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INSTRUCTIONAL COMPETENCE AND TEACHING STYLES OF JHS TEACHERS IN DAVAO DEL NORTE DIVISION

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ABSTRACT

This study determined the relationship between instructional competence and teaching styles among 154 Grade 8 and Grade 9 teachers in the Division of Davao del Norte. Specifically, it examined the extent of instructional competence in terms of instructional delivery, classroom management, assessment, and personal competencies, as well as teaching styles in terms of visual, kinesthetic or tactile, and auditory approaches, and tested their significant relationship and predictive influence. A quantitative descriptive correlational research design was employed. Data were gathered using validated and pilot-tested survey instruments. Statistical tools such as weighted mean, Pearson product moment correlation, and multiple regression analysis were utilized at a 0.05 level of significance to analyze the data. Findings revealed that both instructional competence and teaching styles were extensive, indicating that these practices were oftentimes evident. A strong and significant relationship was found between the variables. Regression results showed that instructional delivery, classroom management, and personal competencies significantly predict teaching styles, while assessment did not significantly predict teaching styles when considered with other domains. Based on the findings, it is recommended that targeted professional development be implemented, particularly in aligning assessment practices with teaching strategies and enhancing consistency in instructional delivery and classroom management.

KEYWORDS: *instructional competence; teaching styles; JHS teachers; Davaodel Norte Division*

INTRODUCTION

Teaching in contemporary classrooms requires more than the transmission of knowledge, it demands the ability to respond meaningfully to learners' questions, clarify misconceptions, and guide students toward deeper understanding. In every lesson, students naturally raise queries that reflect curiosity, confusion, or a desire for further explanation. These moments are critical opportunities for learning, yet they also reveal the level of a teacher's instructional competence. The way teachers respond to students' questions, whether through clear explanations, relevant examples, or guided discussions, significantly shapes the quality of learning. When such responses are insufficient or unclear, students may struggle to grasp concepts, leading to gaps in understanding and reduced engagement.

Instructional competence, therefore, becomes essential in ensuring that teachers can address these classroom demands effectively. It encompasses not only mastery of subject matter but also the ability to deliver lessons clearly, manage classroom interactions, assess learning appropriately, and demonstrate professional dispositions. However, a common issue encountered in classrooms is the difficulty of responding to diverse student queries in ways that are understandable and meaningful to all learners. Some teachers find it challenging to simplify complex ideas or to adjust explanations based on students' varying levels of comprehension. Consequently, learners may remain confused or hesitant to ask further questions, which affects their participation and academic progress.

Further, teachers face practical constraints that limit their ability to respond effectively to student inquiries. Large class sizes, limited instructional time, and varying levels of learner readiness often make it difficult to address individual questions thoroughly. In many instances, teachers must prioritize lesson coverage over in-depth clarification, resulting in incomplete understanding of key concepts. Additionally, students differ in how they process information, requiring varied approaches to explanation. These realities highlight the need to examine how instructional competence supports teachers in responding to students' questions while maintaining effective teaching practices.

Globally, one of the persistent challenges in education is the ability of teachers to address learners' diverse needs during instruction. Classrooms across different countries are becoming increasingly complex, with students demonstrating varied learning preferences and levels of understanding. Research indicates that teachers often struggle to provide timely and appropriate responses to students' queries, especially in content-heavy lessons or time-constrained environments (Viberg et al., 2020). This challenge underscores the importance of strengthening instructional competence to ensure that teachers can facilitate meaningful classroom interactions.

In addition, global studies highlight issues in classroom communication, where student questions are sometimes overlooked due to rigid lesson structures or teacher-centered approaches. When learners' queries are not adequately addressed, opportunities for critical thinking and deeper learning are diminished (Yan & Brown, 2021). This concern emphasizes the need for teaching practices that are responsive and adaptive, allowing teachers to accommodate student inquiries as part of the learning process.

