



Teaching Styles and Classroom Management Approaches of Senior High School Teachers in Cavite, Philippines

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ABSTRACT

This study examined the teaching styles and classroom management approaches of senior high school teachers and the challenges they encountered in the teaching process. It aimed to describe the respondents' demographic profile, assess their teaching styles and classroom management approaches, determine significant differences based on demographic characteristics, identify major teaching challenges, and examine the relationship between teaching styles and challenges encountered. The study utilized a descriptive research method involving the systematic gathering and accurate interpretation of factual information. Data were collected from 95 respondents and analyzed using appropriate statistical procedures. Findings revealed that most respondents were 21–25 years old, female, had earned master's units, and had 11–15 years of teaching experience. The respondents strongly agreed with the use of expert, formal authority, personal model, facilitator, and delegator teaching styles. The facilitator approach was particularly evident in promoting positive teacher–student interaction and engagement. No significant differences were found in the assessment of the teaching styles and classroom management approaches when respondents were grouped according to their demographic profile. Differences in students' learning styles and needs emerged as a major challenge. However, no significant relationship was found between teaching styles, classroom management approaches, and challenges encountered. The study highlights the importance of flexible and learner-centered teaching practices.

Keywords: teaching styles, classroom management, senior high school teachers, learner diversity, teaching challenges

INTRODUCTION

To capture the interest and attention of their learners, teachers require a specific teaching style that not only enhances their teaching approaches and aligns with their students' learning needs, but also aligns with their own teaching preferences, values, and expectations in the classroom. The selection of a teaching style is necessary and should be taken into great consideration by the teacher, as this can be a contributing factor in determining the success and effectiveness of their teaching and how they are handling their class (Grecu et al., 2022). Furthermore, Davidson's (2022) research identifies teaching styles as a combination of various strategies, methods, and approaches that teacher employ to effectively deliver their lessons in class, while simultaneously evaluating and enhancing the learning outcomes of their students.

Applying teaching strategies necessitates the use of classroom management approaches to ensure the holistic development and learning of the students. According to Williams (2022) and Meredit (2023), classroom management approaches refer to the use and application of various strategies and methods that enable a teacher to effectively handle, facilitate, and manage their classroom setting. These strategies also assist in setting the tone and mood, establishing expectations for appropriate conduct and behavior, and promoting a conducive learning environment for the students. In fact, it was noted by Callahan (2024) that a good or positive classroom management approach that is being applied by a teacher is essential in order to contribute to fostering a peaceful yet conducive learning environment wherein the students may feel a sense of comfort and excitement, as well as being safe and also included, and not just being merely focused on imposing good



manners and right conduct or discipline among the students but instead focusing on the overall atmosphere of the classroom.

Based on these notions, it can be noted that the combination of teaching styles and classroom management approaches is both necessary and deemed essential in order to produce positive and successful student outcomes or academic performance among the students. The teachers or educators are needed to be mindful of how they choose or decide what particular teaching style they will be adapting in the class and how this specific teaching style can also be assured to coincide well with their preferred or chosen classroom management approach to ensure not only that their students will be able to learn and understand their lessons and activities effectively, but also to ensure that their behaviors and attitudes will also be developed significantly as part of their holistic development as a student and as an individual.

The application of teaching styles is considered necessary in order to promote and provide guidance for the students on how they can better manage their way through their learning process. The integration of teaching styles enables the teacher or educator to assess their strengths and weaknesses as a learning facilitator and devise strategies to engage their students effectively. In fact, based on the work of Bouslog (2019), the use of effective teaching strategies and styles is needed in order to continuously gauge the interest and capture the attention of the students—for them to better listen and engage in class discussions and similar activities, and also for them to participate and understand the key concepts that are being taught to them and, above all, to improve their learning experience and overall academic performance. Conveying or delivering the lessons in class is not enough to ensure that proper and effective learning of the students can be achieved, but this can be attained with the help and integration of teaching styles that play a significant role in establishing the important role and authority of the teachers inside the classroom and also for them to also make their class setting more engaged and interested in the class proceedings. Non-use of teaching strategies can make lessons and discussions boring for students and hinder their ability to connect with teachers and peers.

The teaching styles of the teachers are needed to be continuously improved in order to help them become more well-equipped as well as competent with regards to handling their students or learners. The teachers can significantly enhance the instructions they convey, allowing for the integration and application of various available and applicable teaching styles. This will not only positively contribute to the continuous development of school operations, but also enhance the quality of learning and education offered to the learners. In addition, it's important to understand that teaching styles are deemed necessary or essential because they highlight the strengths, capacities, and competencies of teachers. They enable them to align their current or existing knowledge with new pedagogical approaches and strategies, and integrate these in a specific way, enabling them to deliver lessons effectively and ensuring improved academic performance for their students. The use of teaching styles can also be considered a helpful way to improve how teachers handle or manage their class, as well as how positive expected behaviors and attitudes are being exemplified and communicated well with the learners. Further, the integration or incorporation of teaching styles is also deemed necessary in order to continuously satisfy or meet the learning needs and goals of the students.

For the proponent of the study, examining the teaching styles and the classroom management approaches of the teachers is necessary in order to take a closer look at these aspects and, at the same time, evaluate their impact on student and teacher performance and, most importantly, how they can also be continuously improved in many years to come.

