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## **Professional Development and Teaching Styles of Elementary School Teachers on Pupils Academic Performance**

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### **ABSTRACT :**

The study described the professional development and teaching styles of elementary school teachers and determined its effect on pupils' academic performance. Using the mixed methods of research with 34 Grade two teachers and 431 pupils as respondents of the study, findings showed that: Majority of the teacher-respondents were bachelor's degree holder. On the other hand, all respondents attended seminars in district and division levels and members of Baliwag Public Elementary School Teachers Association (BAPESTA). Most of the teacher respondents were demonstrators or personal models. On the other hand, most of the pupil respondents obtained approaching proficient academic performance. Highly significant correlations existed between teachers' professional development in terms of graduate studies and attendance to trainings and pupils' academic performance. Significant correlations were found between teachers' teaching styles as experts, authoritative figures, demonstrators or personal models, and facilitators and pupils' academic performance. Based on the findings of the study, the following are the conclusions: There is a significant relationship between the professional development of teachers and the pupils' academic performance. There is a significant relationship between teaching styles and the pupils' academic performance. Teachers' professional development and teaching styles improved pupils' academic performance.

Keywords: professional; development; teaching style; academic performance

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### **Introduction :**

The future of our nation lies in children who are taught by elementary teachers. To have a better nation, children must be developed into mature and responsible individuals who can function effectively as a person and become an active member of the society, with inculcated values of patriotism, deep sense of moral responsibility and respect for the rule of law, and progressive emotional growth and values formation towards the realization of the child's full potential. As the child experiences life in school, it is a moral obligation for the teacher to provide a positive, conducive and safe learning environment in which the child can grow and learn. The teacher is the second parent of children in school.

Teaching is a mission, an assigned task. It is also a profession, and it is a way of rendering service to humanity. The quality of professional service is determined to a very great extent on long and arduous periods of preparation, continuing professional education and commitment to ethical and moral values. The foundation of society is shaped by the collective teachings and experiences that are learned and acquired throughout life. As the teacher's influence grows in the heart and mind of students, duties, and responsibilities towards the personal development of the child as well as theirs are of great importance.

According to David and Macaraeg (2014), the purpose of education is to make pupils be ready and capable of their chosen career for their future and to become globally competitive. Through education, pupils can create a workforce that can uphold economic competition world-wide.

The Philippine educational system adopts the K to12 education program, which was brought about by the trend of Globalization and ASEAN Integration. The program aims to advance the competencies of Filipino graduates to enable them to stand at par with global practices and remain equipped with relevant skills and knowledge in their chosen profession. Teachers should also focus on professional development in order to prepare the students to embrace the changes brought about by the improvement in our educational system.

Early childhood and elementary grade years are formative in nature. During these formative years, the child develops attitudes, values and skills which are essential for their future development. Elementary school teachers are vital in the learning process because they are tasked to prepare and equip the child with attitude, values and skills which are crucial in developing the child into a lifelong learner.

Teachers play a significant role as socializing agents in society in relation to values formations. An effective teacher is an effective leader who guides intelligently and patiently directs the activities of the group who promote individual growth and development. The teacher serves as a model and the primary source of behavior by which students may mold or pattern their behavior. So, if possible, the teacher must be very watchful on the traits and attitudes he displays in and out of the classroom because children are good observers and imitators.

The quality of teaching is one of the important components in improving education. Teachers should be familiar with the school realities, social environment, and people's expectations so that they can do the challenging task. On the other side, educators must be aware of the policy formulation, implementation strategies and observing programs (Behari, 2014).

Aside from having a degree in teaching, elementary school teachers undergo numerous series of seminars and workshops aimed at developing them towards effective and efficient teaching practices. Professional developments are progressive and lifelong, since there is no single best method in teaching; a teacher must be equipped with learning styles of the students and create an ambient environment that promotes best quality of teaching that will result into great learning experiences for the student.

Lunenburg (2011) defined professional development as a serious planning and improving of teachers' competencies and school administrators. It provides opportunities for teachers to think critically on their practice and to fashion new ideas and beliefs about content, pedagogy, and learner. Teachers should prepare to see difficult subject matter for the perception of different students.

Based on the study conducted by Ferreira (2015) professional development program was successful in improving teachers' knowledge and pedagogical skills and began to feel empowerment as they join in professional development activities. They learned new strategies that can be used in teaching. Their ability in teaching grew when they witnessed their students' engagement and interest. As teachers shared techniques with each other and collaborated in their action research project they improve their sense of empowerment.

However, a study by Aminudin (2012) indicated that professional development for teachers has great effect on teaching process. It is essential to ensure a high quality of teaching. Professional education and understanding of the subject were enhanced through sharing of ideas among co-workers and the constructive criticism given by others.

According to the study of Stanford (2014) every teacher has his own style that encompasses many personal characteristics. School districts must provide professional learning for their novice teachers. Training and workshops are effective especially to the beginning teachers that gained experience managing their own classroom.

The instructional activities in the classroom are the responsibilities of the teacher. They are planned, developed, organized and prepared lessons before the students arrive in the classroom. Teachers also research ideas for the lessons and activities that would enhance the quality of instructional time. Effective lesson planning helps to enhance the value of instruction that students are receiving.

Teachers strive to motivate and engage all students in learning. They understand that students develop at different rates and that in every classroom there will be a range of students' abilities and aptitudes. They use techniques that have students work on tasks that engage and challenge them to achieve their best. Teachers also closely monitor the pupil's achievement. These enable them to provide every student with feedback on their performance and give them valuable information to assess the impact of their teaching.

Every educator has a unique style of interacting with students and has a distinctive style of teaching. They preferred different styles and provided a tool to assess learner's preferences that match the teaching techniques to the students' needs. Teachers have ways of doing things. Some appear to be genetic; others are based on previous experiences.