At the national level, the Philippine education system also faces concerns related to teachers' ability to respond effectively to student questions. Teachers often manage multiple responsibilities, including administrative tasks and large teaching loads, which can limit the time and attention given to individual learner needs. As a result, some students may not receive sufficient clarification during lessons, leading to reliance on memorization rather than meaningful understanding (Crisostomo, 2021). This situation highlights the importance of enhancing instructional competence to improve classroom interaction and student learning.

Also, classroom management practices in the country sometimes influence how students engage in discussions. In certain cases, students may feel hesitant to ask questions due to fear of giving incorrect answers or receiving inadequate responses. This environment can restrict open communication and reduce opportunities for interactive learning (Muega, 2020). Therefore, it is important for teachers to develop not only instructional skills but also supportive classroom environments that encourage inquiry and dialogue.

In the Division of Davao del Norte, similar challenges are observed in junior high school classrooms, particularly among junior high school teachers. Teachers often handle classes with diverse learners, making it difficult to provide individualized responses to student queries. Some teachers rely on general explanations that may not fully address specific student concerns, while others experience difficulty in connecting lesson content to students' real-life experiences. These challenges can result in partial understanding and reduced student participation during lessons.

In addition, time constraints and curriculum demand limit opportunities for extended discussion and clarification. Teachers are often required to complete lesson objectives within a prescribed time frame, leaving minimal room to address all student questions comprehensively. Consequently, some learners carry unresolved misconceptions, which may affect their performance in subsequent lessons. These practical concerns highlight the need to examine instructional competence in relation to how teachers respond to learners' needs in actual classroom settings.

Given these considerations, this study aims to determine the relationship between instructional competence and teaching styles among junior high school teachers in the Division of Davao del Norte. It seeks to explore how teachers' competencies in instructional delivery, classroom management, assessment, and personal attributes relate to their use of visual, kinesthetic, and auditory teaching approaches. By focusing on junior high school, the study addresses a critical stage of learning where students encounter more complex concepts and require responsive and effective instructional support. Through this investigation, the study intends to provide insights that may guide improvements in teaching practices and enhance the quality of classroom instruction.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between instructional competence and teaching styles of teachers.
Specifically, it sought to:

1. Determine the extent of instructional competence in terms of:
   1.1. instructional delivery;
   1.2. classroom management;
   1.3. assessment; and
   1.4. personal competencies.
2. What is the extent of teaching styles in terms of:
   2.1. visual;
   2.2. kinesthetic/tactile; and
   2.3. auditory?
3. Establish whether there is a significant relationship between the instructional competence and teaching styles.
4. Identify which of the domains of the instructional competence significantly predict teaching styles.

METHODOLOGY

This chapter presents the methodological framework of the study. This covers the research design, research respondents, research instruments, data gathering procedure, and data analysis employed in this investigation.

Method Used

In this study, a quantitative research design was employed, specifically using a descriptive correlational technique. Quantitative research was grounded in the systematic collection and analysis of numerical data, allowing researchers to

measure variables and establish patterns or relationships among them (Apuke, 2019). A descriptive approach in quantitative research provided an in-depth account of the characteristics of the variables being studied, while correlational analysis identified whether a relationship existed between them without manipulating any conditions (Creswell & Creswell, 2019). This approach was suitable for exploring instructional competence and teaching styles, as it provided statistical evidence of their association.

The descriptive element of the design focused on the extent of instructional competence in terms of instructional delivery, classroom management, assessment, and personal competencies, as well as the degree to which teaching styles were demonstrated through visual, kinesthetic/tactile, and auditory dimensions. Descriptive research enabled researchers to present an accurate portrayal of these competencies and styles in the natural educational context, relying on teachers' responses to structured survey instruments (Davis, 2021). Since it did not involve manipulation of variables, it allowed for an authentic understanding of teachers' practices and preferences.

