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Research article

# Teaching Styles and Pupils' Learning Styles: Their Relationship with Pupils' Academic Performance

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ABSTRACT

The concept of teaching and learning styles suggests that every individual is unique. Every teacher teaches in his way, and every learner learns according to his preference. This study determines the relationship between the teachers' teaching styles and the learning styles of the pupils and their academic performance. A total of (27) Grade 6 teachers and (208) Grade 6 pupils of public elementary schools of Lopez Jaena District, Division of Misamis Occidental participated in the study. Frequency counts, percentages, mean, and spearman rho correlation coefficient were the statistical tools used. Findings revealed that teachers teaching styles in the classroom, with expert being the most preferred style, followed by formal authority, facilitator, personal model and delegator respectively. The pupils used a variety of learning styles, with auditory being the most common, followed by visual and kinesthetics. Pupils demonstrated very satisfactory academic performance. Further, a significant relationship between teachers' teaching styles and pupils' learning styles, as well as a significant relationship between teachers' teaching styles, pupils' learning styles, and pupils' academic performance shown. These suggest that teachers should consider adapting their teaching styles to match the learning styles of their pupils, which could potentially enhance their academic performance.

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## 1. Introduction

The art of teaching is a challenging feat. The profession demands full capabilities in terms of knowledge, skills, insights, and diligence to carry out challenges in classroom settings (Kardia & Wright, 2004). The teachers, being the focal figures in education, must arm themselves with mastery and competence to impart meaningful learning to their learners. They play a vital role in the teaching-learning process, ensuring that learning occurs in the classroom. Hence, teachers must recognize learner diversities and accept that each child has a preference for how they learn best and teachers must understand the importance of individual differences in the classroom to teach in a manner that caters to all learners.

Since the primary goal of teaching is learning, understanding both the teacher and the learner is part of the process. One way of doing so is by understanding teaching styles and learning styles. These two are significant variables in the learner and teacher interaction. Awla (2014) believed that, recognizing, and understanding teachers' and pupils' learning styles will help pupils engage in active learning. Determining and recognizing factors that influence how an individual thinks and learns will assist in making the learning process more effective (Güven & Kürüm, 2008). One can only reach his full potential if his needs are catered to in a manner that is sufficient for him. Grasha and Hicks (2000) posited that teaching and learning styles are essential to guarantee effective teaching and learning processes. Varied learning styles and teaching styles are significant in the learning progression, and recent studies have shown that these factors have diverse effects on how pupils develop both their performance and learning. In addition, Ford and Robinson (2015), concluded that there was a need to understand the learning and teaching styles to improve learning outcomes. Thus, understanding learning and teaching styles should be deemed necessary in the learning process. Gilakjani (2012a) also highlighted that teachers' poor understanding of the good use of teaching styles might lead to learners' negative attitudes toward learning.

The alignment of teaching styles with pupils' learning styles is a critical factor in determining academic performance. Carbonel (2021) highlights, when there is a disconnect between how a teacher imparts knowledge and how a student absorbs it, it can lead to a range of challenges. For instance, technological distractions, as emphasized by Ramirez (2022), can divert pupils' attention from the lesson, making it difficult for teachers to engage them effectively. This issue is exacerbated by the prevalence of digital devices in modern classrooms, which can create competition for students' focus. Moreover, Ariem and Cabal (2021) argue that misalignment between teaching styles and pupils' learning styles can result in difficulties in

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comprehension and retention, as the teaching approach may not resonate with every student's cognitive preference.

In light of the situation above, the researcher sought to investigate the relationship between teachers' teaching styles and the pupils' learning styles and how it affects the academic performance of the Grade 6 teachers and pupils among Public Elementary Schools in Lopez, Jaena District, Misamis Occidental during the School Year 2022-2023. Result of this study, may serve as an avenue for the teachers to explore useful teaching styles, innovate lesson strategies and create instructional materials appropriate or suited to the learning styles of the learners. Aside from being able to assess their own style, strengths, and weaknesses, they will be also reoriented that there is a need to be guided with the necessary teaching styles to be employed in the classroom to cater the learning styles of pupils for improved learning.