Statement of the Problem

The study was conducted with an aim to assess the teaching styles and classroom management approaches of the senior high school teachers in Cavite.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

- 1.1 age;



- 1.2 sex;
- 1.3 highest educational attainment; and
- 1.4 years in service?
2. What is the assessment of the teaching styles and classroom management approaches of the respondents in terms of:
 - 2.1 expert;
 - 2.2 formal authority;
 - 2.3 personal model;
 - 2.4 facilitator; and
 - 2.5 delegator?
3. Is there a significant difference in the assessment of the teaching styles and classroom management approaches when grouped according to profile?
4. What are the challenges usually encountered in the teaching styles and classroom management approaches of the senior high school teachers?
5. Is there a significant relationship between the assessment of the teaching styles and classroom management approaches of the respondents and their challenges encountered?
6. Based from the findings, what action plan can be developed and proposed?

Hypotheses

The study was based on the following null hypotheses:

Ho1 – There is no significant difference in the assessment of the teaching styles and classroom management approaches when grouped according to profile?

Ho2 – There is no significant relationship between the assessment of the teaching styles and classroom management approaches of the respondents and their challenges encountered

Theoretical Framework

The study was anchored on Grasha's Teaching Style Theory, as discussed by Provitera and Esendal (2008). Grasha (1994, as cited in Provitera & Esendal, 2008) explained that teaching generally involved the use of different teaching styles that were aligned with teachers' capabilities and instructional approaches. These styles could also contribute to improving students' academic outcomes and learning experiences. Grasha identified five teaching styles: expert, formal authority, personal model, facilitator, and delegator. Each teaching style had its own advantages and limitations in the teaching and learning process. Educators, including management educators, could utilize different teaching styles depending on their preferences, teaching approaches, and classroom needs.

The expert teaching style referred to an approach in which the teacher possessed extensive knowledge and expertise in the subject matter and assumed the role of an expert who transmitted knowledge and information to students. Teachers who used this style demonstrated extensive knowledge and mastery of the subject and challenged students to expand their knowledge and develop their competencies. This style primarily emphasized the transmission of knowledge and required students to be prepared to acquire, understand, and apply the information and skills presented by the teacher.

The formal authority teaching style involved the teacher providing positive and negative feedback, accommod-

ating a large number of students, and focusing instruction on a specific and predetermined lesson. This style also emphasized the establishment of appropriate classroom conduct and expectations. Consequently, it promoted an organized and structured learning environment and provided students with clear guidelines regarding classroom behavior and academic performance.

The personal model teaching style focused on the teacher serving as a role model for students. In this approach, the teacher demonstrated appropriate procedures, behaviors, or skills and encouraged students to observe and learn through direct demonstration. The teacher served as an example that students could follow as they developed their knowledge and skills.

The facilitator teaching style emphasized the teacher's role in providing guidance, direction, and support to students throughout the learning process. Rather than simply transmitting information, the teacher encouraged students to develop their logical thinking skills, participate actively in teacher–student interactions, and explore alternative perspectives and solutions during classroom discussions and activities. This approach promoted greater student involvement and encouraged learners to take an active role in the learning process.

Finally, the delegator teaching style positioned the teacher as a resource person who facilitated self-directed learning among students. In this approach, students were given greater responsibility for managing their learning, including the management of their time and learning activities. The style emphasized autonomous learning and collaboration, allowing students to become more independent and responsible for their own learning.

Moreover, Grasha's Teaching Style Theory provided a framework for examining the teaching styles employed by senior high school teachers. The theory was relevant to the present study because it provided the basis for assessing the different teaching styles of the respondents and understanding how these styles related to their classroom management approaches.

Conceptual Framework

The following presented the conceptual framework of the present study:

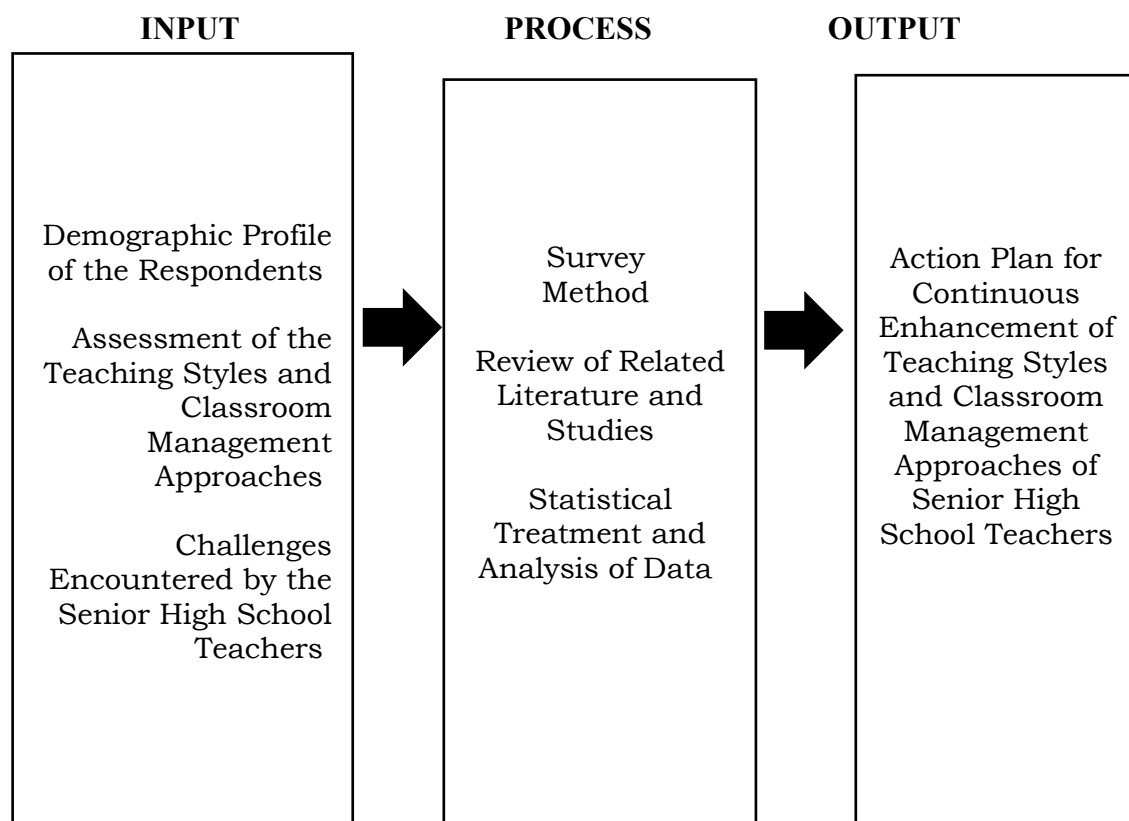


Figure 1. Research Paradigm of the Study



As shown in Figure 1, the conceptual framework followed the Input–Process–Output (IPO) Model. The input consisted of the demographic profile of the respondents, their assessment of teaching styles and classroom management approaches, and the challenges they encountered as senior high school teachers.

The process involved the review of related literature and studies, administration of the survey questionnaire, collection and organization of data, and statistical treatment and analysis of the gathered data. These processes were undertaken to systematically examine the information obtained from the respondents.

Finally, the output of the study was an action plan for the continuous enhancement of teaching styles and classroom management approaches of senior high school teachers. The proposed action plan was developed based on the findings of the study and the identified needs and challenges of the respondents

Definition of Terms

The following terms were defined in order for readers to have a better grasp and understanding of the present study:

Classroom Management. Refers to different approaches implemented by an instructor to establish and sustain a learning environment that fosters effective classroom instruction.

Delegator Teaching Style. Refers to a teaching style that highlights the improvement of the capacity of the students or learners.

Expert Teaching Style. Refers to a teaching style wherein the teacher preserves their reputation as authorities among their students by demonstrating precise and extensive knowledge.

Facilitator Teaching Style. Refers to a teaching style wherein the teacher or educator frequently concentrate on assigning or providing tasks for their students.

Formal Authority Teaching Style. Refers to a teaching style wherein the teacher usually specifies educational objectives and behavioral standards, offering students a framework for learning.

Personal Model Teaching Style. Refers to a teaching style in which the teacher develops a prototype for cognition and behavior, subsequently supervises, instructs, and directs by demonstrating processes on how to do or accomplish certain tasks or activities in class.

Senior High School. Refers to the final two years of the K-12 Basic Education Program and includes Grade 11 and 12.

Teaching Style. Refers to various pedagogical methods and strategies that are usually employed by educators to navigate and guide pupils in their subjects and the curriculum.

METHODOLOGY

Research Design

This study utilized the descriptive research method, which involves doing a thorough investigation to gather factual information and interpreting the findings accurately and precisely. According to McCombes (2019) in her article on descriptive-survey research, descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. In this study, the descriptive method was applied in the discussion and analysis on the teaching styles and classroom management approaches of the senior high school teachers in Cavite.

Populations and Sampling

The study employed random sampling to select the respondents from the total population of senior high school

teachers in the selected schools in Cavite, Philippines. The total population consisted of 109 senior high school teachers, from which 95 teachers were selected as respondents. The sample size was determined using the Raosoft Sample Size Calculator, using a 95% confidence level and a 5% margin of error. The resulting sample of 95 teachers was considered adequate to represent the identified population.

The respondents were selected from three schools. The distribution of the respondents was based on the number of senior high school teachers in each school. From School 1, 28 out of 30 teachers were selected; from School 2, 56 out of 65 teachers were selected; and from School 3, 14 out of 14 teachers were included. Thus, a total of 95 teachers participated in the study. The respondents of the study were the 95 senior high teachers in Cavite, Philippines.

Table 1 Distribution of Respondents

Schools	Total Population	Sample Population
School 1	30	28
School 2	65	56
School 3	14	14
Total	109	95

The study was conducted in three selected schools in Cavite, Philippines, where senior high school teachers served as the target respondents. The schools were selected as the study sites because they had senior high school teachers who met the criteria established for participation in the study. The setting provided an appropriate context for examining the teaching styles, classroom management approaches, and challenges encountered by senior high school teachers.

Research Instrument

The researcher utilized the researcher-made questionnaire as the main data instrument in the conduct of this study. The survey questionnaire has two parts – the first part is the profile of the respondents; the second part is for the teaching styles and classroom management approaches and the third part is for the challenges encountered. On the second part of the questionnaire, the respondents rated each indicator using a scale of one (1) to four (4) with the following meanings. 4 for “Strongly Agree,” 3 for “Agree,” 2 for “Disagree,” and 1 for “Strongly Disagree”.

Validation of the Survey Questionnaires

The researcher-made questionnaire was subjected to content validation by education experts to determine the clarity, relevance, appropriateness, and suitability of the items for the intended respondents. The comments and recommendations of the validators were considered in revising and improving the questionnaire before its administration to the actual respondents.

To establish the reliability and internal consistency of the instrument, a pilot test was conducted among at least 15 senior high school teachers who were not included in the actual study. The data gathered from the pilot test were subjected to Cronbach’s alpha reliability analysis. The questionnaire obtained a Cronbach’s alpha coefficient of 0.70, indicating an acceptable level of internal consistency among the items. Therefore, the instrument was considered sufficiently reliable and suitable for administration to the 95 respondents of the study.