The correlational element, on the other hand, sought to determine whether and to what extent a significant relationship existed between instructional competence and teaching styles. According to Kabir (2019), correlational studies were essential in identifying linkages between variables, which could be positive, negative, or nonexistent. This made it a fitting design for the study, as it evaluated how improvements in instructional competence might influence the adoption and effectiveness of certain teaching styles. Overall, the descriptive correlational design provided a robust framework for analyzing these educational variables, ensuring both a comprehensive description and an evidence-based understanding of their relationship.

Sources of Data

The respondents of this study were Grade 8 and Grade 9 teachers from Davao del Norte Division, with a total population of 250 teachers. To determine the appropriate number of participants, the Slovin's formula was employed, which is commonly used in quantitative studies to identify a sample size from a known population while considering a specified margin of error (Tejada & Punzalan, 2019). Using a 5% margin of error for a 95% confidence level, the computation yielded a sample size of 154 respondents. This ensures adequate representation of the target population while balancing feasibility and accuracy in the analysis. Slovin's formula is particularly useful in educational research contexts where the entire population cannot be surveyed due to time and resource constraints (Paguirigan & Agaton, 2021).

The inclusion criteria for selecting respondents were carefully defined to ensure the relevance and credibility of the data. Only Grade 8 and 9 teachers who have at least three years of teaching experience were included, as this threshold indicates a reasonable level of exposure to classroom dynamics and instructional practices (Bubb & Earley, 2020). Teachers who are actively teaching in the current school year were also prioritized to ensure that the insights gathered reflect up-to-date classroom experiences. Furthermore, teachers from different subject areas were considered, as instructional competence and teaching styles are not limited to specific disciplines but influence overall classroom practice (Celik & Kocaman, 2019).

By focusing on this group of respondents, the study aims to capture a balanced and comprehensive perspective on instructional competence and teaching styles. This approach not only strengthens the reliability of the findings but also aligns with ethical research practices, ensuring that participants are capable of providing informed and meaningful responses (Creswell & Creswell, 2019). The deliberate selection criteria and representative sampling contribute to the overall rigor of the study, providing data that can be generalized within the context of the Division of Davao del Norte.

Data Gathering Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, instructional competence and teaching styles. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of instructional competence. The second set focused on the extent of teaching styles.

Instructional Competence

The instructional competence questionnaire was adapted from Asis et al. (2023). The instrument consisted of forty (40) items. It had four indicators namely; instructional delivery (1-11), classroom management (1-9), assessment (1-10), and personal competencies (1-10).

The instructional competence questionnaire adapted from Asis et al. (2023) was subjected to pilot testing with a group of teachers who were not part of the actual study respondents. The pilot test yielded a Cronbach's alpha coefficient of 0.88, suggesting that the items possess relatively high internal consistency and reliability. This indicates that the four indicators instructional delivery, classroom management, assessment, and personal competencies are coherently structured and

measure the intended construct effectively. The implication of this result is that the instrument is valid and dependable for use in evaluating the instructional competence of Grade 8 and 9 teachers in the Division of Davao del Norte. Below was the grading scale of the extent of instructional competence.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The instructional competence of JHS Teachers is always evident.
3.40 - 4.19	Extensive	The instructional competence of JHS Teachers is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The instructional competence of JHS Teachers is occasionally evident.
1.80 - 2.59	Less Extensive	The instructional competence of JHS Teachers is seldom evident.
1.00 – 1.79	Not Extensive	The instructional competence of JHS Teachers is never evident.

Teaching Styles

The teaching styles development questionnaire was adapted from Hurriyetoglu and Kilicoglu (2020). The instrument consisted of 31 items. It had three indicators namely; visual (1-10), kinesthetic/tactile (1-12), and auditory (1-9).