## 2. Methods and Materials

The descriptive-correlational method of research with the aid of a questionnaire checklist. Descriptive-correlation established the relationship between the independent variables, teaching and learning styles and the dependent variable, academic performance. Consequently, the descriptive-correlational method was deemed appropriate for investigating the connection between teachers' teaching styles and learners' learning styles in relation to academic performance. Two (2) standardized survey questionnaires were used in this study. The first instrument adapted from the study of Grasha-Riechmann (2010) focusing on the teachers' teaching styles. It comprises of forty (40) questions with eight (8) statements for each of the five (5) scales under teaching styles: expert, delegator, facilitator, formal-authority, and personal model. The second instrument was based on the study of O'Brien (1985) focusing on pupils' learning styles. A total of thirty (30) questions divided into three (3) sections; visual, auditory, and kinesthetic were included. To measure the responses, a four-point Likert scale was employed in both of the surveys. DepEd Order no. 8 s. 2013 or Classroom E-Record was also used to determine the pupil-respondents' first quarter grade point average (GPA) for their academic performance. Overall, data were interpreted using the following statistical tools: Frequency Count and Percentage, Mean and Standard Deviation, and Spearman Rho Correlation Coefficient.

## 3. Results and Discussions

Table 1 displayed the teaching styles of the teachers in terms of expertise. The table revealed that teachers' maintain their status as authorities in the classroom which shows evident in the instructional matters. This means that teachers' possessed extensive expertise and proficiency in the subject matter, and delivered instruction with competence. It can be inferred that the teachers were highly regarded as experts in the classroom. They highly prioritized being the main provider of knowledge and skills in the classroom, while also promoting excellence among their pupils. Further, teachers are perceived as confident in their delivery of content. Confidence in instruction can positively impact student confidence and engagement, as students are more likely to respond positively to teachers who exhibit a strong command of their subject.

The findings were supported by the study of Carbonel (2021), concluded that teachers who are experts in adopting specific teaching styles yield positive results. Furthermore, Magulod (2017) reported that teachers who had a "high" value on expert teaching methods contribute more on the pupils' outcomes. This implies that the expertise of teachers in implementing effective teaching styles plays a fundamental role in modelling pupils' educational achievements. This further implies that teacher training programs should prioritize and invest in developing teachers' expertise in various teaching styles. By recognizing the significant impact of teacher expertise on pupil outcomes, schools and teacher education programs can focus on providing professional development opportunities, resources, and training that enable teachers to enhance more in their teaching skills. This development can lead to improved teaching practices, greater pupil engagement, and ultimately, higher educational achievement.

**Table 1**

*Teachers' Teaching Styles*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| Expert | 3.370 | .6293 | Strongly Agree |
| Delegator | 3.111 | 0.648 | Strongly Agree |
| Facilitator | 3.189 | 0.605 | Strongly Agree |
| Formal Autonomy | 3.240 | 0.572 | Strongly Agree |
| Personal Model | 3.180 | 0.575 | Strongly Agree |
| Average Weighted Mean | 3.018 | 0.213 | Strongly Agree |

Table 2 presents the pupils' learning styles. The table shows that majority of the pupils' preferred to visual learning. Learners learned concepts and facts better through seeing. This means that learners demonstrated better understanding when lessons are presented with lecture notes, slides, videos, photos, and handouts. This imply that teachers' and instructional planners, optimize teaching strategies by incorporating visual elements into their lessons, creating a more engaging and effective learning environment for the majority of pupils. Thus, recognizing and adapting to students' predominant learning styles can foster a more inclusive educational experience, allowing teachers' to tailor their teaching methods to suit the needs of visual learners.

This finding aligns with the outcomes of a study conducted by Veena and Shastri (2013), discovered that students with a preference for visual learning styles tend to exhibit a higher level of satisfaction with the learning process. The convergence of these results suggests a consistent trend across different studies, emphasizing the significance of visual learning preferences among students. Furthermore, Magulod (2017) also supports this observation by highlighting visuals as the primary and preferred learning mode. Magulod's assertion underscores the widespread recognition of the effectiveness of visual aids in enhancing the learning experience. Visual elements, such as charts, graphs, images, and videos, are acknowledged for their ability to captivate students' attention, facilitate comprehension, and contribute to a more enjoyable and effective learning journey. This evidence from Veena and Shastri (2013) and Magulod (2017) strengthens the argument that integrating visual elements into educational practices aligns with students' preferences, leading to increased satisfaction and potentially improved learning outcomes.