Data Gathering Procedure

Before gathering the data, the researcher secured the necessary permission from the Schools Division Superintendent of Cavite. Upon approval, permission was also sought from the District Supervisor and the concerned school authorities. After the necessary approvals had been obtained, the researcher coordinated with the selected schools and respondents regarding the administration of the questionnaire.



The questionnaires were distributed face-to-face to the selected respondents. The respondents were given sufficient time to complete the questionnaire. After retrieval, the accomplished questionnaires were checked for completeness, organized, and prepared for statistical analysis. The data gathered were used to address the research questions of the study. The assistance of a statistician was also sought to ensure the accuracy of the statistical computations and interpretation of the results.

Statistical Treatment of the Data

The data gathered were analyzed using descriptive and inferential statistics. Descriptive statistics were used to summarize the respondents' demographic profile and their assessments of teaching styles, classroom management approaches, and challenges encountered. Inferential statistical tests were used to determine significant relationships and differences among the variables.

The following statistical procedures were employed:

1. Percentage

Percentage was used to summarize the demographic profile of the respondents, particularly the frequency and distribution of respondents according to the identified demographic characteristics. It provided a clear description of the composition of the respondents.

2. Weighted Mean

The weighted mean was used to determine the level of agreement of the respondents regarding their teaching styles, classroom management approaches, and challenges encountered. The four-point Likert scale was used as the basis for interpreting the responses.

3. Pearson Product-Moment Correlation Coefficient (Pearson r)

The Pearson product-moment correlation coefficient (Pearson r) was used to determine whether there were significant relationships between teaching styles and classroom management approaches, and between teaching styles/classroom management approaches and the challenges encountered.

Pearson r was appropriate for determining the direction and strength of the linear relationship between the variables. The statistical decision was based on a 0.05 level of significance.

4. Independent-Samples t-Test

The independent-samples t-test was used to determine whether there were significant differences in teaching styles and classroom management approaches when the respondents were grouped according to demographic variables with two categories.

The test was conducted at a 0.05 level of significance. The null hypothesis was rejected when the computed p-value was less than 0.05 and was not rejected when the p-value was greater than or equal to 0.05.

Assumptions of the Statistical Tests

Prior to conducting the inferential statistical tests, the necessary assumptions were considered. For the Pearson r , the data were expected to have a linear relationship, with variables measured at an appropriate level and without extreme outliers. For the independent-samples t-test, the observations were independent, the dependent variable was approximately normally distributed within the groups, and the variances between groups were considered sufficiently comparable.

The inferential tests were evaluated using a 0.05 level of significance. Thus, when the computed p-value was less than 0.05, the result was considered statistically significant, and the null hypothesis was rejected.



Conversely, when the p-value was greater than or equal to 0.05, the result was considered not statistically significant, and the null hypothesis was not rejected.

RESULTS AND DISCUSSION

This chapter presented the analyzed and interpreted findings based on the specific problems and hypotheses that were formulated at the beginning of the study.

1. What is the demographic profile of the respondents?

Table 1 Frequency and Percentage Distribution of the Respondents in Terms of Age

AGE	FREQUENCY	PERCENTAGE
21 - 25 years old	24	25.3
26 - 30 years old	23	24.2
31 - 35 years old	21	22.1
36 - 40 years old	16	16.8
41 years old and above	11	11.6
TOTAL	95	100.00%

Based from the findings shown in Table 1, for the age of the respondents, it can be seen that majority of them are aged 21-25 years old with 24 respondents or equivalent to 25.3% as compared to those aged 41 years old and above with only 11 respondents or about 11.6% of the total number of respondents included in the study. This interprets that most of the senior high school teachers are in their mid to late 20s and which can be considered to be significantly young to become part of the teaching profession. Based from an article by Kruysman (2015) it was noted that teachers who are still in their mid to late 20s are facing some significant challenges particularly in their adjustment in the teaching profession. Because of their relatively young age and still lacking of adequate experience and poststudies, this can pose a difficulty for them to cope with the demands of the teaching profession.

Table 2 Frequency and Percentage Distribution of the Respondents in Terms of Sex

SEX	FREQUENCY	PERCENTAGE
Male	23	24.2
Female	72	75.8
TOTAL	95	100.00%

Further, based from the results shown in Table 2, as for the sex of the respondents, most of them are female with 72 respondents or about 75.8% as compared to their male counterparts with only 23 respondents or 24.2% of the total number of respondents in the present study. This interprets that among senior high school teachers, there is still an increasing trend when it comes to the number of female individuals who are deciding to become teachers. In a study of Farrukh & Shakoor (2018) it was indicated that female teachers were found to have increased significantly due to the way of attitude of female individuals on how the teaching profession is a more preferable career for them and how they can bring out their personality and nurturing side to care for the learning and development of the students or learners.

Table 3 Frequency and Percentage Distribution of the Respondents in Terms of Highest Educational Attainment

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
Bachelor Degree	28	29.5



Master Units	50	52.6
Masteral Degree	17	17.9
TOTAL	95	100.00%

As such, based from the findings shown in Table 3, as for the highest educational attainment of the respondents, majority of them have Master Units with 50 respondents or equivalent to 52.6% as compared to those who already obtained their Masteral degree with 17 respondents or about 17.9% of the total number of the respondents included in the present study. This interprets that most of the senior high school teachers nowadays are currently in their way of completing their postgraduate studies as part of their intention to further hone their teaching skills and knowledge and for better teaching career opportunities and possible promotions in the future as well. According to Ma et al. (2023) it is said that most teachers nowadays are perceiving obtaining a postgraduate degree not just for their personal development but also for the advancement of their career or profession and for them to better contribution in the improvement of the quality of the education sector.