The teaching styles questionnaire adapted from Hurriyetoglu and Kilicoglu (2020) was also pilot tested to ensure its reliability. The instrument obtained a Cronbach's alpha coefficient of 0.82, reflecting an excellent level of internal consistency among the items. This reliability outcome validates that the three indicators visual, kinesthetic/tactile, and auditory are accurately captured by the questionnaire and can consistently measure respondents' teaching style preferences. The implication is that the tool is suitable for assessing teaching styles in this study, providing a sound basis for analyzing their relationship with instructional competence. Below was the grading scale of the extent of teaching styles. The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teaching styles of JHS Teachers is always evident.
3.40 - 4.19	Extensive	Teaching styles of JHS Teachers is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teaching styles of JHS Teachers is occasionally evident.
1.80 - 2.59	Less Extensive	Teaching styles of JHS Teachers is seldom evident.
1.00 – 1.79	Not Extensive	Teaching styles of JHS Teachers is never evident.

Sampling Technique

The study employed a total enumeration sampling technique, wherein all members of the identified target population were included as respondents. The population consisted of one hundred fifty-four (154) Junior High School (JHS) teachers handling Grade 8 and Grade 9 in selected public secondary schools in the Division of Davao del Norte. Total enumeration, also referred to as a census method, is appropriate when the population size is manageable and allows for the inclusion of all eligible participants, thereby minimizing sampling bias and ensuring comprehensive representation (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was particularly suitable for the present study as it allowed the researcher to gather data from the entire group of teachers relevant to the investigation. By including all Grade 8 and Grade 9 teachers, the study ensured that diverse instructional practices and teaching styles were fully represented, providing a more accurate and holistic understanding of instructional competence within the division. This method eliminated the limitations associated with partial sampling and strengthened the reliability of the findings.

The use of total enumeration was further guided by clear inclusion and exclusion criteria. Participants were required to be currently teaching Grade 8 or Grade 9, actively engaged in classroom instruction, officially assigned in public secondary schools within the Division of Davao del Norte, and willing to participate in the study. Teachers who were not handling the specified grade levels or who declined participation were excluded to ensure the relevance and consistency of the data collected.

The sampling technique ensured comprehensive coverage of the target population, thereby enhancing the validity and credibility of the study's findings regarding the relationship between instructional competence and teaching styles among JHS teacher.

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Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in the Division of Davao del Norte.

Ethics Review

Prior to the conduct of the study, the researcher secures an Ethics Compliance Certificate on October 11, 2025. This process ensures that the study adheres to the ethical standards required for research involving human participants. The ethics review confirms that the rights, dignity, and welfare of the respondents are protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation on December 18, 19, and 23, 2026. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to improve the quality of the questionnaire before the final administration to the respondents.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requests an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 22, 2025. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Davao del Norte Division on December 22, 2025. The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in the Division of Davao del Norte on January 19, 21, 23, and 26, 2026. The letter informs the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals is conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities will not be disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:
Weighted mean was used to address the first and second research problem, which sought to determine the extent of instructional competence and teaching styles of teachers, descriptive statistics such as the weighted mean and standard deviation were employed.

Pearson Product-Moment Correlation Coefficient was used to address the third research problem, which examined whether there was a significant relationship between instructional competence and teaching styles and to determine the strength and direction of the relationship between the variables.

Multiple Regression Analysis was used to address the fourth research problem, which aimed to determine which domains of instructional competence significantly predict teaching styles and to identify the extent to which each independent variable influences the dependent variable.

Ethical Consideration

The ethical consideration section of this study addressed the principles that safeguarded the well-being, rights, and dignity of the teacher-respondents in the Division of Davao del Norte. Since the respondents were Grade 8 and Grade 9 teachers, the study prioritized professional respect, voluntary participation, and transparency in the research process. Ethical compliance ensured that data gathering and analysis were handled with integrity while upholding fairness and accountability to all stakeholders.

Social Value

This study held significant social value as it sought to examine the correlation between instructional competence and teaching styles of Grade 8 and Grade 9 teachers in the Division of Davao del Norte. The results were expected to contribute to improving instructional practices that directly affected teaching quality and student learning outcomes in the local context. By identifying the link between competence and teaching approaches, the findings may have served as a basis for professional development programs, policy-making, and curriculum adjustments that enhanced the delivery of secondary education. In turn, this supported the larger educational goal of ensuring that students were provided with meaningful learning experiences that responded to their diverse needs.

