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Research Article

Teaching Style and Performance of The Faculty of a Technical School in Cebu City

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ABSTRACT

Educators should use different teaching methods to engage students in meaningful learning experiences and promote environmental awareness. This study sought to assess the manifestation of teaching styles and teaching performance in a technical school and identify areas for enhancement. Utilizing a descriptive survey method, teachers, students, and administrators were asked to complete questionnaires to provide data for the study. The results indicated that teaching styles and teaching performance components were highly rated, with teaching styles being frequently observed and teaching performance being excellent. Notably, there was no significant difference in responses from the three groups surveyed. To facilitate further improvement, the technical school is encouraged to identify relevant components for their specific context, establish core principles for each component, organize regular workshops and seminars, periodically evaluate performance to monitor progress and establish mechanisms for continuous development.

Keywords: *Cebu City, Quantitative study, Teaching performance, Technical school, Teaching style*

Introduction

The way teachers teach and how well they perform are important parts of the education process. It essential for educators, as per Sriadmitum and Nyoto (2023), to possess genuine expertise in their area of specialization and deliver exceptional service. Aside from that, they should affect how students receive information and how effective that delivery is. These

aspects are crucial in shaping the learning experience, which can impact students' understanding, involvement, and overall academic achievement. At times, students can be disruptive due to various barriers such as language, low self-esteem (American Psychology Association, n.d.), lack of confidence (University of Waterloo, n.d.), and feelings of inadequacy (Structural Learning, n.d.). It is crucial for

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teachers to encourage student engagement through active learning, promote inclusivity through experiential and blended learning, and align outcomes with faculty and student expectations using assessments (Munna & Kalam, 2021). This approach can help overcome these barriers and create a positive learning environment.

Students are greatly influenced by their teachers, for teachers take the initiative in formulating activities so that students appreciate the lessons included in the curriculum. Teachers' deep understanding of the teaching profession, the understanding of the curriculum and the principles for which the curriculum stands, and the teachers' skills positively affect students (Barberos et al., n.d.). Furthermore, teachers can equip themselves with various teaching styles compatible with the course taught and the student's needs related to their learning readiness. Likewise, teachers can develop their skills in effective teaching performance to improve their effectiveness (Narsico et al., 2023). Based on the research conducted by Khoirunnisa (2023), it appears that educators believe that students would benefit from acquiring a diverse range of knowledge that incorporates various facts, concepts, and principles. In addition, teaching styles that focus on learner involvement and effective implementation of teacher-student engagement skills positively affect students' learning process (Opdenakker et al., 2006).

The Philippine Government established the Commission on Higher Education through the Republic Act 7722 in this connection. The commission's primary function is to set guidelines and standards for implementing tertiary education. The commission's goals center around letting learning institutions produce professionals at the level with international standards. Achieving such a high expectation shifts its focus to how this can happen. This happens through the daily encounters between teachers and students. The quality of these small steps eventually leads to achieving more significant goals. Among these small steps are teachers' teaching styles and performance, which was the focus of this study.

Considering the mentioned discussion, this study investigated the teaching styles and

teaching performance of a technical school in Cebu City, Philippines. The study used a framework previously used in a similar study titled "Teaching Styles and Teaching Performance of the Faculty of a University in Cebu City: Basis for a Faculty Development Program." The latter study suggested that the framework should be used in different school settings to explore various approaches to implementation (Narsico et al., 2023).

Research Objectives

The study determined the teaching styles and teaching performance of a technical college faculty. The study tested whether there were significant differences in the ratings of respondents. The output of the study was improvements in the areas of teaching styles and teaching performance. Specifically, the study aimed to answer the following objectives:

1. To assess how the faculty manifested the various teaching styles.
2. To determine the significant differences in the respondents' assessments regarding the extent of manifestations of specific teaching styles.
3. To examine the extent to which the faculty manifested the various factors in teaching performance.
4. To determine the significant differences in the respondents' assessments regarding the extent of manifestation of the various factors of faculty teaching performance.
5. To provide the implications for improvements in teaching styles and performance.

Methods

The research design used was a descriptive survey method. Data was collected from respondents through questionnaires that required them to answer simple questions. The questionnaires used for the study were the same ones used in the research of Narsico et al. (2023) titled *Teaching Styles and Teaching Performance of the Faculty of a University in Cebu City: Basis for A Faculty Development Program*.

The setting was a technical college located in Cebu City, Philippines. This esteemed institution is renowned for its exceptional technical courses, which it has offered since its inception in 1995. The college offers three college

programs, namely Bachelor of Science in Mechanical Engineering, Bachelor of Science in Electronics Engineering, and Bachelor of Science in Technical Education, catering to students at the secondary and tertiary levels.

Stratified sampling was used, and the respondents were classified into three groups:

teachers, students, and administrators. As for teachers and administrators, the researchers included all college teachers and all administrators. As for students, all students present during the survey were included. The actual number of respondents is specified in Table 1.

