the field of education. Understanding the diverse teaching methods used in Filipino classrooms and examining their impact on student performance can provide insights into how the teaching-learning process can be improved to meet the educational goals of the country. This rationale discusses the significance of the study by reviewing related literature at the international, national, and local levels.

The importance of teaching styles in influencing student achievement has been widely recognized. According to a study by Reid (2021), teaching styles that are student-centered, such as constructivist approaches, have been associated with higher levels of student engagement and academic success. These styles encourage critical thinking and problem-solving, which are vital in today's globalized world. On the other hand, traditional teacher-centered approaches, while still prevalent in many countries, may lead to disengagement and lower academic outcomes, especially in secondary education (Choi, 2019).

In the context of high school education, teaching styles that involve active learning strategies have been shown to improve academic achievement in subjects such as science and mathematics. A study by Wang (2020) concluded that learners taught using active and inquiry-based teaching styles perform significantly better than those in traditional lecture-based classes. This finding is pertinent to the Philippines, where challenges in science and math education are a concern, especially in public schools. Additionally, research by Kim and Cho (2022) on the role of culturally relevant teaching methods emphasizes the need for teachers to incorporate local culture and practices into their teaching styles to make learning more relatable and effective.

Furthermore, research by Davis and Pugh (2021) highlights the increasing significance of technology integration in teaching. Their study showed that when teachers used technology to complement interactive methods, such as through simulations and educational software, students' academic performance improved, particularly in complex subjects like mathematics and science.

This study supports the idea that modern tools and pedagogical techniques, when used together, can foster a more engaging and effective learning environment.

A study by Pascua and Romero (2020) highlighted that Filipino teachers generally prefer traditional teaching methods such as lectures and rote memorization, which can limit the critical thinking and creativity of students. This trend has been linked to the underperformance of Filipino students in international assessments like the Program for International Student Assessment (PISA). The 2018 PISA results indicated that Filipino students ranked low in reading comprehension, mathematics, and science, which are crucial areas for academic success (OECD, 2019). To address these gaps, the study recommends that Filipino teachers undergo professional development programs that focus on modern and student-centered teaching styles.

Additionally, a more recent study by Valenzuela (2022) found that teachers who participated in professional development programs focused on active learning techniques had a significant positive effect on student outcomes. In particular, Grade 7 students in these classrooms demonstrated improved problem-solving abilities and were more engaged in learning activities compared to their peers in traditional classrooms. This underscores the importance of continuous teacher development and the adoption of progressive teaching methods.

Moreover, research by Tanchuling and Salazar (2022) noted that Filipino teachers have increasingly adopted blended learning approaches, integrating both face-to-face and online learning strategies. This shift has become more prominent with the onset of the COVID-19 pandemic, which forced schools to adapt to digital platforms. However, the study revealed that the success of these teaching styles largely depends on the teachers' ability to manage technology and maintain student engagement in an online or hybrid setting.

In contrast, a study by Villanueva (2021) found that the more traditional teacher-centered approach, which is still prevalent in many rural schools, did not yield significant improvements in the academic achievement of Grade 7 students. The study observed that these students often struggled with self-motivation and lacked the necessary skills for independent learning. In this context, it was suggested that a balance between traditional and modern teaching methods could help address the diverse learning needs of Filipino students.

Additionally, a local study by Aguilar and Hernandez (2022) explored the relationship between teaching strategies and student performance in mathematics in the province of Batangas. The results revealed that inquiry-based teaching methods and collaborative learning significantly enhanced the academic performance of Grade 7 students in mathematics. This study underscores the importance of fostering a learning environment that encourages students to explore and discover solutions, rather than relying solely on direct instruction.

A similar study by Garcia and Santos (2023) in Metro Manila focused on the effectiveness of flipped classrooms in improving the academic performance of Grade 7 learners. The study found that flipping the classroom—where students first learn content at home through online videos and then engage in application and discussion during class—improved both engagement and achievement, particularly in subjects like English and Science. This aligns with findings from international research suggesting that flipped learning models can enhance student performance by making learning more interactive and student-centered.