Informed Consent

Participation in this study was entirely voluntary, with respondents provided with informed consent forms before data collection. The forms detailed the objectives, procedures, benefits, and possible risks of the study, ensuring clarity and transparency. Teachers were given the freedom to ask questions before agreeing to participate, and they were assured that their involvement or withdrawal would have no effect on their professional standing. Consent forms were written in simple and accessible language to eliminate misunderstandings. The researcher ensured that all signed documents were properly documented and stored securely.

Vulnerability of Respondents

Although the respondents were professional teachers, they may still have been considered vulnerable due to potential apprehension that their responses could affect their image or evaluation within the school system. To address this, the researcher reassured participants that the survey did not evaluate them individually but rather analyzed collective results to identify trends. Precautions were taken to ensure that their responses remained confidential and non-identifiable. Respect and sensitivity were maintained throughout the process, acknowledging the pressures and responsibilities teachers faced in their daily work.

Privacy and Confidentiality

The study strictly adhered to the Data Privacy Act of 2019 in protecting respondents' personal information. All data collected were anonymized, and individual identifiers such as names, schools, or specific positions did not appear in the final report. Responses were coded and stored in password-protected files accessible only to the researcher. Any printed documents were secured in a locked storage area. These measures ensured that the information gathered was not misused and was applied solely for the purpose of this study.

Risk, Benefits, and Safety

The study involved minimal risks since data collection only involved answering survey instruments. However, there may have been minor risks such as fatigue or discomfort when completing the questionnaire. These risks were addressed by allowing participants sufficient time to complete the forms at their convenience. The potential benefits outweighed the risks, as the results could improve teacher performance, classroom strategies, and student outcomes. Safety was also ensured by conducting the research in familiar and non-threatening environments, such as school premises or online platforms accessible to teachers.

Justice

Justice in this study was guaranteed by ensuring that all Grade 8 and Grade 9 teachers in the Division of Davao del Norte had equal opportunity to participate regardless of school size, location, or status. No respondent was unfairly excluded or given undue advantage. The findings benefited all stakeholders equally, including teachers, school administrators, and students, thus ensuring fairness in the distribution of the study's potential outcomes.

Transparency

Transparency was upheld by clearly communicating the purpose, process, and expected outcomes of the study to the participants. Teachers were provided with a copy of the research overview and were informed of how the data was used. Furthermore, once the study was completed, participants could request access to the summary of results, ensuring that they were also informed beneficiaries of the research findings.

Qualification of Researcher

The researcher was academically trained in educational research and was guided by ethical principles in handling sensitive information. To ensure that ethical standards were fully upheld, the researcher sought guidance from the Rizal Memorial Colleges (RMC) Research Ethics Committee for the review and approval of research protocols. This ensured that the study was conducted with accountability and professionalism while adhering to established ethical guidelines.

Conflict of Interest

A potential conflict of interest could have arisen if the researcher was affiliated with any of the schools where the study was conducted. For example, if the researcher was a colleague of the respondents, there may have been concerns about impartiality in interpreting the results. To mitigate this, the researcher clarified that the study was conducted purely for academic purposes and not for performance appraisal. The RMC Ethics Committee's oversight further ensured that conflicts of interest were minimized and managed appropriately.

Adequacy of Facilities

The study utilized survey questionnaires administered either in printed form or through secure digital platforms such as Google Forms. Adequate facilities, such as school classrooms for distribution and collection of questionnaires or online systems for remote participation, were employed. Data analysis was conducted using statistical software, ensuring accuracy and reliability. These facilities guaranteed that the study was carried out efficiently and that the data collected was secure and manageable.