**Table 2**

*Pupils' Learning Styles*

| Indicators | Mean | SD | Description |
|---|---|---|---|
| Visual | 2.770 | 1.010 | Agree |
| Auditory | 2.503 | 1.011 | Agree |
| Kinesthetic | 2.465 | 0.990 | Agree |
| Average Weighted Mean | 2.465 | 0.129 | Agree |

Table 3 presents the level of pupils' academic performance. It is evident that thirty-four (34) pupils had outstanding

performance, ninety-eight (98) had very satisfactory performance, and seventy-three (73) had satisfactory performance. Only three (3) pupils had a reasonably satisfactory performance, and no student performed below expectations.

The average weighted value of 85.707 and standard deviation of 3.384 indicated, in general, that the pupils had very satisfactory academic performance. This implied that the majority of the population of the respondents had done well in their academic performance. Naimie et al. (2010), posited that a positive attitude and higher academic performance are only possible and inevitable if teachers can accommodate the learners' needs and preferences.

**Table 3**
The Level of Pupils' Academic Performance

| GRADE | FREQUENCY | DESCRIPTOR |
|---|---|---|
| 5 (90 or above) | 34 | Outstanding |
| 4 (85 – 89) | 98 | Very Satisfactory |
| 3 (80 – 84) | 73 | Satisfactory |
| 2 (75 – 79) | 3 | Fairly Satisfactory |
| 1 (74 or below) | 0 | Did not meet expectations |
| TOTAL | 208 | - |
| Average Weighted Value | 85.707 | Very Satisfactory |
| Standard Deviation | 3.384 | - |

Table 4 presents the significant relationship between the teachers' teaching styles and pupils' learning styles. The table shows the computed rho value of .512 for "teachers teaching styles and the pupils learning styles" and a p-value that is lesser than the .05 level of significance. This means that a relationship existed between the teachers' teaching and the pupil's learning styles. This implies that pupils' learning styles had a high positive correlation to teachers' teaching styles. This correlation signifies further that a high positive association, implying that as teachers modify or adapt their teaching styles, there is a corresponding impact on the learning preferences and styles of their students. In practical terms, this suggests that teachers' who are attuned to the diverse learning styles of their pupils and adjust their teaching methods accordingly may enhance the effectiveness of their instructional approaches. Thus, findings underscore the importance of pedagogical flexibility, emphasizing the need for educators to tailor their instructional strategies to cater to the varied learning styles within their classrooms, which ultimately fostering a more conducive and productive learning environment.

This outcome solidifies the conclusions drawn from Tuan's (2011) study, which investigated teachers' understanding of their learners' preferences and the potential disparities between learners' and teachers' styles. The research revealed that when a misalignment occurs in the match between teaching and learning styles, it leads to significant consequences. Students may become disengaged, struggle to grasp concepts, and experience reduced motivation in their educational journey.

**Table 4**
*The Significant Relationship Between the Teachers' Teaching Styles and The Pupil's Learning Styles*

| Variables | Computed *ρ* | P-Value | Decision *Ho* | Interpretation |
|---|---|---|---|---|
| Teachers' Teaching Styles and The Pupil's Learning Styles | .512 | .001 | Reject Null | High positive Correlation/ Significant |

Table 5 presents the significant relationship between the teachers' teaching styles and the pupils' academic performance. The table shows the computed rho value of .218 for "teachers teaching styles and the pupil's academic performance", and a p-value that is lesser than the .05 level of significance. This means a relationship existed between the teachers' teaching styles and the pupils' academic performance. This implies that pupil learning styles had a low positive correlation to pupils' academic performance. The implication of a low positive correlation between pupils' learning styles and academic performance suggests that, while a connection exists, it is not a dominant or overpowering factor. It implies that other variables beyond teaching styles and learning preferences contribute to academic achievement. However, the discernible link still highlights the importance of educators aligning their instructional methods with the diverse learning preferences of their students to some extent.

