



TEACHING STYLES OF FILIPINO 6 TEACHERS AND ITS RELATIONSHIP TO LEARNERS' ACADEMIC PERFORMANCE

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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 teaching styles. Furthermore, this study sought to discover which makes the most effective teaching strategy in teaching the Filipino subject. The study led by the researcher took place during the school year 2023-2024 in San Clemente District, Schools Division Office of Tarlac Province. The researcher utilized a questionnaire checklist which included the socio-demographic characteristics and questions that pertain to the different teaching styles of Filipino subject 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 subject teachers in their respective classes. With the information the researcher has collated, she concluded that the variety of teaching styles and methods have a pivotal effect on the learners' performance in class. Moreover, the teaching styles employed by the Filipino subject 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: teaching style, academic achievement, Filipino teachers

INTRODUCTION

Teaching profession requires intelligence, skills, insights, and diligence in succeeding different ways to fulfill the challenge of classrooms. Teaching style is a multitask phenomenon that illuminates how teachers teach knowledge; accomplish classroom work, and supervision of students. In view point of Olufemi (2003), the women role is expected to nourish the kids and to care for home. These tasks do not spare and inspire women to contribute in economic and social development. Women are given less educational chances than for men. They dislike the jobs in male dominant professions like architecture, business and engineering. Many studies have presented their results that teaching styles are associated with achievement score of students.

Constructivist style of teaching based on the notion that learning is an active process. It states that students generate their own ideas and link it with previous knowledge (Bohren, 2019). Huang and Fraser (2009) revealed that male teachers supposed to exhibit better relationship with students than that of female teachers. Research found that evaluation of students inclined to gender of teachers. Many studies highlighted that students rank male teacher differently than female teacher. There are many reasons behind that students show biased views male and female faculty members.

Teaching styles are classified on the basis of their application and merits. The styles have both merits as well as demerits. The popular current teaching styles are designated by Brown (2001) and discovered by Grasha (2002). According to Brown (2001), refers teaching styles as teachers' personal behaviors to deliver knowledge.

According to Sun & Wang (2007), teaching styles are Authoritarian, democratic, and laissez faire. The proper working facilities make teachers more productive, comfortable and competent. Gender and Teaching Styles Many studies conducted by Driessen (2007), Martin et al. (2008) and Martin and Marsh (2005), investigated that gender of students is motivated and influenced by gender of teachers. Jones (2003) explained that male teachers were more motivating for boys than female teachers. According to Banmeke (2006) inadequate physical environment of institutions dampens the morale of teachers.

According to Mullola et al. (2011), the gender of teachers did not have an impact on students' grades. Driessen (2007) revealed that male teachers assess their students better than females. Male teachers stressed on cognitive development of students in classroom because male teachers have more qualification and content knowledge than females. According to Chudgar and Sankar (2008), teachers have dominance in sustaining classroom authority through severe self-control.

In male and female teachers about class organization. Female instructors experience more behavioral challenges than male teachers. On the otherhand, 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.

Female teachers use more active learning strategies. Female teachers use more interactive techniques than male teacher. Female teacher influences girls' performance than boys. The female students outperform than male students in tests. Female teachers improve female test scores twenty percent more than boys. Many studies initiate that female teachers affect female students' achievement score. Teachers' teaching styles have an impact on students' performance.

Language is a unique means of communication, and has been an integral part of the culture of every nation. Each individual has his own mother tongue, it is the language that he learned from birth, and also the dominant language in his home country. Speaking in your native language allows you to better express yourself and show sincerity behind your words.

Based on the Asia Pacific Journal of Multidisciplinary Research (2015), students have their own learning styles in which they can efficiently understand the lessons, but that doesn't exclude the teachers, as they have their own teaching styles that suit their classes. It is essential to know what the students' preferences are to help them understand a topic and build a much friendlier classroom environment. An effective classroom organization plan involves advance planning of a lesson, from beginning to end, using a variety of procedures. The teachers utilize basic and advanced classroom management techniques in order to provide quality education and order in the classroom, providing a much livelier atmosphere wherein students and the teachers share a bond in learning the topics together.

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 are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests. Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying.

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 be also exacerbated by language and cultural differences between teachers and students.

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 Schlechy (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 correspond to their learning styles. Based on their personal learning experiences, teachers tend to teach students how they themselves learn the best and introduce learning strategies that have benefited their own learning. The same learning strategies, however, may not work well for all of their students. Therefore, Dunn and Dunn indicated that teachers should adjust their preferred way of teaching to reach each student.