Teaching style is broadly defined as the personal traits, characteristics, beliefs, and skills that are presented during classroom instruction. Teachers used different techniques to impart knowledge to their students. The unique and most significant contribution to humanization of life on earth is in the field that teachers should be prepare for. Teachers deposit facts and other information into the empty minds of the students. Parents entrusted their children to the teachers. They are expecting the quality of education that school can give to their children. Quality education requires well-educated trained teachers.

Learners need educators with excellence who are reflective of and responsive to the diversity of learners, who have the principle, assurance and courage to improve the education system in ways that ensure to attain knowledge and skills of children's abilities and needs. It is the teacher who lays the foundation of tomorrow, molds the human personality, builds the higher and finer values of civilization, a friend to his students, task to improve society and, above all, has faith in the improbability of the human race.

Educators today must find and incorporate different strategies in the presentation of information so that students will be able to retain and apply their knowledge. Pupils need more time and practice of a particular skill before moving on to the next skill. This would give the students a better opportunity to gain mastery of skill before moving on to the next.

In the light of the foregoing information, it is very important to determine the impact of professional development of elementary school teachers on pupils' academic performance. If there is significant improvement on pupils' academic performance in classrooms of teachers taking graduate studies; if the teachers with various years of teaching experience, helps to improve students. Lastly, to determine which teaching style or styles were associated with excellent academic performance of pupils.

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### **Statement of the Problem :**

This study focused on the professional development and teaching styles of elementary school teachers in Baliwag South District during the first and second quarter of the academic year 2015-2016.

Specifically, this study sought answers to the following questions:

1. How may the professional development of elementary school teachers be described in terms of:
  - 1.1 graduate studies.
  - 1.2 attendance to trainings; and
  - 1.3 membership to professional organizations?
2. How may the teaching styles of elementary school teachers be described as:
  - 2.1 experts;
  - 2.2 authoritative figures;
  - 2.3 demonstrators or personal models;

2.4 facilitators; and

2.5 delegators?

3. How may the academic performance of pupils be described during the first and second grading period of S.Y. 2015-2016?

4. Is there a significant relationship between the professional development of elementary teachers and the pupil's academic performance?

5. Is there a significant relationship between teaching styles of elementary school teachers and pupils' academic performance?

6. What are the perceptions on the teachers' respondent on professional development and teaching styles?

### **Hypotheses**

The hypotheses that follow were tested in the study.

1. There is no significant relationship between the professional development of teachers and the pupils' academic performance.
2. There is no significant relationship between teaching styles and the pupils' academic performance.

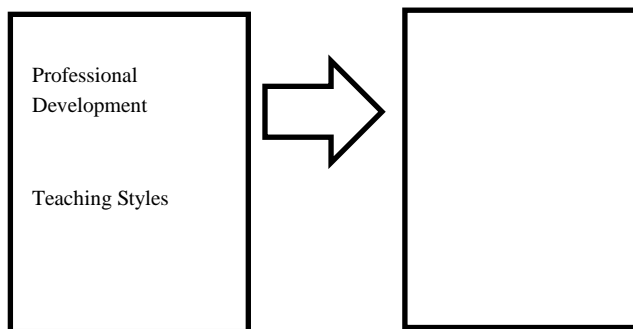
### **Conceptual Framework**

The researcher based her assumption that the learning theory subscribed to by a teacher will influence his theory of teaching. It is already established that education is a basic right, it is critical to the nation's development. Elementary school teachers play a vital role in the development of the pupil's education. Therefore, it is very critical for a teacher to possess specific traits and attributes to adequately perform their duties and be able to influence the learning process by which pupils learn effectively. As the landscape of education paradigm shifts from teacher-centered to learner-centered, the teacher must be flexible to adapt to effectively perform their tasks and adapt teaching strategies and methods to cater student needs.

Teachers must learn how to become good decision makers who can judge the value of new ideas in their context. A teacher intended to handle each learner justly and impartially. The interest and welfare of learners shall be the first and foremost concern. An educator has a great contribution to the development of every learner and expected to help in solving learners' problems and difficulties.

#### **Independent Variable**

#### **Dependent Variable**



**Figure 1. Paradigm of the Study**

The paradigm shows the conceptual theory of the study. The first frame presents professional development such as graduate studies, attendance to trainings, and membership to professional organizations which makes up the independent variable. Another classification under independent variables are the teaching styles as experts, authoritative figures, demonstrators or personal models, facilitators, and delegators.

The second frame shows the dependent variables on the academic performance of the pupils in relation to the professional development and teaching styles.

The arrow connecting the first and second frame, posits a cause-and-effect relationship of different variables such as independent and dependent variables.

This study leads into finding on the professional development and teaching styles and its effect to pupils' academic performance.

### **Significance of the Study**

To have quality education that aims to mold the mind of the 21st century learner, schools must upgrade their faculties and facilities. It is only prudent that teachers must be upgraded into 21st century teachers through series of workshops, seminars and the pursuit of higher degree of education. This study is deemed significant to:

**Elementary School Teachers.** The positive results of this study would encourage the teachers to attain higher education degrees and apply new teaching strategies specializing and aligning with their subject areas. This would create learning moments that will be attuned to the needs of the learners and will consequently lead to their more intrinsic motivation and more meaningful classroom activities that are aimed to transform them into lifelong learners.

**Parents.** The result of the study will give them the assurance that their children are getting the highest possible quality of education. Encouraging them to take part of the responsibility and solicit their much-needed participation as parents towards the development of their children especially in the fundamentals and specialized skills needed for them to be able to excel in their chosen educational track. The teacher – parent cooperation will be

stronger and will establish a more collaborative approach in supporting the education program that aims to holistically develop their children. School. The results of this study will guide the administrators, teachers, and students' goal for quality and authentic education. With 21st century teaching skills, the school can possibly formulate the necessary policies and measures to reach its mandate and goal for educational excellence. School Administrators. The findings of this study would serve as bases in planning and implementing a scholarship program for teachers that are willing to attain higher educational degree, that is responsive to the needs of the students, and the society whom a learning institution serves. Students. Results of this study may offer learning techniques that are more specific, personal, and meaningful. It can provide avenues by which a teacher can best utilize academic freedom and engage students in acquiring and developing values, skills and attitudes that will be useful in the real-world and prepare them for globalization. Future Researchers. Other future researchers will also understand from the favorable results of this study. It may serve as a springboard for other future research and investigation related to the professional development of teachers.