Furthermore, the assertion that teachers who are able to meet the expectations of learners witness an increase in academic performance implies a dynamic interaction between teaching practices and student outcomes. When teachers adapt their styles to resonate with the learning preferences of their pupils, it fosters an environment conducive to effective learning. This adaptability may lead to increased student engagement, better comprehension of concepts, and ultimately, improved academic performance.

Building upon Bautista's (2007) and Ariem and Caba's (2021) findings, it becomes evident that the dynamics between teaching styles and academic success are not only significant but extend across various subject areas, including science. This underscores the broader relevance of adapting teaching approaches to enhance student understanding and performance. The correlation observed in these studies emphasizes the need for educators to be cognizant of their teaching styles, ensuring alignment with students' learning preferences and subject-specific demands.

**Table 5**
*The Significant Relationship Between the Teachers' Teaching Styles and The Pupils' Academic Performance*

| Variables | Computed *ρ* | P-Value | Interpretation |
|---|---|---|---|
| Teachers' Teaching Styles and The Pupil's Academic Performance | .218 | .002 | Low positive correlation/ Significant |

Table 6 presents the significant relationship between the pupils' learning styles and their academic performance. The table shows the computed rho value of .411 which indicates the strength of the relationship between the two variables. A rho value of 1 indicates a perfect positive correlation, while a value of 0 indicates no correlation. In this case, the rho value of .411 suggests a moderate positive correlation between pupils' learning styles and academic performance. In addition, the p-value, which is lower than the .05 level of significance, indicates that the result was statistically significant. This means that the correlation between the pupils' learning styles and academic performance was not due to chance and was likely to be a true relationship.

Therefore, the results showed a positive correlation between pupils' learning styles and academic performance, meaning that pupils who had a preferred learning style were likely to perform better academically. This finding has implications for teachers, who can design instructional materials and teaching strategies that cater to the different learning styles

of their students, potentially leading to improved academic outcomes. This result corroborated the findings of a study by Ramirez (2022), as it was revealed that learning styles are highly correlated to academic performance. He added that knowledge, lessons, and activities should be developed to suit the pupils' learning styles. In this manner, teachers can assist and facilitate pupils in enhancing their skills, leading to improved academic performance. In like manner, Vaishnav (2013); Ford & Robinson (2015); as well as Magulod (2019) concluded that there was a significant relationship between learning styles and the academic performance of the respondents.

**Table 6**

*The Significant Relationship Between the Pupils' Learning Styles and Their Academic Performance*

| Variables | Computed $\rho$ | P-Value | Interpretation |
|---|---|---|---|
| Pupils Learning Styles and Their Academic Performance | .411 | .001 | Moderate positive Correlation/ Significant |

## 4. Conclusion and Recommendations

In the realm of education, the dynamic relationship between teaching styles, pupils' learning styles, and their combined influence on academic performance has been a subject of increasing interest and scrutiny. This study conclude that teachers preferred to use a combination of teaching styles in the classroom, with formal authority being the most preferred style, followed by expert, facilitator, personal model, and delegator respectively. It was found further that pupils learned better using a variety of learning styles, with auditory being the most common, followed by visual and kinesthetic. Pupils also demonstrated a very satisfactory academic performance. Hence, it reveals a significant relationship between teachers' teaching styles and pupils' learning styles, as well as a significant relationship between teachers' teaching styles, pupils' learning styles, and pupils' academic performance.

In the light of the foregoing findings and conclusions, the following were recommended:

- Use a combination of teaching styles to cater to pupils' different learning needs and keep them engaged in the classroom.
- Start with formal authority to help create a structured learning environment and foster discipline among pupils.
- Adapt to pupils' learning styles and thrive using a variety of learning styles in the teaching-learning process; and
- Monitor academic performance to assess any areas for improvement, evaluate instructional ways, and adjust teaching styles accordingly.

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