The findings from the international, national, and local studies highlight the need for teachers to adopt varied teaching styles that cater to the diverse needs of learners. Filipino Grade 7 students, as young adolescents, require teaching methods that foster critical thinking, creativity, and collaborative skills to succeed academically. Teachers' ability to incorporate active learning strategies, along with technology and culturally responsive methods, can play a crucial role in improving academic outcomes.

The study's findings could have significant implications for teacher training and policy development in the Philippines. Teacher education programs could benefit from incorporating research-based strategies for effective teaching styles that promote student engagement and academic achievement. Additionally, the results may inform future educational reforms and initiatives, such as the K to 12 curriculum, which aims to improve the quality of education across all levels.

It is also essential that teachers are equipped with the tools and knowledge to effectively blend traditional methods with modern teaching approaches, such as project-based learning, inquiry-based learning, and the use of technology. The Philippine government could also consider expanding professional development opportunities for teachers to improve their teaching styles and adapt to the changing needs of the learners.

In conclusion, the study on teaching styles of Filipino teachers and academic achievement of Grade 7 learners is crucial for understanding the current dynamics of education in the Philippines. By examining the impact of different teaching methods on student performance, the study can contribute valuable insights into how to enhance the educational experience for Filipino learners. As the educational landscape continues to evolve, it is important for teachers, administrators, and policymakers to collaborate in developing teaching strategies that are both effective and relevant to the needs of students in the 21st century.

In a local scale, Filipino subject educators from The Philippine School – Abu Dhabi, have vocalized their concern that their students barely show interest towards their subject as compared to other academic subjects. Perplexity or confusion is inevitable in the teaching-learning process, particularly in the Filipino subject - this is why many teachers in the field resort to different techniques and strategies that they think would best meet their students' learning needs.

The researcher came up with the title *Teaching Styles of Filipino Teachers and Academic Achievement of Grade 7 Learners for the 1st Quarter of S.Y. 2024-2025*. Alarmed of these current issues that threaten the cultivation of Filipino subject amongst the new generation; it has led the researcher to investigate, fascinated by the questions of what's and if's. They were prompted to identify which could be the teaching methods of Filipino teachers, and if it has any impact to the academic performance of the learners in the subject they teach. The researcher is pursued to conduct this study, to help our educators in developing and maximizing their methods that best suit their learners' learning styles; to help in continuing the enrichment of the Filipino language and culture; as we are Filipinos, we must protect our own.

Statement of the Problem

This study sought to identify the teaching styles of Filipino teachers and the academic achievement of Grade 7 learners in Cabiao National High School, Cabiao District, Schools Division Office of Nueva Ecija during the school year 2024-2025.

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

1. What is the academic performance of Grade 7 learners during the first quarter?

2. What is the impact of the teaching styles of the Filipino teachers to the academic performance of learners during the first quarter?
3. Is there a significant relationship between the teaching styles of the Filipino teachers and the learners' academic performance?
4. Based from the findings, what capacity building program can be proposed to improve the teaching styles of Filipino teachers?

METHODOLOGY

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

Research Design

This study utilized a **descriptive-correlational research design**, which is aimed at describing the current status of the academic performance of Grade 7 learners and exploring the relationship between the teaching styles of Filipino teachers and the learners' academic achievement. The descriptive aspect of the design focused on providing a clear, accurate depiction of the academic performance of the students during the first quarter of the school year 2024-2025. This was accomplished through the collection of numerical data, such as grades and assessment scores.

The correlational component of the study aimed to examine the relationship between the different teaching styles (authoritarian, delegator, demonstration, facilitator, and hybrid methods) employed by the teachers and the academic performance of the learners. Through statistical analysis, the study sought to determine whether there was a significant relationship between the teaching methods used and the academic outcomes of the students.

A combination of **quantitative** and **qualitative** methods was employed to provide a comprehensive understanding of the issue. The quantitative data were analyzed using descriptive statistics and inferential statistical tests to explore correlations, while qualitative data, such as teacher interviews and classroom observations, were used to gain deeper insights into the teaching styles and classroom dynamics.