Table 4 Frequency and Percentage Distribution of the Respondents in Terms of Length of Service

LENGTH OF SERVICE	FREQUENCY	PERCENTAGE
5 years and below	17	17.9
6 – 10 years	19	20
11 – 15 years	37	38.9
16 – 20 years	13	13.7
21 years and above	9	9.5
TOTAL	95	100.00%

Based from the findings shown in Table 4, with regards to the length of service, it can be seen that majority of the respondents had already been teaching for 11-15 years with 37 respondents or 38.9% as compared to those who had been teaching for 21 years and above now with only nine respondents or about 9.5% of the respondents included. As such, this interprets that with more relatively young individuals become teachers, this can also result in prolonged tenures in the teaching profession.

2. What is the assessment of the teaching styles and classroom management approaches of the respondents.

Table 5 Weighted Mean of the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Expert

EXPERT	MEAN	VI	RANK
Establishing the authority of the teacher in class	3.57	Strongly Agree	4
Teachers are the ones conveying or transmitting the knowledge in class	3.83	Strongly Agree	1
Challenges the students to improve their knowledge and skills	3.77	Strongly Agree	2
Accommodating diverse learners and their learning needs	3.53	Strongly Agree	5
Allows the students to come prepared in class and ready to learn	3.71	Strongly Agree	3
OVERALL WEIGHTED MEAN	3.66	STRONGLY AGREE	

LEGEND: Range of Means

Verbal Interpretation

3.50 – 4.00

Strongly Agree

2.50 – 3.49

Agree

1.50 – 2.49

Disagree

1.00 – 1.49

Strongly Disagree

As shown in the results in Table 5, with regards to the weighted mean of the assessment of the teaching styles and classroom management approaches of the respondents in terms of expert, the indicator “Teachers are the ones conveying or transmitting the knowledge in class” had the highest mean of 3.83 and interpreted as Strongly Agree. On the other hand, the indicator “Accommodating diverse learners and their learning needs” had the lowest mean of 3.53 and interpreted as Strongly Agree as well. The overall weighted mean for expert was 3.66 and interpreted as Strongly Agree.

This interprets that as for the teaching style and classroom management of being an expert, this is mostly being shown by means of the teachers taking the initiative and full authority of facilitating the class and also in terms of transmitting knowledge to his/her students for their better learning and understanding. It was indicated that expert teaching style and classroom management mostly deals with the way in which teachers are being able to convey their knowledge and their expertise and how they exhibit such knowledge and usually challenges their students in order to enhance their level of competence. The primary focus of the expert teaching style is the way in which the teacher is being concentrated on transmitting their information and also requires their learners to become prepared for learning and to apply that acquired learning in different areas of their educational experience (Provitera & Esendal, 2018).

Table 6 Weighted Mean of the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Formal Authority

FORMAL AUTHORITY	MEAN	VI	RANK
Teachers are the ones providing the positive and negative feedback to the students	3.59	Strongly Agree	4
Accommodating a large number of students at the same time	3.73	Strongly Agree	3
Focuses on a singular and predetermined lesson	3.8	Strongly Agree	2
Establishes the expected conduct, attitude and behavior in class	3.55	Strongly Agree	5
Promotes an organized learning structure and flow in class	3.85	Strongly Agree	1
OVERALL WEIGHTED MEAN	3.7	STRONGLY AGREE	

LEGEND: Range of Means Verbal Interpretation

3.50 – 4.00

Strongly Agree

2.50 – 3.49

Agree

1.50 – 2.49

Disagree

1.00 – 1.49

Strongly Disagree

As shown in the results in Table 6, with regards to the weighted mean of the assessment of the teaching styles and classroom management approaches of the respondents in terms of formal authority, the indicator “Promotes an organized learning structure and flow in class” had gained the highest weighted mean of 3.85 and verbally interpreted as Strongly Agree. While the indicator “Establishes the expected conduct, attitude and behavior in class” had the lowest obtained mean of 3.55 but still verbally interpreted as Strongly Agree. The overall weighted mean for formal authority was 3.70 and interpreted as Strongly Agree.

This interprets that formal authority is mostly or usually conveyed through promoting or integrating a more organized or formal learning structure and flow in class and this can be understood in a way that the teacher wanted to maintain formality and discipline and also to reduce any cause of disruption and distractions that can negatively affect the learning of their students. In fact, according to Chepe (2023) the formal authority teaching style is also known for being teacher-focused or teacher-centered and places the responsibility entirely on the teacher on handling and managing their class and how they are effective in allowing the students to receive the content of their lessons and lectures provided. Also, the formal authority is also known as the lecturer style and wherein the teachers take on the central role and the one who delivers the significant information usually to a large group of students in class (Burton, 2024).

