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Research Article

Teaching Styles and Teaching Performance of the Faculty of A University in Cebu City: Basis for A Faculty Development Program

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ABSTRACT

Teachers must be relevant in their teaching style to respond effectively to the challenges brought about by environmental changes. This study measured how well the teachers could utilize various styles and methods to create meaningful teaching-learning experiences. This study determined the gap between the full use of styles, methods, and the current practices in the university in Cebu City to bridge the current practices with what is perceived to be ideal. The research design made use of the quantitative method. Using a stratified sampling technique, the data were collected from 2,683 respondents through questionnaires for teaching styles and teaching performance. The respondents came in three clusters: namely, teachers, students, and administrators in six colleges. Based on the findings, the various teaching styles ranged from being practiced often to being always practiced, and their teaching performance ranged from very good to excellent. A seminar-workshop was proposed to improve the areas of teaching styles and teaching performance with the lowest ratings. In the seminar, teachers will be introduced to the core principles related to the topics and will engage in activities designed for principle integration in actual classroom situations. Furthermore, periodic 360-degree performance evaluations shall be conducted to ensure adherence and compliance with the agreed core principles.

Keywords: *Teaching Styles, Teaching Performance, Faculty Development, Cebu City, Quantitative Method*

Introduction

Teachers, being the role figure in education, are entirely responsible for the design of the teaching-learning process. The focus has shifted from the instructor to the student center to encourage students to actively participate in acquiring knowledge and skills (Močinić, 2012). Because a teacher instills change in his or her students by helping them acquire abilities, altering certain attitudes, or

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understanding a particular scientific rule underlying a learning environment, learning can be seen as a permanent change in nature (Sequeira, 2012).

Students are mere recipients of the teacher's initiative to make their experience meaningful. The curriculum's goals and standards, as well as the teacher's teaching abilities, teaching interests, and admiration for and commitment to certain principles, must be sufficiently understood by him or her (Barberos et al., n.d.). Teachers must be crafty. They must continuously learn to become always relevant and practical. Teachers have an array of styles, methods, and approaches that can be used to ensure an effective teaching-learning process suited to the nature of subjects and students' capabilities. A learner-centered teaching approach and effective class management techniques, according to Opdenakker's (2006) research, can explain the existence of effective classroom practices.

Naturally, once this quintessential part of the school's raison d'etre is addressed, the focus can be redirected to bigger things like the responsibility of teachers towards our nation's progress and the duty of teachers to transform students into dynamic catalysts of our communities. Along this line of thought, the Philippine Government, through the Republic Act 7722, established the Commission on Higher Education with one of its primary functions to set standards the tertiary schools. With the foundation of practical teaching-learning activities, ambitions for our students, communities, and country may remain good intentions.

The study measured how well teachers could utilize various styles, methods, and approaches to create meaningful teaching-learning experiences. This study determined the gap between the complete set of styles, methods, and approaches and the current practices in a university in Cebu City to bridge the current practices with what is considered ideal.

Research Questions

The study determined the manifestation of the following teaching styles and the extent of the level of teaching performance of the faculty in a university in Cebu City. Specifically, the study aimed to answer the following:

1. As assessed by administrators, faculty, and students, to what extent does the faculty manifest the following teaching styles, explanatory, inspiratory, informative, corrective, interactive, and programmatic?
2. Are there significant differences in the assessments of the different respondents regarding the extent of manifestations of specific teaching styles?
3. As assessed by administrators, faculty, and students, what is the quality of teaching performance of the faculty in the following aspects: communication competence, application of psychology, classroom management, use of appropriate teaching methodology, use of instructional materials, and test construction and interpretation?
4. Are there significant differences in the assessments of the different respondents regarding the quality of faculty teaching performance?
5. Based on the study's findings, what areas could be used as the basis for faculty development program initiatives?

Methods

The research design used was a quantitative method. The setting was one of the well-known universities located in Cebu City. The researchers included all six colleges in the university. Data were collected from respondents who are college students, admin staff, and college teachers in various program offerings of the university, namely the College of Engineering and Architecture (CEA), College of Management, Business, and Accountancy (CMBA), College of Arts, Science, and Education (CASE), College of Computer Studies (CCS), and College of Nursing and Allied Health Science (CNAHS).

A good number of items in the questionnaire were adapted from the work by Refugio (2001), who conducted a similar study. Some questions, however, were modified by the researchers. To instill soundness in the tool, the researchers employed two experts to check the validity of the questionnaire.

As shown in Table 1, there are 2,540 college students; 67 admin staff; 76 college teachers, and a stratified sampling technique was employed. As for teachers and administrators,

the researchers included all tenured college teachers and all administrators. As for students, a minimum of three classes per teacher were included in the survey.