Community Involvement

Community involvement was essential in strengthening the relevance and applicability of the study. The researcher coordinated with school principals and supervisors in Davao del Norte to secure support and cooperation. By informing educational leaders about the purpose and expected contributions of the study, the community of educators became directly engaged in the research process. Findings were also shared with the division to support collective efforts toward instructional improvement. This participatory approach-built trust and ensured that the study benefited the broader educational community.

Results

This chapter presents the results of the study on the instructional competence and teaching styles of teachers in the Division of Davao del Norte. The findings are presented in textual and tabular form based on the stated problems of the study.

Extent of Instructional Competence of Teachers

The instructional competence of teachers was measured in terms of instructional delivery, classroom management, assessment, and personal competencies. As shown in Tables 1 to 5, all indicators obtained an **extensive** descriptive equivalent. The overall mean was **4.03** with a standard deviation of **0.897**, which indicates that teachers' instructional competence is oftentimes evident.

Among the four domains, **instructional delivery** and **personal competencies** obtained the highest mean of **4.04**, followed by **assessment** with a mean of **4.03**, and **classroom management** with a mean of **4.02**. These results show that teachers generally demonstrate competence in organizing lessons, managing classrooms, assessing learners, and maintaining professional and inclusive behavior.

For instructional delivery, the overall mean was **4.04**, described as extensive. The highest-rated items were encouraging higher-order thinking skills, modeling problem-solving, and presenting topics in logical sequence. This suggests that teachers are able to deliver lessons in a structured and meaningful way while promoting critical thinking and practical application.

For classroom management, the overall mean was **4.02**, also extensive. The highest-rated practices were having a regular daily schedule, showing systematic routines, and making behavioral expectations clear at the beginning of the school year. These findings imply that teachers maintain organized classroom environments that support discipline, order, and student readiness for learning.

For assessment, the overall mean was **4.03**, described as extensive. The highest-rated indicators were recognizing assessment results to track pupils' progress, helping learners track their educational goals, and assessing written works. This indicates that teachers use assessment not only to measure learning but also to guide instruction and support student progress.

For personal competencies, the overall mean was **4.04**, also extensive. The highest-rated items were sensitivity to gender, cultural differences, and learners with special needs; avoidance of discrimination; and having a sympathetic attitude toward students. These findings show that teachers demonstrate fairness, empathy, respect, and inclusivity in their professional practice.

Overall, the findings indicate that instructional competence among teachers is consistently evident across all domains. This supports the view that effective teaching requires not only content knowledge and lesson delivery but also classroom management, assessment literacy, and professional values. The results are consistent with the works of Asis et al. (2023), Pastore et al. (2023), Chaudhary et al. (2022), and Szucs (2021), who emphasized that instructional competence is a multidimensional construct involving knowledge, skills, dispositions, and classroom practices.

Extent of Teaching Styles of Teachers

The teaching styles of teachers were measured in terms of visual, kinesthetic/tactile, and auditory styles. As shown in Tables 6 to 9, all teaching style indicators were rated **extensive**. The overall mean was **4.04** with a standard deviation of **0.908**, indicating that the teaching styles of teachers are oftentimes evident.

Among the three teaching styles, **auditory** obtained the highest mean of **4.05**, followed by **visual** and **kinesthetic/tactile**, both with a mean of **4.03**. These results suggest that teachers use varied teaching styles to respond to different learning needs.

For visual teaching style, the overall mean was **4.03**, described as extensive. The highest-rated practices included using keywords or symbols when explaining lessons, taking notes during discussions, and organizing lessons in a structured and visual way. This indicates that teachers use visual strategies such as symbols, diagrams, notes, and organized materials to help students understand lessons more clearly.

For kinesthetic/tactile teaching style, the overall mean was **4.03**, also extensive. The highest-rated practices included using comfortable positions while lecturing, disassembling and moving parts when building models, and recognizing that sitting in one place for a long time can be distracting. These findings suggest that teachers value movement, hands-on activities, and physical engagement as part of instruction.