Table 7 Weighted Mean of the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Personal Model

PERSONAL MODEL	MEAN	VI	RANK
The teacher shows how things are done to their students	3.55	Strongly Agree	5
Promoting the use of direct observation in class	3.63	Strongly Agree	4
Teachers are showing or modelling appropriate knowledge, attitudes and behaviors in class	3.91	Strongly Agree	1
Emphasizing the importance of having a role model	3.78	Strongly Agree	2
Promoting a more hands-on approach in class proceedings	3.75	Strongly Agree	3
OVERALL WEIGHTED MEAN	3.72	STRONGLY AGREE	

LEGEND:	Range of Means	Verbal Interpretation
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

Further, as shown in the results in Table 7, with regards to the weighted mean of the assessment of the teaching styles and classroom management approaches of the respondents in terms of personal model, the indicator “Teachers are showing or modelling appropriate knowledge, attitudes and behaviors in class” had the highest mean of 3.91 and verbally interpreted as Strongly Agree. On the other hand, the indicator “The teacher shows how things are done to their students” had the lowest mean of 3.55 but still interpreted as Strongly Agree. The overall weighted mean for personal model was 3.72 and interpreted as well as Strongly Agree.

In relation to this, it interprets that personal model of teaching style and classroom management approach is usually being achieved by means of how the teachers are taking the time and effort to model appropriate behavior as well as attitudes in order for their students to take after them starting in the classroom. The personal model teaching style is mostly concentrated on the belief of teachers that one way of being able to become effective in their teaching is through integrating their personal example or modelling expected behaviors and level of knowledge and skills in their classes. In addition to this, in this particular style, the teacher is the one who establishes the ‘prototype’ for the way of thinking and also the acceptable behaviors and attitude that should be displayed inside the classroom (Provitera & Esendal, 2008).

Table 8 Weighted Mean of the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Facilitator

FACILITATOR	MEAN	VI	RANK
The teacher is the one guiding and directing students in class	3.6	Strongly Agree	5
Influences the students to learn through logical thinking	3.68	Strongly Agree	4
Establishes positive teacher and student interaction and engagement	3.96	Strongly Agree	1
Directs the flow of class discussion through asking questions	3.83	Strongly Agree	2
Exploring different options and alternatives in class discussions and activities	3.8	Strongly Agree	3
OVERALL WEIGHTED MEAN	3.77	STRONGLY AGREE	

LEGEND:	Range of Means	Verbal Interpretation
	3.50 – 4.00	Strongly Agree
	2.50 – 3.49	Agree
	1.50 – 2.49	Disagree
	1.00 – 1.49	Strongly Disagree

As gleaned in the results in Table 7, with regards to the weighted mean of the assessment of the teaching styles and classroom management approaches of the respondents in terms of facilitator, the indicator “Establishes positive teacher and student interaction and engagement” had the highest weighted mean of 3.96 and verbally interpreted as Strongly Agree. On the other hand, the indicator “The teacher is the one guiding and directing students in class” had the lowest mean of 3.60 and also interpreted as Strongly Agree. The overall weighted mean for facilitator was 3.77 and verbally interpreted as well as Strongly Agree.

This interprets that being a ‘facilitator’ as a form of teaching style and managing the classroom is concerned with the way in which a teacher makes an effort to establish and maintain a positive interaction between them and their students in order to achieve a more smooth-flowing classroom discussion and activities and teaching and learning process as well. According to Provitera & Esendal (2008) the concept of the application of the facilitator teaching style is mainly based on highlighting the importance of establishing teacher and student interactions and engagement. Based from this particular style, the teacher takes an active role of guiding and directing their students in class by means of asking questions, exploring different options and also involves suggesting alternatives that can be helpful in order to maintain the flow or direction of the discussion in class.

Table 9 Weighted Mean of the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Delegator

DELEGATOR	MEAN	VI	RANK
The teacher acts as the ‘resource person’	3.59	Strongly Agree	5
Providing an opportunity for the learners to become independent and resourceful	3.67	Strongly Agree	4
Promoting self-directed learning in class	3.95	Strongly Agree	1
Allowing the students to manage their time and learning pace and habits	3.82	Strongly Agree	2
Promoting autonomous learning and cooperation	3.79	Strongly Agree	3

OVERALL WEIGHTED MEAN	3.78	STRONGLY AGREE
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LEGEND: Range of Means Verbal Interpretation

3.50 – 4.00	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly Disagree

Finally, based from the results in Table 7, with regards to the weighted mean of the assessment of the teaching styles and classroom management approaches of the respondents in terms of delegator, the indicator “Promoting self-directed learning in class” had the highest mean of 3.95 and interpreted as Strongly Agree while the indicator “The teacher acts as the ‘resource person’” had the lowest mean of 3.59 but still interpreted as Strongly Agree. The overall weighted mean obtained for delegator was 3.78 and verbally interpreted as Strongly Agree.

As such, this interprets that being a delegator in teaching and managing a classroom is connected with the way in which a teacher can be able to promote self-directed among his/her students in class and to help them through it to continuously improve their learning experience. The delegator teaching style is mostly concerned with the way in which the teacher takes on an active role of developing the capacity and skills of the students through providing them opportunities that are based in an autonomous manner and thus promotes self-directed learning and independence among the students. Moreover, the delegator style is also focused on encouraging the learners to work on certain projects and assignments in which they can do independently or as part of groups as well (Provitera & Esendal, 2008 and Gonzales, 2021).

3. Is there a significant difference in the assessment of the teaching styles and classroom management approaches when grouped according to profile?

Table 10 Significant Difference in the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Expert and Profile

PROFILE	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Age	1.15	1.421	Accept H_0	Not Significant
Sex	1.36	0.187	Accept H_0	Not Significant
Education	1.31	0.121	Accept H_0	Not Significant
Length of Service	2.61	1.12	Accept H_0	Not Significant

Based from the findings in Table 10, in relation to the significant difference in the assessment of the teaching styles and classroom management approaches in terms of expert and when grouped according to profile, it can be seen that age (1.421); sex (0.187); highest educational attainment (0.121); and length of service (1.120) showed no significant difference. Thus, this had proceeded to accept the null hypothesis of no significant difference found between expert and the profile of the respondents.