### ***Scope and Limitation of the Study***

This study was conducted to determine the effect of professional development such as graduate studies, attendance to trainings and membership to professional organizations. And the teaching styles such as experts, authoritative figures, demonstrators or personal models, facilitators, and delegators and reverent to the academic performance of the thirty percent sample population of Grade two pupils in Baliwag South District during the first quarter and second quarter (grading period) of the school year 2015-2016.

The participants of this study were the Grade two teachers and thirty percent of the Grade two pupils in their respective schools. The questionnaire is the main tool in gathering the needed data and information.

### ***Location of the Study***

This study was conducted at Baliwag, Bulacan where the respondents are the Grade two teachers and thirty percent sample population of Grade two pupils of Baliwag South District. These are Baliwag South Central School, Calantipay Elementary School, Concepcion Elementary School, Makinabang Elementary School, Matangtubig Elementary School, Pinagbarilan Elementary School, San Jose Elementary School, Sta. Barbara Elementary School, Tarcan Elementary School Tiaong Elementary School, and Virgen delas Flores Elementary School.

### ***Definition of Terms***

In order to facilitate a clear understanding of this work, the following terms are defined operationally:

**Academic Performance.** It refers to the results of the evaluation given every day after the lesson.

**Authoritative Figures.** It is a teaching style that is concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. It is concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

**Delegator.** The teacher in this kind of teaching style develops student to work independently and helps student improve their creativity. The teacher is available at the request of students as a resource person.

**Designation.** It refers to the act of naming or indicating; distinctive mark or title; appointment for a definite purpose.

**Development.** It is a process of unfolding, maturing, growing, expanding, and developing something new.

**Educational Attainment.** This connotes the degree which a teacher acquires through formal education.

**Effectiveness.** It refers to producing a particular result. It is an accomplishment or a desired result after a series of processes.

**Experts.** A teacher in this kind of teaching style possesses knowledge and expertise that learners should acquire.

**Facilitator.** It is a teaching style that emphasizes the personal nature of interactions. It develops the students to become independent in action, creativity, and accountability.

**Graduate Studies.** It refers to the formal studies after graduating from Bachelor to Masteral/ Doctoral.

**Organization.** It is an association, business, or society. It is comprising multiple people, such as an institution that has collective goal.

**Personal Model.** The teachers in this kind of teaching style serve as a personal example or role model that helps other students learn. It is a kind of method that guides and directs by showing how to do things and inspires students to observe and to follow the instructor's approach.

**Professional.** Is the one who engages in a learned vocation.

**Professional Development.** It refers to the upgrading the educational qualifications, enhancing skills, and advance knowledge, all of which are intended to open avenues to improve performance in the academe and to establish good relationships with superiors, peers, and students.

**Seminars.** It is the gathering of individuals to engage in research or to discuss among themselves common problems.

**Skills.** It refers to expertness, knowledge, and the ability to apply it in practical ways and in art.

**Status.** It refers to the standing, condition, and rank of the teacher.

**Teaching Styles.** It refers to the personal traits, characteristics, beliefs, and skills that are presented during classroom instruction.

**Training.** It is a carefully planned and handled effort of management, through competent instructors. To impart, develop or modify certain phases of an individual's skills, attitudes, technical equipment, discipline, or knowledge to make him more effective at his present job and better qualified for another job.

## Methods :

The researcher used mixed methods of research in this study in the collection of data.

Mixed methods research is a methodology for conducting research that involves collecting, analyzing, interviewing, integrating, or mixing quantitative and qualitative research in a single study or a longitudinal program of inquiry. It combines methods, philosophy, and a research design orientation. It also highlights the key components that go into designing and conducting a mixed methods study.

The researcher collected the data in this study by means of an explanatory sequential design process consisting of questionnaire followed by individual interviews. Mixed method research was used because it is very useful in understanding contradictions between quantitative results and qualitative findings. The data collected from the questionnaires established respondents' professional development and teaching styles. The pupils' grades were also collected to measure their academic performance.

Using mixed methods, the researcher collected and analyzed both qualitative and quantitative data based on the research questions.

The researcher used this kind of research to find firsthand data from the respondents to formulate rational and sound conclusions and recommendations for the study. Interviews refer to respondents' professional development and teaching styles. Experiences of the respondents are given regard in open-ended questions relevant to answers to the survey method as support to the study.

### *Data Gathering Techniques*

The researcher sought permission through a formal letter from the office of the Schools Division Superintendent, Division of Bulacan for the conduct of this study. Immediate coordination with the principals of the school respondents were made by the researcher, upon its approval. With the authorization of the administrator, the researcher personally administered the questionnaires to the respondents to ensure that all the questions were completely answered.

The researcher believed that the questionnaire is the most suitable and reliable instrument that is adapted from Grasha's (2010) survey on teaching styles and Caena (2011) for the study of professional development. However, some modifications were made in order to suit peculiarities of research which the researcher believes has relevance in the study.

The instrument was administered to the selected public elementary grade two teachers in Baliwag South District during their free time to ensure that there is no disturbance of classes. All accomplished questionnaires were retrieved for encoding, tallying, tabulating and analyzing of data.

In this study, the questionnaire consisted of statements that were used to determine the data on professional development such as graduate studies, attendance to trainings, and membership to professional organizations. It also included the teaching styles of elementary school teachers such as experts, authoritative figures, demonstrators or personal models, facilitators and delegators.