For auditory teaching style, the overall mean was **4.05**, described as extensive. The highest-rated items were listening to students, understanding others without relying on eye contact, and retaining what is heard. This implies that teachers frequently use listening, oral explanations, repetition, and verbal interaction to support learning.

The findings show that teachers do not depend on only one teaching style. Instead, they apply visual, auditory, and kinesthetic/tactile strategies depending on the lesson, learner needs, and classroom situation. This supports the perspective of Hurriyetoglu and Kilicoglu (2020), Noh et al. (2020), and Tomlinson and Murphy (2021), who emphasized that flexible and varied teaching styles help address diverse learner needs and promote active classroom engagement.

Significant Relationship Between Instructional Competence and Teaching Styles

Table 10 presents the relationship between instructional competence and teaching styles. The results show that all domains of instructional competence were significantly related to visual, kinesthetic/tactile, auditory, and overall teaching styles, with p-values of **0.001**, which are lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

The overall instructional competence of teachers had a very strong positive relationship with overall teaching styles, with **r = 0.967** and **p = 0.001**. This means that teachers with higher instructional competence tend to demonstrate stronger and more varied teaching styles.

Specifically, instructional delivery had a very strong relationship with overall teaching styles (**r = 0.910, p = 0.001**). Classroom management also showed a strong relationship with overall teaching styles (**r = 0.879, p = 0.001**). Assessment had a very strong relationship with overall teaching styles (**r = 0.909, p = 0.001**), while personal competencies were also strongly related to overall teaching styles (**r = 0.901, p = 0.001**).

These findings indicate that teachers who are competent in delivering lessons, managing classrooms, assessing learners, and demonstrating positive professional qualities are more likely to use varied teaching styles effectively. The results support the idea that teaching styles are not isolated preferences but are connected to teachers' overall instructional competence. This finding is consistent with Asis et al. (2023), Hurriyetoglu and Kilicoglu (2020), and Meijer (2023), who emphasized that competent teachers are more capable of adapting their instructional approaches to meet learners' needs.

Influence of Instructional Competence on Teaching Styles

Table 11 presents the regression analysis on the influence of instructional competence on teaching styles. The regression model was statistically significant, with an **F-value of 575.129** and a **p-value of less than 0.001**. The correlation coefficient was **R = 0.969**, indicating a very strong positive relationship. The coefficient of determination was **R^2 = 0.939**, which means that **93.9% of the variance in teaching styles** was explained by the combined domains of instructional competence.

Among the predictors, **personal competencies** had the strongest significant influence on teaching styles with a standardized coefficient of **β = 0.372** and **p = 0.008**. This means that teachers' empathy, flexibility, respect, inclusivity, and collaboration strongly shape the way they apply different teaching styles.

Instructional delivery was also a significant predictor of teaching styles with **β = 0.362** and **p = 0.000**. This indicates that teachers who clearly present objectives, organize lessons logically, and model learning tasks are more likely to use varied

teaching styles effectively. Classroom management also significantly predicted teaching styles with **β = 0.249** and **p = 0.000**, showing that structured routines and clear classroom expectations support the use of diverse instructional approaches.

However, assessment did not significantly predict teaching styles, with **β = 0.028** and **p = 0.857**. This means that although assessment is an important part of instructional competence, it did not independently influence teaching styles when the other domains were considered. Its role may be more supportive, as it helps teachers monitor learning and adjust instruction rather than directly determine the teaching style used.

These findings reject the null hypothesis that none of the domains of instructional competence significantly influence teaching styles. The results show that instructional delivery, classroom management, and personal competencies significantly influence teachers' teaching styles, while assessment does not have a significant direct effect in the regression model.