Table 11 Significant Difference in the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Formal Authority and Profile

PROFILE	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Age	1.31	0.121	Accept H_0	Not Significant
Sex	1.15	0.149	Accept H_0	Not Significant



Education	1.131	0.131	Accept H ₀	Not Significant
Length of Service	2.63	0.814	Accept H ₀	Not Significant

Based from the findings in Table 11, in relation to the significant difference in the assessment of the teaching styles and classroom management approaches in terms of formal authority and when grouped according to profile, it can be seen that age (0.121); sex (0.149); highest educational attainment (0.131); and length of service (0.814) showed no significant difference. Thus, this had proceeded to accept the null hypothesis of no significant difference found between formal authority and the profile of the respondents.

Table 12 Significant Difference in the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Personal Model and Profile

PROFILE	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Age	1.45	0.163	Accept H ₀	Not Significant
Sex	1.15	0.134	Accept H ₀	Not Significant
Education	1.72	0.184	Accept H ₀	Not Significant
Length of Service	4.79	0.223	Accept H ₀	Not Significant

Further, based from the findings in Table 12, in relation to the significant difference in the assessment of the teaching styles and classroom management approaches in terms of personal model and when grouped according to profile, it can be seen that age (0.163); sex (0.134); highest educational attainment (0.184); and length of service (0.223) showed no significant difference. Thus, this had proceeded to accept the null hypothesis of no significant difference found between personal model and the profile of the respondents.

Table 13 Significant Difference in the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Facilitator and Profile

PROFILE	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Age	1.221	0.113	Accept H ₀	Not Significant
Sex	1.401	0.164	Accept H ₀	Not Significant
Education	1.721	0.174	Accept H ₀	Not Significant
Length of Service	4.794	0.213	Accept H ₀	Not Significant

Based from the findings in Table 13, in relation to the significant difference in the assessment of the teaching styles and classroom management approaches in terms of facilitator and when grouped according to profile, it can be seen that age (0.113); sex (0.164); highest educational attainment (0.174); and length of service (0.213) showed no significant difference. Thus, this had proceeded to accept the null hypothesis of no significant difference found between facilitator and the profile of the respondents.

Table 14 Significant Difference in the Assessment of Teaching Styles and Classroom Management Approaches in Terms of Delegator and Profile

PROFILE	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Age	1.521	0.163	Accept H ₀	Not Significant
Sex	1.471	0.114	Accept H ₀	Not Significant

Education	1.711	0.154	Accept H _o	Not Significant
Length of Service	4.744	0.113	Accept H _o	Not Significant

As such, based from the findings in Table 14, in relation to the significant difference in the assessment of the teaching styles and classroom management approaches in terms of delegator and when grouped according to profile, it can be seen that age (0.163); sex (0.114); highest educational attainment (0.154); and length of service (0.113) showed no significant difference. Thus, this had proceeded to accept the null hypothesis of no significant difference found between delegator and the profile of the respondents.

4. What are the challenges usually encountered in the teaching styles and classroom management approaches of the senior high school teachers?

Table 15 Weighted Mean of the Challenges Encountered in Teaching Styles and Classroom Management Approaches of Senior High School Teachers

CHALLENGES ENCOUNTERED	MEAN	VI	RANK
Differences in the learning styles and needs of the students	2.88	Agree	1
Lack of sufficient and clear communication in class	1.96	Disagree	3
Difficulty to keep up with the changes in technology use and adaptation	1.98	Disagree	2
Unruly, lack of discipline and different behaviors and attitudes of learners in class	1.88	Disagree	5
Inconsistency in applying policies and guidelines of conduct and flow in class	1.91	Disagree	4
OVERALL WEIGHTED MEAN	2.12	DISAGREE	

LEGEND:	Range of Means	Verbal Interpretation
	3.50 – 4.00	<i>Strongly Agree</i>
	2.50 – 3.49	<i>Agree</i>
	1.50 – 2.49	<i>Disagree</i>
	1.00 – 1.49	<i>Strongly Disagree</i>

As shown in the findings presented in Table 15, with regards to the challenges usually encountered in the teaching styles and classroom management approaches of the senior high school teachers, the indicator “Differences in the learning styles and needs of the students” had obtained the highest weighted mean of 2.88 and verbally interpreted as Agree. On the other hand, the indicator “Unruly, lack of discipline and different behaviors and attitudes of learners in class” had the lowest obtained mean of 1.88 and interpreted as Disagree. The overall weighted mean for challenges encountered was 2.12 and verbally interpreted as well as Disagree.

This interprets that the primary concern or challenge that is usually being encountered by teachers in the application of teaching styles and classroom management approaches is mostly related to how it can be deemed applicable to a diverse type of learners with a diverse learning needs or preferences and attitudes. As such, based on the work of Hegwood (2023) some of these challenges or difficulties relates to the difficulty or



challenge of teachers in understanding the various learning styles of their students and also their respective learning needs and how they can align their preferred teaching style to these needs and learning styles as well.

5 Is there a significant relationship between the assessment of the teaching styles and classroom management approaches of the respondents and their challenges encountered?