In addition, an interview guide for qualitative research in professional development and teaching styles of elementary school teachers was used to get the perception of teachers as regards their pupils' academic performance.

The researcher conducted an informal interview with the respondents regarding the professional development and teaching styles in written structure where their personal experiences as a teacher are also given consideration in gathering factual data.

The researcher also used documentary method of research and used the pupils' progress report card (Form 138-E). The first and second grading evaluation were taken from their advisers to determine the pupils' academic performance.

### *Sampling Procedures*

The researcher used total enumeration in selecting the grade 2 teacher respondents of the study in Baliwag South District and stratified random sampling was done for each school for the sample selection of the grade two pupils in their respective schools.

As depicted in the table, a total of 34 teachers and 431 pupils served as the respondents of the study.

**Table 1. Distribution of Respondents**

School	No. of Teachers	Total Population of Grade 2 Pupils	30 % Sample Population of Grade 2 Pupils
Baliwag South Central School	4	182	55
Calantipay Elementary School	2	76	23
Concepcion Elementary School	5	208	62
Makinabang Elementary School	5	187	56
Matangtubig Elementary School	1	53	16
Pinagbarilan Elementary School	3	109	33

SanJose Elementary School	2	88	26
Sta. Barbara Elementary School	6	266	80
Tarcan Elementary School	3	136	41
Tiaong Elementary School	1	57	17
Virgen delas Flores Elementary School	2	76	22
<b>Total</b>	<b>34</b>	<b>1438</b>	<b>431</b>

### Data Analysis Scheme

The following statistical tools and measures were used to analyze and interpret data. Mean was employed to describe the professional development and teaching styles of elementary school teachers. Range, mean and standard deviation were utilized in describing the academic performance of grade two pupils. Multiple regression analysis was performed to determine the relationship between pupils' academic performance and professional development as well as the teaching styles of elementary school teachers.

## Results :

### The Professional Development of the Respondents

The professional development of the teacher respondents in terms of graduate studies, attendance to trainings and membership to professional organizations are presented in Tables 2 to 4.

#### Graduate Studies

Table 2 shows the distribution of the teacher-respondents according to highest educational attainment.

**Table 2. The Teachers' Professional Development in terms of Educational Attainment**

Educational Attainment	f	%
Master of Arts in Education	7	20.59
Units in Master of Arts in Education	13	38.24
Bachelor of Elementary/Secondary Education	34	100.00
Total	34	100.00

#### Attendance to Trainings

Table 3 presents the professional development of the teacher respondents in terms of attendance to training.

**Table 3. The Teachers' Professional Development in terms of Attendance to Trainings**

Level	f	%
National	2	5.88
Regional	3	8.82
Division	34	100.00
District	34	100.00
School	23	67.65

\*multiple response

### Membership to Professional Organizations

Table 4 reveals the teacher respondents' professional development in terms of membership to professional organizations.

**Table 4. The Teachers' Professional Development in terms of Membership to Professional Organizations**

Level	f (N=34)	%
Baliwag Public Elementary School Teacher Association (BAPESTA)	34	100.00
Catholic Women's League	1	2.94

### The Elementary School Teachers' Teaching Styles

The teaching styles of elementary school teacher respondents as experts, authoritative figures, demonstrators or personal models, facilitators and delegators are shown in Tables 5 to 9.

### As Experts

Table 5 displays the teaching styles of the elementary school teachers' respondents as experts.

**Table 5. The Teaching Styles of Teacher Respondents as Experts**

Item Statement	Responses (N=34)				Mean	VD
	5	4	3	2		
1. Facts, concepts and principles are the most important things that students should acquire.	12	19	3	0	4.26	SA
2. I set high standard for students in this class.	2	16	14	2	3.53	MA
3. My teaching goals methods address a variety of student learning styles.	5	17	12	0	3.79	MA
4. Students would describe my standards and expectations as somewhat strict and rigid.	1	15	16	2	3.44	MA
5. I want students to leave this course well prepared for further work in this area.	17	8	18	1	3.91	MA
6. Lecturing is significant part of how I teach each of the class sessions.	1	15	18	0	3.50	MA
7. My expertise is typically used to resolve disagreement about content issues.	2	14	17	1	3.50	MA
8. Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	7	17	10	0	3.91	MA
9. My standards and expectations help students develop the discipline the need to learn.	7	20	6	1	3.94	MA
<b>Overall Mean</b>					3.75	MA

Legend:

Scale	Verbal Description
4.21 – 5.00	strongly agree (SA)
3.41 – 4.20	moderately agree (MA)
2.61 – 3.40	sometimes (S)
1.81 – 2.60	moderately disagree (MD)
1.00 – 1.80	strongly disagree (SD)

### As Authoritative Figures

Table 6 reveals the teaching styles of elementary school teacher respondents as authoritative figures.

**Table 6. The Teaching Styles of Teacher Respondents as Authoritative Figures**

Item Statement	Responses (N=34)				Mean	VD
	5	4	3	2		

1. I give students negative feedback when their performance in unsatisfactory.	3	6	16	1	2.85	S
2. It is my responsibility to define what students must learn and how they should learn it.	11	14	8	1	4.00	MA
3. I provide very clear guidelines for how I want task completed in this course.	10	19	5	0	4.15	MA
4. This course has very specific goals and objectives that I want to accomplish.	11	18	4	1	4.15	MA
5. Students receive frequent verbal and/or written comments on their performance.	5	15	14	0	3.74	MA
6. My expectations for what I want students to do in this class are clearly defined in the questionnaire.	9	13	12	0	3.91	MA
<b>Overall Mean</b>					<b>3.80</b>	<b>MA</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	strongly agree (SA)
3.41 – 4.20	moderately agree (MA)
2.61 – 3.40	sometimes (S)
1.81 – 2.60	moderately disagree (MD)
1.00 – 1.80	strongly disagree (SD)

**As Demonstrator or Personal Model**

Table 7 presents the teacher respondents' teaching styles as demonstrators or personal models.