Table 1. Respondents of the Study

Departments	Students	Admin	Teachers
CEA	1034	24	35
CASE	759	12	19
CCS	263	6	4
Nursing	113	14	10
CMBA	371	11	8
Total	2540	67	76
Grand Total		**2683**	

The researchers conducted a dry run to ensure the functionality of questionnaires as data collection instruments. The dry-run respondents were twenty teachers in the high department since they were not part of this study. Copies of the three instruments were distributed among the dry-run respondents. The responses to the questionnaires were tallied and tabulated. The researchers noted the incidence of non-response and the trends of responses. Respondents answered all questions with a reasonable range of variation. Then, the instruments were finalized. Permission to collect data was sought. Before the questionnaires were distributed to the faculty, a meeting was made to give a venue 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. Analysis of Variance (ANOVA) was used to test whether there were significant differences among the responses of the three groups of respondents

Results and Discussion

The Extent of the Use of Teaching Styles

Table 2. The Extent of the Use of the Various Teaching Styles of the Faculty
n= 2,683

	Factors	Students		Administrators		Faculty		Composite	
1	Explanatory	4.18	O	4.49	A	4.64	A	4.44	A
2	Inspiratory	4.10	O	4.44	A	4.47	A	4.34	A
3	Informative	4.08	O	4.42	A	4.47	A	4.32	A
4	Corrective	4.09	O	4.38	A	4.39	A	4.29	A
5	Interactive	4.11	O	4.37	A	4.42	A	4.30	A
6	Programmatic	4.12	O	4.35	A	4.18	A	4.22	A
	Grand Mean	4.11	O	4.41	A	4.43	A	4.32	A

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); and1.00-1.80-Never (N)

The extent of the use of teaching styles is presented in table number 2. The combined means were consistently rated as “always." It, however, showed that administrator and faculty respondents consistently had means rated as "always," and student respondents consistently had means rated as "often." Knowing their students' preferred learning styles can help teachers plan classes to match or adapt their teaching and to deliver the most suitable and meaningful activities or assignments to suit a particular learner group at different stages, hence teachers must have this information (Zhou, 2011). In their study, Ridwan et al. (2018) discovered a significant mismatch or lack of alignment between teachers' teaching

styles and students' learning styles. They concluded that because of this, teachers should prepare a variety of teaching styles, and students should develop and use their learning styles to effectively accommodate and adapt to the classroom and program requirements.

Test for Significant Difference in the Use of Teaching Styles

Table 3. Test of Significant Difference for the Use of Teaching Styles
n = 2,683

	Factors	Total Number of Questions	Questions with Significant Differences	Percentage
1	Explanatory	10	1	10%
2	Inspiratory	10	5	50%
3	Informative	10	0	0%
4	Corrective	10	0	0%
5	Interactive	10	1	10%
6	Programmatic	10	0	10%

Informative, corrective, and programmatic teaching styles had all ten questions with no significant difference. Explanatory and interactive teaching styles had one out of ten questions with a significant difference. The inspiratory teaching style had five out of ten questions with a significant difference. In the area of inspiratory teaching style, it was shown that there was a significant difference among the respondents' ratings, with student respondents giving a lesser rating. According to the findings, people who shared positive encounters with their teachers reported higher levels of emotional engagement than people who shared negative interactions (Sagayadevan & Jeyaraj, 2012). Further, it was discovered that emotional involvement somewhat mediated the pathway between lecturer-student interaction and student learning, whilst failing to mediate the pathway between lecturer-student interaction and academic accomplishment. The study of Grecu et al. (2022) demonstrated that teaching methods have an impact on students' alienation from teachers, their interest in learning, and ultimately their engagement in class and social conduct. Furthermore, their investigation shows that students define a fair teaching style as treating every student equally in terms of classroom rules and showing respect for students' goals.

The Extent of the Level of Teaching Performance

Table 4. The extent of the Level of Teaching Performance
n = 2,683

Areas of Performance		**Students**		**Administrators**		**Faculty**		**Composite**	
1	Communication Competence	4.20	VG	4.47	E	4.63	E	4.43	E
2	Application of Psychology	4.17	VG	4.39	E	4.54	E	4.37	E
3	Classroom Management	4.15	VG	4.46	E	4.49	E	4.37	E
4	Teaching Methodology	4.12	VG	4.35	E	4.45	E	4.31	E
5	Instructional Materials	4.08	VG	4.10	VG	4.04	VG	4.07	VG
6	Test Construction	4.18	VG	4.50	E	4.53	E	4.40	E
	Grand Mean	**4.15**	**VG**	**4.45**	**E**	**4.45**	**E**	**4.35**	**E**

Legend: 4.21-5.00-Excellent (E); 3.41-4.20-Very Good; 2.61-3.40-Good (G); 1.81-2.60-Fair (F); and 1.00-1.80-Poor (P)