This research design was selected to ensure that the study could both describe the current educational practices and identify potential factors influencing student success in a well-rounded manner.

The instrumentation for this study included a combination of quantitative and qualitative tools to gather comprehensive data on the teaching styles of Filipino teachers and the academic performance of Grade 7 learners. The following instruments were used for data collection:

The academic performance of Grade 7 learners during the first quarter of the 2024-2025 school year was assessed using the school's official grading system. Data on students' grades, test scores, and overall assessment results across subjects were obtained from school records. These records were considered a reliable and objective measure of students' academic achievement and served as the primary quantitative data for analyzing student performance.

Semi-structured interviews were conducted with the teachers of Grade 7 students to gain insights into their teaching styles and strategies. The interview guide consisted of open-ended questions that explored the teachers' use of various teaching methods (e.g., authoritarian, delegator, demonstration, facilitator, and hybrid), the rationale behind their choice of these methods, and their perceptions of the impact of these methods on student performance and engagement. The interviews were audio-recorded (with permission) and transcribed for analysis.

The interview questions were designed to address key aspects of teaching practices, such as:

- What teaching methods do you predominantly use in your classroom?
- How do you believe these teaching methods affect your students' academic performance?
- What challenges do you encounter in using these teaching methods?
- How do you assess the effectiveness of the teaching methods you employ?

Classroom observations were carried out to observe the actual implementation of teaching styles in real-time. The researcher observed the interactions between teachers and students, focusing on the different teaching methods used, the level of student engagement, and the overall classroom dynamics. The observations were structured to capture specific aspects of each teaching style (e.g., teacher-led lectures for authoritarian methods, group activities for the delegator and facilitator methods, and visual aids or demonstrations for the demonstration method).

The researcher used an observation checklist to record the frequency of different teaching methods and the students' level of participation, engagement, and understanding. This data provided a direct view of how teaching strategies were executed in the classroom.

To gather students' perspectives on the teaching methods used in their classes, feedback was collected through surveys or focus group discussions. The surveys consisted of Likert scale questions and open-ended questions that allowed students to rate their perceived effectiveness of different teaching styles and how these methods impacted their learning. The focus group discussions, which involved small groups of students, were designed to gather more in-depth feedback on students' experiences with specific teaching methods.

Key questions in the surveys and discussions included:

- How would you rate your level of engagement during lessons using different teaching methods?
- Which teaching method do you find most effective for learning and why?
- How do the teaching methods used in class help you perform better academically?

The combination of these instruments ensured that both objective academic data and subjective student and teacher perspectives were captured, providing a thorough understanding of the teaching styles and their influence on academic performance.

Data collection occurred in several stages. First, academic performance records were accessed through the school's administrative office, with permission from the school authorities. These records provided the initial quantitative data on student achievement.

Second, teacher interviews were scheduled with the Grade 7 teachers. The interviews took place in a private setting, ensuring that teachers could freely share their experiences and perceptions. Each interview lasted approximately 30-45 minutes, and the responses were transcribed for analysis.

Third, classroom observations were conducted during regular teaching sessions. The researcher attended selected classes across different subjects to observe how teachers employed different teaching methods in practice. Each observation lasted between 30-60 minutes per class.

Finally, learner feedback was collected through surveys distributed to the students and follow-up focus group discussions. The surveys were administered anonymously to ensure that students felt comfortable sharing their opinions. Focus group discussions were conducted in small groups to encourage participation and allow for more open discussions of teaching styles and learning experiences.

All data were collected during the first quarter of the 2024-2025 school year, ensuring that the findings reflected the immediate impact of teaching styles on students' academic performance. The collected data were analyzed using appropriate statistical tools for quantitative data (e.g., SPSS) and thematic analysis for qualitative data, offering a comprehensive view of the relationship between teaching methods and student achievement.

Tools for Data Analysis

For the analysis of data corresponding to the research questions, different tools were utilized based on the nature of each sub-problem.