**Table 7. The Teaching Styles of Teacher Respondents as Demonstrators or Personal Models**

Item Statement	Responses (N=34)			Mean	VD
	5	4	3		
1. What I say and do models appropriate ways for students to think about issues in the content.	10	16	8	4.06	MA
2. Sharing my knowledge and expertise with students is very important to me.	21	12	1	4.59	SA
3. Examples from my personal experiences often are used to illustrate points about the material.	14	12	8	4.18	MA
4. I often show students how they can use various principles and concepts.	13	13	8	4.15	MA
5. Eventually, many students begin to think like me about course content.	9	13	12	3.91	MA
6. I give students a lot of personal support and encouragement to do well in this course.	17	15	2	4.44	SA
7. Students might describe me as a "coach" who works closely with someone with to correct problems in how they think and behave.	15	12	7	4.24	SA
<b>Overall Mean</b>				<b>4.22</b>	<b>SA</b>

Legend:



Scale	Verbal Description
4.21 – 5.00	strongly agree (SA)
3.41 – 4.20	moderately agree (MA)
2.61 – 3.40	sometimes (S)
1.81 – 2.60	moderately disagree (MD)
1.00 – 1.80	strongly disagree (SD)

**As Facilitators**

**Table 8 displays the teaching styles of elementary school teacher-respondents as facilitators.**

**Table 8. The Teaching Styles of Teacher Respondents as Facilitators**

Item Statement	Responses (N=34)					Mean	VD
	5	4	3	2	1		
1. Spend time consulting with students on how to improve their work on individual/group projects.	7	18	9	0	0	3.94	MA
2. What I have to say about a topic is important for students to acquire a broader perspective on issues in that area.	6	18	10	0	0	3.88	MA
3. Small group discussions are employed to help students develop their ability to think critically.	6	14	13	1	0	3.74	MA
4. I guide students work on course projects by asking questions, exploring options, and suggesting alternative ways to do things	10	15	9	0	0	4.03	MA
5. Course activities encourage students to take initiative and responsibility for their learning.	7	18	7	1	1	3.85	MA
6. I solicit student advice about how and what to teach in this course	2	14	13	2	3	3.29	MA
7. There is more material in this course than I have time available to cover it	4	11	16	2	1	3.44	MA
<b>Overall Mean</b>						3.74	MA

Legend: Scale	Verbal Description
4.21 – 5.00	strongly agree (SA)
3.41 – 4.20	moderately agree (MA)
2.61 – 3.40	sometimes (S)
1.81 – 2.60	moderately disagree (MD)
1.00 – 1.80	strongly disagree (SD)

**As Delegates**

**Table 9 indicates the teaching styles of the elementary school teacher respondents as delegates.**

**Table 9. The Teaching Styles of Teacher Respondents as Delegates**

Item Statement	Responses (N=34)					Mean	VD
	5	4	3	2	1		
1. Students typically work on course projects alone with little supervision on me.	2	14	13	4	1	3.35	MA
2. Activities in this class encourage students to develop their own ideas about content issues.	4	15	14	1	0	3.65	MA
3. I typically show students how and what to do in order to master the course content	5	13	14	2	0	3.62	MA
4. Student design one of more self-directed learning	3	14	17	0	0	3.59	MA

experiences.							
5. Developing the ability of students to think and work independently is an important goal.	10	20	1	3	0	3.15	MA
6. Students take responsibility for teaching part of the class sessions.	6	16	10	1	1	3.74	MA
7. Students set their own pace for completing independent and/or group projects take	8	20	5	1	0	4.03	MA
8. Students can make choices among activities in order to complete course requirements.	4	22	5	2	1	3.76	MA
9. My approach to teaching is similar of a manager work group who delegates task and responsibilities to subordinates.	1	19	11	1	2	3.47	MA
<b>Overall Mean</b>						3.60	MA

Legend:

Scale	Verbal Description
4.21 – 5.00	strongly agree (SA)
3.41 – 4.20	moderately agree (MA)
2.61 – 3.40	sometimes (S)
1.81 – 2.60	moderately disagree (MD)
1.00 – 1.80	strongly disagree (SD)

#### The Academic Performance of Pupils

Table 10 displays the academic performance of the pupil respondents in terms of their average grade in the first and second grading periods.

Table 10. Frequency Distribution of Elementary Pupils' Academic Performance

Grade	F (N=431)	Percent	Verbal Description
90 and above	18	4.18	Advanced (A)
85 – 89	80	18.56	Proficient (P)
80 – 84	294	68.21	Approaching Proficient (AP)
75 – 79	39	9.05	Developing (D)
74 and below	0	0.00	Beginning (B)
Range	75 – 91		Approaching Proficient (AP)
Mean	83.12		
Standard Deviation	4.27		

#### The Relationship between Teachers' Professional Development and Pupils' Academic Performance

Table 11 presents the results of the regression run between pupils' academic performance and teachers' professional development practices in terms of graduate studies, attendance to trainings and membership to professional organizations.

Table 11. Regression Analysis of Pupils' Academic Performance on Teachers' Professional Development

Professional Development	Beta Coefficient	Probability	Interpretation
Graduate Studies	0.288772	0.002424	Highly Significant
Attendance to trainings	0.632296	0.000695	Highly Significant
Membership to professional organizations	0.031962	0.901403	Not Significant
$R^2 = 0.514907983$ $F = 10.61464557^{**}$ Significant $F = 6.40664E-05$			

Legend: highly significant ( $p \leq 0.01$ ) = \*\*  
not significant ( $p > 0.05$ )

#### The Relationship between Teachers' Teaching Styles and Pupils' Academic Performance

Table 12 shows the results of the regression analysis between pupils' academic performance and teaching styles of public elementary school teacher respondents such as experts, authoritative figures, demonstrators or personal models, facilitators and delegators.