The extent of the teaching performance is presented in table number 4. The combined means were consistently rated as "excellent," except for using appropriate instructional materials, which was rated as "very good." It, however, showed that administrator and faculty

respondents consistently had means rated as "excellent," and student respondents consistently had means rated as "very good," except for the use of appropriate instructional materials, where they all rated it as "very good." In their study, Ghaffarian Asl and Osam (2021) concentrated on finding variables that are pertinent to teaching effectiveness. The authors discovered that the effectiveness of teachers is substantially influenced by the degree of student satisfaction regarding the prescribed assignments, tests, and grading systems. Another study highlighted the importance of a high level of teaching performance. The effectiveness of a school institution will increase when teachers' performance does, according to Özgenel and Mert's (2019) research. They also noted that when it is acknowledged that creating effective schools is challenging, teachers are expected to be involved and perform at a high level to overcome these obstacles and meet the school's fundamental goals. Additionally, it might be urged to authorities that educators assess their work, get feedback, and set up a system for performance evaluation that results in improvements because of the process, as teachers will ultimately help the institution progress.

Test for Significant Difference in Teaching Performance

Table 5. Test of Significant Difference for Teaching Performance

n = 2,683

	Factors	Total Number of Questions	Questions with Significant Differences	Percentage
1	Communication Competence	10	1	10%
2	Application of Psychology	10	1	10%
3	Classroom Management	10	1	10%
4	Teaching Methodology	10	0	0%
5	Instructional Materials	10	0	0%
6	Test Construction	10	4	40%

Teaching Methodology and Appropriate Use of Teaching Materials had all ten questions with no significant difference. Communication Competence, Application of Psychology, and Classroom Management had one out of ten questions with a significant difference. Test Construction had four out of ten questions with a significant difference. In the area of test construction, it was shown that there was a significant difference among the ratings of respondents, with students giving a lesser rating. Refer to table number 5. The paper of Mahgoub (2013) examined the imperative of developing teachers' performance. They discovered that the performance has significantly improved once the teacher's performance was developed and implemented. The author also thought that the improvement of trainers' teaching was a result of enhanced teacher performance. Another aspect in relation to teaching performance was studied by Aguado et al. (2015). To complete a task that involves focus, especially in the classroom and faculty room, the scholars found that freedom is the marine faculty's top necessity in their various work environments. This indicates that giving these teachers more independence at work will improve their teaching performance. Aside from the mentioned literature, Paz (2021) crafted an intervention program to further improve teaching performance. The author suggested that the Department of Education's senior management provide sufficient and pertinent training for professional development and keep instructors informed about the most well-liked educational initiatives in order to improve the content, knowledge, and pedagogy.

Need Areas for Faculty Development Program Initiatives

It was found that the faculty could still improve in all areas based on students' ratings, which were consistently one level lower than the ratings of the faculty and administrators. Although the ratings of student respondents were relatively high, there is still room for

improvement. Besides, in education, there is no substitute for the best. However, for practical reasons, initiatives should start first on areas with the least combined means and areas with significant rating differences. The areas with the least combined means were the "programmatic" teaching style and the "use of instructional material." The areas with a significant difference in ratings were the "inspiratory" teaching style and "test construction."

Conclusion

Based on the findings of the study on the area of assessments of the three groups of respondents, on the area of the test of significant difference of the ratings of respondents, and the area of need identification, the following conclusions were derived:

1. The faculty "always" implemented all teaching styles based on combined means. They were "excellent" in all areas of teaching performance except in the instructional materials, where the rating is "very good."
2. Ratings of students, however, were always one level lower than the highest possible ratings.
3. The inspiratory teaching style and test construction were areas with a significant difference in ratings; and
4. It was found that the faculty can still improve in all areas. However, for practical reasons, initiatives should start first on areas with the least combined means and areas with significant rating differences.

Recommendations

After considering the conclusions, recommendations were directed to three concerned groups of persons. These were the university administrators focused on the study, the teachers at the same university, and future researchers. The recommendations were as follows:

1. It is recommended to administrators that initiatives take four steps, including identification of needs, identification of related core principles, formulation and implementation of seminar workshops and other initiatives, and periodic 360-degree performance evaluation to ensure adherence and compliance to agreed core principles. It is recommended to start on areas with the least combined means and areas with significant rating differences for practical reasons.
2. It is recommended that teachers take personal initiatives to improve in all areas of teachings styles and teaching performance, particularly in areas with the least combined means and in areas with significant differences in ratings; and
3. It is recommended that future researchers investigate the reasons why student respondents consistently gave lower ratings than teachers and administrators; use the same research framework on different school environments; develop implementation tools that can facilitate the utilization of the outputs of this study; and conduct post-implementation studies to determine the effectiveness of initiatives.

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