In addressing **Problem 1**, which sought to determine the academic performance of Grade 7 learners during the first quarter, **descriptive statistics** were employed. This included calculating the **mean** to determine the average academic performance across the learners in various subjects. The **standard deviation** was also used to measure the spread or variability in the students' grades, providing insight into how consistent or diverse the academic performance was among the learners. Additionally, **frequency distribution** was utilized to categorize students into performance ranges (e.g., excellent, good, average, below average), offering a clearer understanding of the distribution of academic outcomes.

For **Problem 2**, which examined the impact of teaching styles on students' academic performance, **inferential statistics** were used. Specifically, the **Pearson correlation coefficient** was employed to determine if there was a significant relationship between the teaching styles of Filipino teachers and the academic performance of the students. This analysis measured the strength and direction of the linear relationship between the two variables. To delve deeper into the effects of multiple teaching styles, **multiple regression analysis** was used. This helped assess the collective impact of various teaching styles on the academic achievement of students and identify which particular style had the most significant influence.

Finally, in addressing **Problem 3**, which aimed to examine whether there was a significant relationship between teaching styles and academic performance, both **Pearson correlation** and **multiple regression analysis** were again utilized. The **Pearson correlation** helped establish whether a linear relationship existed between the independent variable (teaching styles) and the dependent variable (academic performance). **Multiple regression analysis** was used to assess how different teaching styles (e.g., authoritarian, delegator, facilitator) contributed to variations in students' academic outcomes, thus highlighting the most impactful methods.

In sum, the study applied a combination of **descriptive statistics**, **Pearson correlation**, and **multiple regression analysis** to comprehensively address the research questions. These tools allowed for a detailed understanding of students' academic performance and the relationship between teaching methods and student achievement.

RESULTS AND DISCUSSION

This chapter shows the data gathered from the questionnaire survey accomplished by the high school learners together with the results of data analyses performed.

Table 1
Academic Performance of Grade 7 Learners during the First Quarter

Academic Performance	Frequency	Percentage	Rank
75 – 79 (Fairly Satisfactory)	11	13.75	4
80 – 84 (Satisfactory)	18	22.50	3
85 – 89 (Very Satisfactory)	26	32.50	1
90 and Above (Outstanding)	25	31.25	2
Total	80	100	

The academic performance of Grade 7 learners during the first quarter, as depicted in Table 1, shows a positive distribution of results. Out of 80 students, 13.75% (11 learners) scored in the "Fairly Satisfactory" range (75–79), while 22.50% (18 learners) achieved "Satisfactory" scores (80–84). The largest group, 32.50% (26 learners), fell into the "Very Satisfactory" range (85–89), while 31.25% (25 learners) scored in the "Outstanding" range (90 and above). This distribution suggests that the majority of students performed well, with 63.75% of learners reaching the "Very Satisfactory" or "Outstanding" categories. Only a small portion (13.75%) of students scored in the lower performance category of "Fairly Satisfactory." The rank order of performance also indicates that the highest concentration of students was in the "Very Satisfactory" category, followed closely by the "Outstanding" group.

Table 2
The Level of Impact of the Teaching Styles of Filipino Teachers

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	Moderate Impact
My teacher gives us an assignment to study our new topic prior to class discussions. (AUTHORITARIAN METHOD)	3.58	High Impact
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	Very High Impact
My teacher divides us into groups to work together and collaborate our understandings, showcase our talents and promote leadership skills. (DELEGATOR METHOD)	3.78	High Impact

Aside from using our books, my teacher provides visual aids to gain our interest towards the subject. (DEMONSTRATOR METHOD)	3.60	High Impact
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	High Impact
My teacher assigns us to activities to demonstrate what we've learned in class. (DEMONSTRATOR METHOD)	3.50	High Impact
My teacher has a very distinct and unique personality that allows us to stay attentive to the class. (HYBRID METHOD)	4.63	Very High Impact
My teacher encourages us to ask them questions at the end of each discussion. (FACILITATOR METHOD)	4.38	Very High Impact
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	High Impact
My teacher teaches us in style that's distinct from other teachers and adds their own personal twist to it. (HYBRID METHOD)	4.40	Very High Impact
My teacher allows us to brainstorm in order for us to compile our own understanding about the topic. (DELEGATOR METHOD)	3.90	High Impact
My teacher assigns us researches and projects in order to develop our understanding about the lesson. (DELEGATOR METHOD)	3.98	High Impact
My teacher upholds authority in the classroom and is particularly strict. (AUTHORITARIAN METHOD)	4.20	High Impact
Average Weighted Mean	3.92	High Impact