Grasha (2006) supported the idea of viewing teaching style in terms of its elements. He defines teaching style as several elements that teachers demonstrate in every teaching-learning moment behaviors, roles, instructional practices, characteristics, and beliefs. He was in agreement with Dunn and Dunn and claimed that educators should modify their teaching styles so as to meet the needs of all students. Few can deny that every student learns and responds to information uniquely. To better serve a student's learning needs, researchers have discussed the role of teaching style in student learning. Many of those researchers support the view that matching teaching and learning styles improves student achievement.

Zeeb's (2004) research indicated that aligning learning styles of students with teaching styles of instructors could lead to an improvement in academic performance. He examined how junior high students learned and how their teachers taught and found that there was a disconnect between students' learning styles and their teachers' teaching styles. Zeeb used the information obtained from assessing learning and teaching styles to help teachers modify their teaching styles to accommodate varying learning preferences, which resulted in improving students' test scores.

Farkas (2003) investigated the effect of teaching styles on two groups of seventh-grade students. Students in the experimental group preferred similar learning styles and were taught according to their preferences, while the control group was taught with a conventional teaching style. In this study, the students in the experimental group, who received a teaching style that matched their preferred learning styles, outperformed the control group academically. The experimental group also showed more positive attitudes toward learning, more understanding of people's feelings, and an increased ability to transfer what they had learned from one area to another. Researchers have classified teaching style in many ways and have considered certain teaching styles more effective in improving student learning.

Curtin (2005) studied a group of English as a Second Language (ESL) students and their teachers and categorized teaching styles as didactic and interactive. Didactic teachers make most of the decisions in the classroom, emphasize teaching the content, and put students in a passive role. On the other hand, interactive teachers allow for the diverse learning styles of their students, place much emphasis on the teaching and learning process, and expect students to be active learners. The findings of Curtin's study suggest that teachers who adopt an interactive teaching style can better meet the unique needs of their ESL students. The interactive instructors utilized more cooperative learning strategies along with numerous activities that worked best with ESL students.

Since student achievement is influenced by factors other than the teacher's actions, it is also important to understand students' perceptions of teaching styles, as these relate to their own learning. Accordingly, research studies have been conducted to examine students' perceptions of teaching styles. The studies enable educators to be aware of students' perspectives and to recognize the need to make adjustments in teaching. In a study conducted by Norzila, Fauziah, and Parilah (2007), 175 college students took a questionnaire adapted from Grasha's Teaching Style Inventory (2006) to see if there were differences between students' perceptions and preferences of their English language lecturers' teaching styles. The researchers found that there were no gender differences in students' preferred and perceived teaching styles. However, students preferred learnercentered teaching styles, whereas the most frequently used teaching styles of lecturers were teacher-centered in nature.

Hughes (2009) researched the relationships between teaching styles perceived by students and teaching styles adopted by instructors. A total of 117 students participated in the study and were put into either a control group or an experimental group. The instructor taught control-group students pre-calculus with a conventional lecture-based approach. On the other hand, two instructors in the experimental group adopted a teaching style that increased student involvement; they also provided real-life examples and sufficient time for students to learn a concept by asking questions. The results showed a significant difference in students' perceptions of teaching styles between the control group and experimental group. The results also revealed that students felt they learned better when instructors employed a teaching style that was more interactive than when instructors adopted a conventional lecture style.

Chen (2008) developed an instrument for investigating junior high school students' perceptions of their teachers' teaching styles as part of his thesis project. He produced the Junior High School Teacher's Teaching Style Questionnaire in an effort to classify teaching styles of educators (i.e., authoritarian, democratic, laissez-faire, or indifferent), based on Sun's (2007) teachers' discipline style inventory. In his research of 1,587 students, Chen found that the most prevalent teaching style perceived by students was the indifferent teaching style. The findings of the study showed that there were significant differences between students' perceived teaching styles and their academic achievement. Students who perceived that their teachers employed an authoritarian or a democratic teaching style scored higher on tests than students who perceived a laissez-faire or an indifferent teaching style. Chen concluded that students performed better academically if they felt that their teacher established rules to manage their learning, but at the same time listened to students' opinions toward learning and gave them feedback. Several research studies have been conducted to determine if there are differences between teachers' and students' perceptions of teaching styles. McCollin (2000) used the Principles of Adult Learning Scale (PALS) to investigate instructors' teaching styles. The 12 PALS was also adapted to measure teaching styles as perceived by students. The sample consisted of 84 faculty members and 585 college students. The data analysis, utilizing an independent t-test, indicated a significant difference between instructors' self-perceived teaching styles and students' perceptions of teaching styles.