**Table 12. Regression Analysis of Pupils' Academic Performance on Teachers' Teaching Styles**

Teaching Styles	Beta Coefficient	Probability	Interpretation
Experts	0.085773	0.047219	Significant
Authoritative Figures	0.141201	0.045429	Significant
Demonstrators or personal models	0.290829	0.014111	Significant
Facilitator	0.418162	0.037012	Significant
Delegator	0.105792	0.625353	Not Significant
$R^2 = 0.628667778$ $F = 9.480835067^{**}$ Significant $F = 2.24282E-05$			

Legend: highly significant ( $p \leq 0.01$ ) = \*\*  
 significant ( $p \leq 0.05$ )  
 not significant ( $p > 0.05$ )

#### 4. Discussions :

##### *The Professional Development of the Respondents*

The professional development of the teacher respondents in terms of graduate studies, attendance to trainings and membership to professional organizations are presented in Tables 2 to 4.

##### *Graduate Studies*

Table 2 shows the distribution of the teacher-respondents according to highest educational attainment.

It can be noted from the table that one hundred percent (100%) of the teacher respondents are bachelor's degree holders. Meanwhile, a considerable portion or more than one-third (38.24%) of them already earned some units in master's degree. On the other hand, more than one-fifth (20.59%) of them are master's degree holders.

According to teacher-respondents, professional development is the result of continuous learning and undergoing professional education (Masteral and Doctoral) by pursuing graduate diploma and improves capabilities in imparting knowledge and skills. It is a road that will make a teacher more effective and efficient in the field of teaching as it enhances and broadens teachers' horizon to meet and cope with the changing time. It is important because it is the fulfilment of the teachers' commitment to excellence and lifelong learning.

Results implied that most of the teacher-respondents did not pursue higher learning or took up courses in graduate studies. Though educational qualification had the greatest source of points in promotion, still, a considerable portion of the respondents were still in their bachelor's degree level and have not yet started taking graduate studies.

These findings coincide with the result of the study conducted by Scheerens (2010). He found out that teachers having graduate studies have significant net associations with teaching practices. Teachers' professional development improves teaching quality, which in turn enhances pupils' achievements. Furthermore, he concluded that teachers who have graduate studies have different insight to the influence of each teaching style to pupils' development in comparison to the teachers without graduate studies.

##### *Attendance to Trainings*

Table 3 presents the professional development of the teacher respondents in terms of attendance to training.

Noteworthy of attention is that all teacher respondents already attended seminars and trainings in the district and division levels. Meanwhile, two-thirds (67.65%) of them attended seminars and trainings in school level. However, only few (8.82%, 5.88%) of the teacher respondents attended seminars and trainings in the regional and national levels.

According to teacher-respondents, professional development is the advancement of skills and talents through experiences, seminars and trainings. It gives the needed knowledge to improve teaching skills. It also creates values including mental, spiritual, emotional, and physical aspects that will enhance teachers' competencies. Professional development provides the teacher enhanced techniques and strategies that will be able teachers to improve their teaching performance. The importance of professional development lies within the success of improvement of teaching-learning process.

These results implied that teachers attended different seminars to develop managerial skills, upgraded competencies and instructional materials. Seminars, trainings, and workshops provide insights that are useful for teachers in providing necessary perspectives and views to enhanced teachers' performance and uplifting the quality of teaching.

This is in conformity with the findings of the study conducted by Lee. She stated that seminars were perceived to be relevant to the needs of teachers. Teachers felt that the presenters understood and shared their concerns and gave concrete suggestions to help them re-think their practice. She also found out that teacher presenters can play the role of "generators of knowledge" and facilitate context-dependent mode of teacher learning. Furthermore, she concluded that teachers could come together too engaged in professional learning, to ask questions, to share the problems they face and to exchange teaching ideas (2011).

### ***Membership to Professional Organizations***

Table 4 reveals the teacher respondents' professional development in terms of membership to professional organizations.

It can be noticed from the table that all teacher-respondents are members of Baliwag Public Elementary School Teachers Association (BAPESTA). On the other hand, one respondent stated that she is a member of Catholic Women's League (CWL).

These results implied that it is mandatory to the Baliwag South Teachers to become member of Baliwag Public Elementary School Teachers Association (BAPESTA) since they were teaching in Baliwag South District.

In accordance to the findings of the study of Murray (2010) she stated that joining an official teachers association is another way of connecting colleagues and pursue personal goals for the professional development. Sharing ideas and experiences with other teachers can be mutually beneficial.

### ***The Elementary School Teachers' Teaching Styles***

The teaching styles of elementary school teacher respondents as experts, authoritative figures, demonstrators or personal models, facilitators and delegators are shown in Tables 5 to 9.

#### ***As Experts***

Table 5 displays the teaching styles of the elementary school teachers' respondents as experts.

It can be noted from the table that as perceived by the teachers themselves, item "Facts, concepts and principles are the most important things that students should acquire" garnered the highest computed weighted mean of 4.26 with a verbal description of "strongly agree". On the other hand, item "students would describe my standards and expectations as somewhat strict and rigid" registered the lowest computed weighted mean of 3.44 with a verbal interpretation of "moderately agree".

The overall mean was recorded at 3.75 which was verbally interpreted as "moderately agree".

According to the teacher-respondents, teaching style affect teaching performance in a way of delivering thoughts, ideas, theories and concept in varied and different varieties of style capable to make a child aware and functional in their own level of thinking.

These results implied that teacher-respondents believed that displaying detailed knowledge and information by implicitly or explicitly challenging learners to enhance their levels of proficiency. However, providing detailed explanation and brief answer can be intimidating to less experienced pupils.

This finding conforms with the findings of another study of Berko (2014) who found out that an expert teacher is able to provide all of the knowledge and expertise required in the subject matter, resulting to teacher-directed activities rather than student-directed.

#### ***As Authoritative Figures***

Table 6 reveals the teaching styles of elementary school teacher respondents as authoritative figures.