Table 16 Significant Relationship between the Assessment of Teaching Styles and Classroom Management Approaches and Challenges Encountered

STYLES	CHALLENGES	R-VALUE	P-VALUE	DECISION	INTERPRETATION
Expert	Challenges	1.123	0.121	Accept H_0	Not Significant
Authority	Challenges	1.123	0.144	Accept H_0	Not Significant
Personal	Challenges	1.402	0.316	Accept H_0	Not Significant
Facilitator	Challenges	1.123	0.164	Accept H_0	Not Significant
Delegator	Challenges	1.401	0.39	Accept H_0	Not Significant

As shown in the findings in Table 16, with regards to the significant relationship between the assessment of the teaching styles and classroom management approaches of the respondents and their challenges encountered, it can be seen that expert (.121); formal authority (.144); personal model (.316); facilitator (.164); and delegator (.390) showed no significant relationship. This proceeded to accept the null hypothesis of no significant relationship found between the assessment of the teaching styles and classroom management approaches and challenges encountered.

Proposed Action Plan to Address the Challenges encountered by the participants

AREAS OF CONCERN	OBJECTIVES	STRATEGIES	PERSON/S INVOLVED	OUTPUT
Expert	To implement strategies that can better accommodate diverse learners with diverse learning needs	Trainings, Webinars and In-Service Training Programs	School Teachers	Improved accommodation and teaching of diverse types of learners
Accommodating diverse learners and their learning needs		Student evaluation	School Heads or Principal	
Formal Authority	To implement strategies that can establish and promote acceptable conduct and behavior in class	Class observations	School Teachers	Improved conduct, attitude and behavior in class
Establishing expected conduct, attitude and behavior in class		Classroom activities and discussions	Students/Learners	Disciplined students
Personal Model	To implement strategies that can help teachers to teach step-by-step procedure to students	Class observations	School Teachers	Improved teaching attitude and performance
Showing the teachers how things are done to their		Teacher evaluation	School Heads or Principal	



students				
Facilitator	To implement strategies that can make the teacher become a better guide to students	Class observations	School Teachers	Improved teaching performance
Helping the teacher to better guide and direct their students in class		Teacher evaluation	School Heads or Principal	Enhanced teaching strategies applied in class discussions and activities
Delegator	To implement strategies that can help the teachers to become a 'resource person' in class	Class observations	School Teachers	Increased confidence in teaching process and performance
Helping the teachers to act more as the 'resource person'		Teacher evaluation	School Heads or Principal	Enhanced teaching skills and pedagogical knowledge and application
		Trainings, Webinars and In-Service Training Programs		
Challenges Encountered	To develop approaches that can help address differences in the students' learning styles and needs	Trainings, Webinars and In-Service Training Programs	School Teachers	Increased awareness of the differences in student learning styles and needs
Addressing the differences in the learning styles and needs of the students		Student evaluation	School Heads or Principal	Development of teaching and learning materials for diverse learners

CONCLUSIONS

Based on the findings of the study, it can be concluded that the respondents come from varied demographic backgrounds in terms of age, sex, educational attainment, and length of service, with the majority being 21–25 years old, female, having earned master's units, and having 11–15 years of teaching experience. The findings further indicate that the respondents generally demonstrate a strong application of different teaching styles and classroom management approaches. Among these, the facilitator approach received the highest assessment, particularly in establishing positive teacher–student interaction and engagement, while the personal model and delegator approaches also showed strong emphasis on modeling appropriate behavior and promoting self-directed learning. At the same time, teachers continue to assume important roles in delivering knowledge, organizing classroom activities, guiding students, and maintaining productive learning environments.

The study also concludes that the respondents' demographic characteristics do not significantly influence their assessment of the different teaching styles and classroom management approaches. Specifically, no significant differences were found in the expert, formal authority, personal model, facilitator, and delegator approaches when the respondents were grouped according to their demographic profiles. This suggests that the use and assessment of these teaching styles and classroom management approaches are relatively consistent regardless of the respondents' background characteristics. Furthermore, the respondents identified differences in students'



learning styles and needs as one of the major challenges encountered in the teaching process. This highlights the difficulty teachers face in addressing learners with varying preferences, abilities, needs, and learning paces.

Finally, the study concludes that although teachers encounter challenges associated with learner diversity, these challenges do not have a significant relationship with their assessment of teaching styles and classroom management approaches. The findings suggest that teachers are able to maintain and apply their preferred teaching and classroom management approaches despite the diverse learning needs of their students. Overall, the study emphasizes the importance of flexible, learner-centered, and responsive teaching practices that promote positive teacher–student interaction, organized classroom environments, appropriate teacher modeling, and student independence while recognizing the continuing challenge of addressing diverse learner needs.

RECOMMENDATIONS

This study requires the commitment and involvement of the concerned personnel to sustain its effectiveness and reliability, thus, the following recommendations were made.

1. For senior high school teachers, it is recommended for them to participate in different initiatives, programs or projects that are being provided for them in order to continuously improve and adjust their teaching styles and classroom management approaches particularly to better accommodate diverse types of learners with diverse learning needs and preferences. s
2. For school heads and administrators, it is also recommended to also take the time to ensure that they conduct regular curriculum review, teacher as well as student evaluation in order to better assess the alignment of teaching styles and classroom management approaches to the capacity of their teaching staff and to that of their students/learners.
3. For the DepEd, it is also recommended to continuously develop and offer programs and trainings that will help teachers to improve their teaching styles and classroom management approaches.
4. For SHS students, it is also essential for them to participate wholeheartedly in class discussions and activities and to also share any valuable insight or feedback that can help their teachers to further improve their respective teaching styles and classroom management approaches.
5. It is also recommended for students and future researchers to conduct further studies with regards to specific teaching styles and classroom management approaches and its application in specific subjects and in other educational levels.

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