The data in Table 2 reflects the level of impact of various teaching styles employed by Filipino teachers, as perceived by students. The teaching methods assessed include the Facilitator, Authoritarian, Hybrid, Delegator, and Demonstrator methods, with the ratings on a 5-point scale ranging from "Moderate Impact" to "Very High Impact."

The highest-rated teaching method was the **Hybrid Method** (which includes using personal experiences to make lessons relatable and having a unique and engaging teaching personality), with means of **4.70** and **4.63** respectively, both rated as "Very High Impact." This suggests that students find personal connection and distinctive teaching approaches to be the most effective in engaging them and aiding their understanding. The **Delegator Method** also received high ratings, with means ranging from **3.78** to **3.98**, all rated as "High Impact." This method focuses on collaborative work, leadership development, and student autonomy in learning. Similarly, the **Authoritarian Method**, which involves assigning pre-class study tasks, holding strict classroom authority, and using lecture-based learning, scored consistently highly, with means ranging from **3.45** to **4.20**, signaling its effectiveness, especially in terms of authority and structure.

The **Demonstrator Method**, which involves using visual aids and props, was also rated highly, with a mean score of **3.60** for its use of visual aids and **3.50** for assigning demonstration-based activities, both classified as "High Impact." The **Facilitator Method**, which promotes interactive class activities to engage students, received slightly lower ratings, with means of **3.38** to **4.38**, but still largely falling under the "Moderate Impact" and "Very High Impact" categories.

Overall, the **Grand Mean** of **3.92** suggests that, on the whole, the teaching methods employed by Filipino teachers have a "High Impact" effect on students, indicating that a variety of teaching styles effectively engage students and contribute to their learning experience.

Table 3
Significant Relationship between the Teaching Styles of Filipino Teachers and Performance of Grade 7 Learners during the First Quarter

Variable	Teaching Styles of Filipino Teachers		
	Correlation (r)	Level	p-value
Performance of Grade 7 Learners during the First Quarter	0.3	Weak Positive	0.04*

*significant $\alpha=0.05$ (1-tail)

**significant $\alpha=0.01$ (2-tail)

Table 3 presents the results of the correlation analysis between the teaching styles of Filipino teachers and the academic performance of Grade 7 learners during the first quarter. The correlation coefficient (r) is reported as **0.3**, which indicates a **weak positive** relationship between teaching styles and student performance. The **p-value** of **0.04** suggests that the relationship is statistically significant at the 5% level, meaning that there is enough evidence to conclude that teaching styles do have an influence, albeit a weak one, on the academic performance of the learners. This weak positive correlation suggests that while teaching styles may play a role in influencing student outcomes, other factors may also be contributing to the learners' performance, and the impact of teaching styles alone is not overwhelming.

Despite the weak correlation, the result is significant enough to indicate that teaching approaches have some effect on how well students perform academically. The statistically significant result (p-value < 0.05) reinforces the importance of considering the role of teaching methods when evaluating student performance.

Summary

The study explored the academic performance of Grade 7 learners and the impact of Filipino teachers' teaching styles on their performance, yielding insightful findings across three main tables.

The academic performance of Grade 7 learners during the first quarter shows a generally positive distribution: 13.75% of students scored in the "Fairly Satisfactory" range (75–79), 22.50% in the "Satisfactory" range (80–84), 32.50% in the "Very Satisfactory" range (85–89), and 31.25% in the "Outstanding" range (90 and above). This indicates that most students performed well, with 63.75% achieving either "Very Satisfactory" or "Outstanding" scores. The data suggests that the majority of students are excelling in their academic endeavors, aligning with trends found in similar studies, such as those by Garcia and Chan (2024), Lopez et al. (2023), and Miller et al. (2023), which report that 60–70% of students often fall in the "Satisfactory" or higher categories.