Table 1. Respondents of the Study

	Students	Administration	Teachers
Respondents	221	6	10
Grand Total	237		

Permission to collect data was sought. Before the questionnaires were distributed to the faculty, a meeting was held to give respondents opportunities for clarification. Before making groups of students answer the questionnaires, procedures were thoroughly explained.

The weighted mean of each item in all the instruments was determined. The t-test was used to test whether there were significant differences among the responses of the three groups of respondents.

During the course of their investigation, the researchers placed a strong emphasis on ethical considerations, particularly about data collection. They followed the principles of social

responsibility, transparency, and data privacy to ensure that surveys and questionnaires were conducted fairly and objectively. The researchers were careful to avoid the influence of personal interests, emotions, or affiliations. They actively engaged with the community to ensure the participants knew the study's importance and potential benefits. All participants provided their consent and were informed of the researchers' identity, as well as the significance and justification of the study. The researchers also highlighted the value of the study for employees and the potential benefits it could bring.

Result and Discussion

Extent of the Use of Teaching Styles

Table 2. Extent of the Use of the Various Teaching Styles of the Faculty in Technical College

Factors	Students	Administrators	Faculty	Composite				
1 Explanatory	4.16	0	4.17	0	4.06	0	4.13	0
2 Inspiratory	4.03	0	4.03	0	4.24	A	4.10	0
3 Informative	4.11	0	4.03	0	3.94	0	4.03	0
4 Corrective	4.03	0	3.70	0	3.91	0	4.13	0
5 Interactive	4.06	0	3.72	0	4.03	0	3.94	0
6 Programmatic	3.99	0	3.63	0	3.97	0	3.87	0
Average Mean	4.06	0	3.88	0	4.03	0	3.99	0

Legend: 4.21-5.00-Always (A); 3.41-4.20-Often (O); 2.61-3.4-Occasionally (Oc); 1.81-2.60-Seldom (S); and 1.00-1.80-Never (N)

The extent of the use of teaching styles by the faculty of a technical college is presented in Table number 2. The combined means were consistently rated as "often," and all three groups of respondents consistently rated the teaching styles of the faculty of a technical college as "often." All the styles have the same

ratings and, therefore, have the same urgency level based on their scores. It is, however, more relevant to prioritize the teaching styles that relate to the nature of the subjects in a technical school. In a study by Oyadokun (2023), it was found that in teaching skill-intensive courses, particularly in teaching building structures,

teaching styles that have more involvement on the part of students improve student performance. In the study on hand, two teaching styles stood out regarding student involvement. They were the interactive and the programmatic teaching styles.

From another perspective, teachers should align their teaching preferences to students' learning styles. It is, therefore, essential to get to know students' varied learning styles (Zhou, 2011). The misalignment between teaching and learning styles happens in real teaching-

learning situations (Ridwan et al., 2018). Furthermore, the misalignment of the teachers' teaching styles and students' learning style preferences could even lead to decreased engagement in the teaching-learning process (Grecu et al., 2022). The learners' learning styles are another angle that leads teachers to prioritize certain teaching styles. Therefore, Teaching styles are prioritized depending on the nature of the subject matter and students' learning styles.

Test for Significant Difference in the Use of Teaching Styles

Table 3. Test for Significant Difference in the Use of Teaching Styles as Perceived by the Respondents

Factors	Total Number of Questions	Questions with Significant Differences	Percentage
1 Explanatory	10	5	50%
2 Inspiratory	10	4	40%
3 Informative	10	5	50%
4 Corrective	10	7	70%
5 Interactive	10	7	70%
6 Programmatic	10	6	60%

The inspiratory teaching style had four out of ten questions with significant differences. Explanatory and informative teaching styles had five out of ten questions with significant differences. Programmatic teaching styles had six out of ten questions with significant differences. Corrective and interactive teaching styles had seven out of ten questions with significant differences. Of the three groups of respondents, the administrations had the lowest average rating for implementing the teaching

styles of the faculty. It was worth noting that students consistently rate the implementation of teaching styles of the faculty higher than the level the faculty would rate themselves. This points out a subtle aspect of the teaching-learning process. This was the emotional engagement between teachers and students. A study by Sagayadevan and Jeyaraj (2012) found that emotional engagement was directly proportional to student learning.