It can be gleaned from the table that items "I provide very clear guidelines for how I want task completed in this course" and "this course has very specific goals and objectives that I want to accomplish" obtained the highest computed weighted mean of 4.15 with a verbal interpretation of "moderately agree".

On the other hand, item "I give students negative feedback when their performance in unsatisfactory" got the lowest computed weighted mean of 2.85 with a verbal description of "sometimes".

The overall mean was computed at 3.80 which were verbally described as "moderately agree".

According to the teacher-respondents, teaching performance is mirrored by students' performance. Their teaching style directly depend out on students' learning style. They used different strategies that suited the needs of the pupils. They give more motivation, especially to the pupils who have difficulty in learning.

These findings implied that the teacher-respondents who conform with authoritative figures teaching style focus on clear expectations and acceptable ways of doing things for the task to be accomplished. On the other hand, creative and approachable criticisms should be given to the pupils when their performance is unsatisfactory.

The result conforms with Faruji (2012) when he stated that teachers want to have more control over students to prevent chaos in the classroom.

Furthermore, teachers should never use negative feedback in their classroom because it will greatly affect pupils' self-confidence and damage their self-esteem.

#### ***As Demonstrator or Personal Model***

Table 7 presents the teacher respondents' teaching styles as demonstrators or personal models.

As manifested in the table, item "sharing my knowledge and expertise with students is very important to me" obtained the highest computed weighted mean of 4.59 with a verbal interpretation of "strongly agree". On the other hand, item "eventually, many students begin to think like me about course content" got the lowest computed weighted mean of 3.91 with a verbal description of "moderately agree".

The overall mean was registered at 4.22 which was verbally interpreted as "strongly agree".

According to the teacher-respondents, they can measure the learning outcomes of their pupils through their teaching style. The initiative of lesson activities is the result of their preferred style. It affects their teaching performance greatly if it is a perfect fit for the lesson plan and be able to be parallel with the students learning style. Having a mixture of learners (slow, average and advance) in class, teacher see to it that pupils will be very well attended to by giving them examples that are comprehensible to everyone before moving on to another topic.

These results implied that teacher-respondents strongly agreed that teachers teach by example, were able to work beside the learners, provided direction and showed pupils how to follow a role model. A personal model style reflects the need to guide and coach pupils as they work collaboratively in developing a variety of skills. However, teachers believed that their way is the best or only way to do things.

Similar to the findings of the present study, Larenas (2010) indicated that teachers who possess this kind of teaching style would foster autonomous learning, initiative and encourage students to take responsibilities for their learning and make decisions based on their own criteria and thinking.

### ***As Facilitators***

Table 8 displays the teaching styles of elementary school teacher-respondents as facilitators.

It can be noticed from the table that item "I guide students work on course projects by asking questions, exploring options, and suggesting alternative ways to do things" received the highest computed weighted mean of 4.03. Meanwhile, item "I solicit student advice about how and what to teach in this course" obtained the lowest computed weighted mean of 3.29. All items indicated in the table, including the overall mean of 3.74 garnered a verbal interpretation of "moderately agree".

These results implied that teacher-respondents believed that this kind of teacher focus on pupils needs and goals. Teachers often find themselves as consultants and resource persons while helping pupils on the variety of task and projects. However, this style is time consuming and more direct approach is needed.

Similar to these findings, Thomas (2007) stated that facilitation style must provide opportunities for practice, reflection, coaching and feedback. Facilitators must be aware of, understand and be able to manage internal reactions of the group.

### ***As Delegators***

Table 9 indicates the teaching styles of the elementary school teacher respondents as delegators.

Apparently, all items indicated in the table including the overall mean of 3.60 received a verbal interpretation of "moderately agree". A closer look at the table reveals that item "students set their own pace for completing independent and/or group projects" obtained the highest computed weighted mean of 4.03. On the other hand, item "developing the ability of students to think and work independently is an important goal" received the lowest computed weighted mean of 3.15.

According to the teacher-respondents, teaching styles can be improved so that pupils can gain more knowledge. Teaching styles served as the foundation of their teaching strategies and also serves as guide in the accomplishment of teaching duties and responsibilities.

These results implied that teacher-respondents believed that this kind of teaching style is not suited yet for grade two pupils because they lack the capabilities needed for reflection and feedback. Grade two pupils cannot act competently with a minimum level of supervision. It is a student-centered approach for developing a learners' capacity for self-direction and autonomy.

Consistent to the findings of the present study, Shaari et al. (2014) reported that delegator style gets the lowest mean, which established that there is a connection between teaching style and pupils' academic achievement. Furthermore, they concluded that teachers should provide a positive and conducive environment for the contribution of the pupils' better achievement.

### ***The Academic Performance of Pupils***

Table 10 displays the academic performance of the pupil respondents in terms of their average grade in the first and second grading periods.

As indicated in the table, the majority of the pupil respondents obtained grades from 80 to 84 which was verbally described as "approaching proficient". On the other hand, almost one-fifth of them registered grades from 85 to 89 which was verbally interpreted as "proficient". Only a few got an "advanced" and "developing" performance.

Further examination of the tabulated data shows that the grades of the pupils ranged from 75 to 91 with a computed mean of 83.12 which was verbally interpreted as "approaching proficient". Meanwhile, the standard deviation which measures the spread of the pupils' grades from the mean was computed at 4.27.

These results implied that most of the pupils are still approaching proficient level only since they were still in the first and second grading period.

### ***The Relationship between Teachers' Professional Development and Pupils' Academic Performance***

Table 11 presents the results of the regression run between pupils' academic performance and teachers' professional development practices in terms of graduate studies, attendance to trainings and membership to professional organizations.

Findings showed that highly significant correlations existed between teachers' professional development practices in terms of graduate studies and attendance to training and pupils' academic performance. Furthermore, direct relationship was found between these variables as manifested by the positive signs of the computed beta-coefficients.