STATEMENT OF THE PROBLEM

This study sought to identify the teaching styles of Filipino 6 teachers and its relationship to learners' academic performance in San Clemente District, Schools Division Office of Tarlac Province during the school year 2023-2024.

Specifically, it sought to answer the following questions:

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 styles of the Filipino 6 teachers to the academic performance of learners during the first quarter?
3. Is there a significant relationship between the teaching styles of the Filipino subject teachers and the learners' academic performance?
4. Based from the findings, what teacher's capacity building on teaching styles of Filipino 6 teachers can be proposed to improve the academic performance of the learners?

METHODOLOGY

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

Research Design

Descriptive method seeks 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 6 teachers and their academic performance in the first quarter.

The researcher applied the descriptive and correlational approach to identify the relationship between the teaching styles of Filipino 6 teachers and high school learners' academic performance. 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 researches 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 6 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.

Sources of Data

The researcher surveyed 40 respondents from the elementary schools of San Clemente District, Schools Division Office of Tarlac Province.

Instrumentation and Data Collection

The researcher selected 40 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 respective grade level key teachers and Filipino 6 teachers to conduct their study with the selected high school 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 6 teachers. Subsequently, it was followed by asking permission from the Filipino 6 teachers of each grade level to give the respondents' grades in the Filipino subject in the third quarter. In just two days, the researcher was able to retrieve the research materials from the respondents and receive the respondents' grades for the third 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 thesis 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 high school 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 6 teachers to their learners, the data analysis and interpretations.

Table 1: Frequency, Percentage, and Rank of the Profile of the Respondents in terms of Age

Age	Frequency	Percentage	Rank
10	2	5%	3
11	22	55%	1
12	16	40%	2
TOTAL	40	100%	

As it is shown in Table 1, the data that the researcher has obtained contain the respondents' age. Accordingly, 22 of the respondents are 11 years of age which comprises 55% of the total of the total number of the respondents, and is computed with the highest population among the 40 respondents, and is computed with the highest population among the 40 respondents. Whereas, age 10 contains the least number of respondents that comprises only 5% out of 100%. Lastly, respondents from 16 years of age constitutes to 40% of the total population. To conclude, the researcher has interpreted that there are 38 learners who participated in the survey conducted who can be classified as early teenage, while 2 learners involved are the below of age 11.

Table 2: Frequency, Percentage, and Rank of the Profile of the Respondents in terms of Academic Performance

Academic Performance	Frequency	Percentage	Rank
75 – 79	1	2.5%	4
80 – 84	8	20%	3
85 – 89	16	40%	1
90 and Above	15	37.5%	2
TOTAL	40	100%	

Table 2 presents the grades of the respondents for the third quarter in the subject Filipino. The grading system utilized is based on the Department of Education of the Philippines. The said grading system is based on the proficiency level of the learners.

It is shown in the table that none of the respondents reached the “Beginning” level nor earned a failing grade in the Filipino subject. With zero frequency, it ranked last. 2.5% of the total number of respondents fall within the “Developing” level; students under this level possess skills and capabilities that ought to be developed and sharpened even further, and they are fourth in the ranking. 20% 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, and they are third in the ranking. 37.5% of the respondents are under the “Advanced” level; these students have a high level of mastery and exceed the standard. The number of advanced students is quite high, thus ranking second. Lastly, 40% of the total number of respondents fall within the “Proficient” level, students under this level have a high level of competency and independence in regards with activities and tasks given to them. These students ranked first in the survey.

Table 3: The Level of Impact of the Teaching Styles of Filipino 6 Teachers as Perceived by Grade 6 Learners

Questions	$\bar{x}$	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	3.92	Highly Impactful

Table 3 shows the weighted mean of all the questions found in the questionnaire checklist the researchers have formulated. From the data presented above, it can be deduced that the highest mean comes from the third question; the question asking if their Filipino 6 teacher is utilizing the hybrid method by using his or her daily life encounters in giving examples during classroom discussions to further expound their idea and help their learners better understand the lesson. The outcome of the question had a result of "Extremely Impactful", meaning majority of the respondents find this teaching strategy effective in absorbing information and how they comprehend the facts and figures imparted to them. Furthermore, it shows that this specific teaching style has a significant impact on a student's class standing and academic performance. Roughly all of the means have a rate of 3.50 and above.