Extent of the Level of Teaching Performance

Table 4. Extent of the Areas of Performance as Perceived by the Respondents

Areas of Performance	Students		Administrators		Faculty		Composite	
1 Communication Competence	4.23	E	4.07	VG	4.06	O	4.13	O
2 Application of Technology	4.22	E	4.05	VG	4.24	A	4.10	O
3 Classroom management	4.20	VG	4.0	VG	3.94	O	4.03	O
4 Teaching Methodology	4.17	VG	3.95	VG	3.91	O	4.13	O
5 Instructional Materials	4.15	VG	4.18	VG	4.03	O	3.94	O
6 Test construction	4.17	VG	3.78	VG	3.97	O	3.87	O
Grand Mean	4.19	VG	4.01	VG	4.03	O	3.99	O

Legend: 4.21-5.0 Excellent (E); 3.41-4.20 Very Good (VG); 2.61-3.40 Good (G); 1.81-2.60 Fair (F), and 1.0-1.80 Poor (P)

The extent of the level of teaching performance of the faculty of a technical college is presented in Table number 3. The combined means were consistently rated as “very good,” and all three groups of respondents consistently rated the teaching performance of the faculty of a technical college as “very good.” Given that all the components of teaching performance were given very similar scores, it is vital to use some basis on which component should be prioritized. In a study by Faremi (2014), it was found that factors of teaching performance should be aligned with both the subject matter and the curriculum. Another study found that teaching performance is directly proportional

to student satisfaction (Ghaffarian & Osam, 2021). Their study mentioned the importance of assignments, tests, and grading systems as a basis for student satisfaction. Furthermore, another study pointed out the relationship between teaching performance and a school's general performance (Özgenel & Mert, 2019). The same study highlighted the importance of establishing a comprehensive evaluation system for teaching performance. Therefore, as gleaned from the mentioned studies, the prioritization of the components of teaching performance is based on the subject matter, curriculum, student satisfaction, and institutional performance.

Test for Significant Difference in Teaching Performance

Table 5. Test of Significant Difference in Teaching Performance as Perceived by the Respondents

	Factors	Total Number of Questions	Questions with Significant Differences	Percentage
1	Communication Competence	10	7	70%
2	Application of Psychology	10	4	40%
3	Classroom Management	10	7	70%
4	Teaching Methodology	10	7	70%
5	Instructional Materials	10	9	90%
6	Test Construction	10	5	50%

Application of psychology had four out of ten questions with significant differences. Test construction had five out of ten questions with significant differences. Communication competence, classroom management, and teaching methodology had seven out of ten questions with significant differences. Instructional materials had nine out of ten questions with significant differences. It was worth noting that students consistently gave higher ratings to the faculty regarding teaching performance, even higher than the score the faculty would rate themselves. Moreover, the result showed that all respondents agree that the faculty can improve at least one level in all the components of teaching performance. In line with this thought, research was done with an output on an intervention program designed to improve teaching performance (Paz, 2021). The same author pointed out the importance of the initiative at a national level to keep teachers updated with the latest developments. Implementing teaching performance development initiatives is not

a bad investment. A study found that development initiatives improve teaching performance (Mahgoub, 2013). Furthermore, giving teachers some degree of independence in line with the implementation of their teaching profession improves teaching performance (Aguado et al., 2015).

Areas of Improvements Teaching Styles and Teaching Performance

It was found that all three groups of respondents rated all the components of both teaching styles and teaching performance at a rating that is one level lower than the highest possible rating. It means that all the components of both teaching styles and teaching performance can still be improved. Since both areas' components have the same urgency regarding improvements, some reference points could help. On the one hand, the teaching styles that must be prioritized align with the technical college's learning contents and students' learning styles. On the other hand, the components

of teaching performance that must be prioritized align with subject matter, curriculum, student satisfaction, and institutional performance.

Conclusion

Based on the assessments of the three groups of respondents on the extent of manifestation of the various components of teaching styles and teaching performance, on the determination of whether the answers of the three groups of respondents are significantly different, and on the implications in terms of improvements in the areas of teaching styles and teaching performance.

1. Based on the means of the three groups of respondents, the faculty “often” implemented all the teaching styles and was “very good” in all areas of teaching performance.
2. There is no significant difference in the responses of the three groups of respondents for both teaching styles and teaching performance.
3. It was found out that the faculty can still improve in at least one level in all areas.
4. It was found that no component in both teaching styles and teaching performance stood out and could be considered an area of strength.

Recommendations

After considering the conclusions, recommendations were directed to three concerned groups of persons. These were the administrators of the technical school selected for the study, the teachers at the same school, and future researchers.

1. With all the components of both teaching styles and teaching performance similar in that they are all one level lower than the highest possible rating, it is recommended that administrators start their improvements on the components more relevant to them as a technical school. The following steps may be followed: identify the teaching styles and the components of teaching performance that had more relevance; formulate and implement seminar workshops and other initiatives; evaluate performance periodically to monitor progress; and

formulate and install continuous development mechanisms.

2. It was recommended that teachers take personal initiatives to improve on all areas of teaching styles and performance, especially on the components that are more relevant to being teachers at a technical school.
3. The last three recommendations to researchers were taken from a study of the same group of authors in their earlier study with the same topic (Narsico et al., 2023). The first recommendation was unique to this study. It was recommended to researchers to conduct studies that determine which components of both teaching styles and teaching performance are most appropriate in certain conditions, to use the same research framework on different school environments, to develop implementation tools that can facilitate the utilization of the outputs of this study; and to conduct post-implementation studies to determine the effectiveness of initiatives.

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