According to the teacher-respondents, continuing professional development is very important because they can acquire many techniques and strategies from the professor or other teachers that can be used for everyday teaching. Professional development plays a significant role in molding and cultivating the mind and values of every pupil. Improving teaching techniques will result in getting the possible quality of education. Teachers should not stop seeking and learning new trends in education that will give recognition and promotion in the future.

These findings implied that as the level of teachers' professional development in terms of graduate studies and attendance to training increases, the level of pupils' academic performance also increases.

In the same vein, Abulon (2014) posited that effective teaching can be attained through continuing education, attending training programs, volunteering to tutor students and school activities together with co-teachers and the community. Teachers can be encouraged to continue their professional development if these actions are regarded as another aspect in the school's awards and incentive system.

In contrast, Reno (2007) reported findings of her study which showed that professional development participation has no discernible effect on student achievement due to the limited sample size or the possibility that teachers had not yet applied what they had learned in professional development activities.

Further examination of the results reveals that the computed F-value of 10.61464557 with a significance of 6.40664E-05 indicates that taken jointly the three aspects of teachers' professional development practices such as graduate studies, attendance to trainings and membership to professional organizations, did form a significant effect on pupils' academic performance.

The coefficient of determination (R<sup>2</sup>) of 0.514907983 indicates that more than one half of the variations in pupils' academic performance can be explained by the variations in teachers' professional development practices.

### ***The Relationship between Teachers' Teaching Styles and Pupils' Academic Performance***

Table 12 shows the results of the regression analysis between pupils' academic performance and teaching styles of public elementary school teacher respondents such as experts, authoritative figures, demonstrators or personal models, facilitators and delegators.

Results showed that significant correlations were found between teachers' teaching styles as experts, authoritative figures, demonstrators or personal models, and facilitators and pupils' academic performance. Furthermore, direct relationships existed between these variables as indicated by the positive signs of the computed beta-coefficients.

According to the teacher-respondents, their teaching style is effective to the students because they can see many changes in pupils' academic performance.

These results implied that as the level of teachers' teaching styles as experts, authoritative figures, demonstrators or personal models, and facilitators increases the pupils' academic performance also increases.

This finding is consistent with the findings of another study undertaken by Mazumder (2014) where he found that there are many types of teaching styles which may be difficult to describe because teachers' teaching styles depend on their personality. He pointed out that teachers' characteristics have the greatest effect on pupils' performance. Setting high standards, being responsible, re-evaluating, self-assessing, showing consideration and monitoring are the characteristics that account for a good portion of academic success of the pupils. However, having the right attitude, discipline on the study habits and being motivated to learn are the characteristics pupils must keep.

Further perusal of the results reveals that the computed F-value of 9.480835067 with a significance of 2.24282E-05 indicates that taken jointly, the five teachers' teaching styles such as experts, authoritative figures, demonstrators or personal models, facilitators and delegators, did form a significant effect on pupils' academic performance.

The coefficient of determination (R<sup>2</sup>) of 0.628667778 indicates that more than one half of the variations in pupils' academic performance can be explained by the variations in teachers' teaching styles.

According to the teacher-respondents, professional development involves improvement of teaching practices through stages of seminars and trainings aimed towards the acquisition of skills that adheres to DepEd standards. They believed that they cannot give what they do not have. A teacher must be consistently updating to the ride and wave of change and stay abreast the technological advancement as well as staying informed on new ways of teaching. Furthermore, they believed that training may help teachers to develop their abilities and proficiency in teaching. These responses clearly state that professional development and teaching styles help to improve teachers, thus resulted in effective teaching of pupils.

In a memorandum issued by Department of Education (DepEd) Order No. 32, s. 2011 regarding to the Policies and Guidelines on Training and Development (T&D) Programs and Activities, Training and Development (T&D) is the process by which an organization or institution provides professional development activities to enhance individuals with knowledge, skills, and attitudes to enable them to perform their functions effectively. Activities under this are training, seminars, workshops, conferences, scholarships, and job-embedded learning.

### **Acknowledgements**

The completion of this thesis is a dream come true for the researcher. It is her proud privilege to express the feelings of her gratitude to several persons who helped her and became instruments in conducting this research. This is the way to show her greatest thanks and deepest appreciation to those who have made significant contributions in the completion of this thesis, particularly to the following people:

Dr. Gerardo I. Mendoza, College President, for his support to the graduate school;

Dr. Susan C. Santos, Dean of Institute of Graduate Studies, for her parent-like support, practical suggestions and encouragement to finish this study;

Dr. Priscilla V. San Pedro, Vice President, ACSA, for sharing her knowledge, patience and willingness to help.

Dr. Joseph S. Bareng, Dr. Lolito B. San Pedro, Ms. Leah V. Indon, her advisory committee, for their constructive criticism, timely feedback, insightful comments and advices that further enriched this research manuscript;

Dr. Anadolia M. Cruz, the researcher's mentor and adviser, for the selfless support, patience, enthusiasm, and immense knowledge. For guidance and motivation she provided for the completion of this study;

Dr. Lauro S. Nunez, her statistician for his expertise in statistical treatment of data;

Miss Arleen B. Manuzon, her new found friend in this institute, for her care, precious friendship and unbreakable trust to the author to still go and pursue this study;

The District Supervisor, the School Principals, Grade Two teachers, for allowing the researcher to administered questionnaires and interviews;

Her principal, Theresa S. Ponce, for her understanding and untiring effort in encouraging the teaching staff to pursue professional growth;

The Calantipay Teaching Force, for their trust and encouragement;  
 Her parents, Mr. Hermogenes de Castro and Mrs. Ofelia de Castro, for the love, support and excellent guidance;  
 To her only son, Jhimuel, her life and inspiration to attain her goal; and  
 Above all, to God Almighty, for the strength, knowledge, wisdom and blessings He continuously gives.

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