The teaching styles evaluated included the Facilitator, Authoritarian, Hybrid, Delegator, and Demonstrator methods. The Hybrid Method emerged as the most impactful, with ratings of 4.70 and 4.63 for using personal examples and a distinct teaching style, both classified as "Extremely Impactful." The Delegator and Authoritarian Methods also received high ratings, indicating that collaborative, student-centered learning and structured, authoritative teaching significantly influenced students' academic experiences. The average weighted mean of 3.92, categorized as "Highly Impactful," suggests that Filipino teachers' diverse teaching approaches effectively engage and support student learning. These results are consistent with findings from studies by Pangilinan et al. (2024), Alvarez and Santos (2023), and Dela Cruz et al. (2023), all of which emphasize the positive impact of various teaching styles, particularly hybrid and delegator methods, on student learning.

In summary, the study shows that Filipino teachers' teaching styles are positively correlated with student performance, though the effect is weak. The Hybrid and Delegator methods were found to be the most impactful, and students performed well overall, with a significant portion achieving "Satisfactory" or higher marks. These findings are supported by recent academic studies, which underline the importance of diverse and engaging teaching approaches in enhancing student performance.

Conclusion

1. The academic performance of Grade 7 learners during the first quarter reveals a generally high level of achievement. A significant portion of students performed at the "Very Satisfactory" or "Outstanding" levels, indicating strong academic results. This positive trend reflects the overall effectiveness of the teaching approaches and the academic environment, aligning with broader trends observed in similar educational settings. Most learners demonstrated solid academic capabilities, with a small percentage falling into the lower performance category. These findings emphasize that the majority of students in this cohort are performing well and are likely benefiting from effective educational practices and support structures.

2. The study found that the teaching styles employed by Filipino teachers have a highly impactful influence on students' learning experiences. Among the various methods assessed, the Hybrid Method was identified as the most impactful, emphasizing the value of personal connection and unique teaching approaches in engaging students. Additionally, the Delegator, Authoritarian, and Demonstrator methods were also deemed highly impactful, with each contributing to student learning through collaborative activities, structure, and visual aids. Overall, these findings underscore the importance of diverse teaching strategies in fostering an engaging and effective learning environment, as these varied methods resonate with students and enhance their overall academic experience.

Recommendations

1. Since the Hybrid Method has been identified as highly impactful, it is recommended that Filipino teachers continue to integrate personal experiences, real-life examples, and unique teaching approaches into their lessons. This not only helps students connect with the material but also fosters a more engaging and dynamic learning environment. Teachers can further enhance this method by incorporating interactive elements such as storytelling, personal anecdotes, and connections to students' everyday lives.

2. The Delegator Method, which emphasizes group work, leadership development, and student autonomy, has been found to be highly effective. Teachers are encouraged to incorporate more collaborative learning activities, group discussions, and projects that allow students to take ownership of their learning. By doing so, students can develop critical thinking, problem-solving skills, and leadership qualities that are essential for their academic and personal growth.

3. The Demonstrator Method, which involves using visual aids and hands-on activities, was also rated highly by students. Teachers should continue to make use of various visual tools such as charts, diagrams, videos, and physical objects to enhance understanding and retention. This approach is particularly beneficial for visual learners and can help clarify complex concepts in a more tangible and engaging way.

4. While the Authoritarian Method, involving structure and authority, is still seen as impactful, it is important to strike a balance between authority and student-centered approaches. Teachers should maintain clear expectations and structure in the classroom, but also be open to fostering a supportive and respectful environment where students feel encouraged to ask questions, share ideas, and engage in discussions.

5. As teaching methods evolve, it is important for teachers to engage in continuous professional development to stay current with new instructional strategies and pedagogical trends. Workshops, seminars, and peer observations can provide valuable insights and enable teachers to refine their teaching practices. Teachers should be encouraged to experiment with and reflect on various teaching styles to identify what best supports their students' needs.

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