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 subject 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 students. On the other hand, coming in second lowest is from the tenth question; the question asking if their Filipino 6 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.

Table 4: The Significant Difference on the Level of Impact of the Teaching Styles of Filipino 6 Teachers in terms of Age

Source	Degree of Freedom	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	2	9.0749	4.5374	8.63	3.22	R	S
Within	42	22.0773	0.5256				
Total	44						

Table 4 shows the ANOVA summary table of the age of the respondents questioned in the study. The sum of the square between is 9.0749, while the sum of the square within is 22.0773. The mean of the square between is 4.5374, and the mean of the square within as 0.5256.

The F-Ratio as shown in the table is 8.63 with the Critical F-Value being 3.22. The F-Ratio is larger than the Critical F-Value which makes the null hypothesis rejected.

According to the data presented in table 4, it can be concluded that there is a significant difference on the level of impact of the teaching styles of Filipino subject teachers in terms of age. As per the hypothesis in Chapter 1, 'there is a significant relationship between the teaching styles of the Filipino subject teachers of the High School department and the academic performance of student, in terms of their age'. The null hypothesis is rejected since the F – Ratio of the table is not in the range of acceptance of the Critical F Value.

Table 5: The Significant Difference on the Level of Impact of the Teaching Styles of Filipino 6 Teachers in terms of Grade Level

Source	Degree of Freedom	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	3	0.6193	0.2064	0.44	2.77	A	NS
Within	56	29.0747	0.5192				
Total	59						

Table 5 shows the ANOVA summary table of the age of the respondents questioned in the study. The sum of the square between is 0.6193, while the sum of the square within is 29.0747. The mean of the square between is 0.2064, and the mean of the square within as 0.5192.

The F-Ratio as shown in the table is 0.4 with the Critical F-Value being 2.77. The F-Ratio is larger than the Critical F-Value which makes the null hypothesis accepted.

Based from the data collated in table 5, it can be concluded that there is no significant difference on the level of impact of the teaching styles of Filipino 6 teachers in terms of grade level. Moreover, the result of this contradicts the hypothesis in Chapter 1, 'there is a significant relationship between the teaching styles of the Filipino 6 teachers and the academic performance of student, in terms of their grade level'. The null hypothesis is accepted since the F – Ratio of the table is within the range of acceptance of the Critical F Value.

Table 6: The Significant Difference on the Level of Impact of the Teaching Styles of Filipino Subject Teachers in terms of Academic Performance

Source	Degree of Freedom	Sum of the Square	Mean of the Square	F – Ratio	Critical F Value	Null Hypothesis	Interpretation
Between	3	9.6065	3.2022	11.65	2.77	R	S
Within	56	15.3946	0.2749				
Total	59						

Table 6 shows the ANOVA summary table of the academic performance of the respondents during the third quarter. The sum of the square between is 9.6065, while the sum of the square within is 15.3946. The mean of the square between is 3.2022, and the mean of the square within is 0.2749.

The F-Ratio as shown in the table is 11.65, with it having the same Critical F-Value as shown in Table 1 which is 2.77. The F-Ratio is larger than the Critical F-Value which makes the null hypothesis rejected.

Recommendations

The researcher concluded that the Hybrid Method is the most effective and widely used teaching method by the Filipino 6 teachers. The researcher doesn't only recommend for other Filipino 6 teachers to also use this technique when teaching Grade 6 learners, but other subject teachers as well. The Hybrid Method is a combination of other methods while mixing it in with the teachers' own style that they're comfortable with to explain their point. Traits of a teacher that uses this method is that they have a bright and distinct personality that can catch the attention of the students, they can also use personal stories and relate it to their topic.

Another result that can be found in the table is the impact of the Facilitator Method, specifically the 9th question which is "My teacher encourages us to ask them questions at the end of each discussion." This means that the teachers can clarify any questions that the students have for them, and can provide them with additional information about the topic.

The researcher's recommendations for the future researchers of a similar study would be to conduct the study with more than 10 learners per level, or preferably, the entire high school population. They would also like to recommend for the researchers to always cooperate with each other to make the study have even better results.

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