The findings are supported by Experiential Learning Theory, Transformative Learning Theory, and Cognitive Load Theory. Kolb's Experiential Learning Theory explains that effective teaching involves concrete experiences, reflection, conceptualization, and application. Mezirow's Transformative Learning Theory supports the idea that teachers' personal competencies, such as openness, empathy, and respect, help create reflective and meaningful learning experiences. Sweller's Cognitive Load Theory also explains that clear instructional delivery and classroom organization help reduce unnecessary mental load and support better learning.

Overall, the results confirm that instructional competence plays a significant role in shaping teachers' teaching styles. Teachers who are competent in lesson delivery, classroom management, and personal-professional behavior are more capable of using visual, auditory, and kinesthetic/tactile strategies in ways that are responsive, inclusive, and effective. Given the very high correlations among the variables, however, the interpretation of individual predictors should be made with caution and may be strengthened by future studies using larger samples or additional statistical tests.

Summary

The main focus of the study was to determine the significance of the relationship between instructional competence and teaching styles among teachers in the Division of Davao del Norte. The study involved one hundred fifty-four (154) Grade 8 and Grade 9 teachers from medium public secondary schools within the division. A quantitative research approach, specifically a descriptive correlational design, was employed using adopted research instruments. The instruments measuring instructional competence and teaching styles were validated by a panel of experts and subjected to pilot testing to ensure reliability and internal consistency prior to full administration. Statistical tools utilized in analyzing the data included Weighted Mean to determine the extent of the variables, Pearson Product Moment Correlation to examine the relationship between variables, and Multiple Regression Analysis to identify which domains of instructional competence significantly predict teaching styles. The hypotheses were tested at a 0.05 level of significance.

1. The major findings of the study revealed that the extent of instructional competence of teachers is extensive across all four domains: instructional delivery, classroom management, assessment, and personal competencies. Among these, instructional delivery and personal competencies obtained the highest ratings, indicating that teachers frequently demonstrate clarity in presenting lessons, logical organization of content, professional responsibility, empathy, and adaptability in classroom practice. Classroom management and assessment were likewise found to be extensive, suggesting that teachers consistently maintain structured learning environments and implement assessment strategies aligned with instructional goals. These findings indicate that instructional competence is oftentimes evident in the daily practices of teachers in the Division of Davao del Norte.
2. Similarly, the extent of teaching styles of teachers was found to be extensive in terms of visual, kinesthetic/tactile, and auditory approaches. The auditory teaching style obtained the highest rating, followed closely by visual and kinesthetic/tactile styles. This implies that teachers frequently employ verbal explanations, discussions, repetition, visual aids, structured notes, movement, and hands-on strategies in their instructional processes. The results demonstrate that teachers utilize varied and multimodal approaches in addressing diverse learner preferences, thereby promoting inclusive and responsive classroom instruction.
3. Also, the findings revealed that there is a significant and very strong positive relationship between instructional competence and teaching styles. The correlation analysis showed that as instructional competence increases, the effective application of visual, auditory, and kinesthetic teaching styles also
increases. This indicates that teachers who demonstrate higher levels of competence in delivering instruction, managing classrooms, assessing learners, and exhibiting strong professional dispositions are more capable of implementing diverse teaching styles effectively.
4. The regression analysis further revealed that instructional delivery, classroom management, and personal competencies significantly predict teaching styles, while assessment does not significantly predict teaching styles when the domains are analyzed simultaneously. Personal competencies emerged as the strongest predictor, highlighting the critical role of teachers' professional attitudes, flexibility, empathy, and collaborative skills in shaping how they apply various teaching approaches. These findings led to the rejection of the null hypotheses stating that there is no significant relationship between

instructional competence and teaching styles and that none of the domains of instructional competence significantly predict teaching styles.

The study underscores that instructional competence is a strong determinant of teaching styles among the 154 teachers in the Division of Davao del Norte. The results affirm that teaching styles are not isolated instructional preferences but are deeply rooted in teachers' professional knowledge, classroom practices, and personal dispositions. Strengthening instructional competence, therefore, has direct implications for enhancing the quality, adaptability, and effectiveness of teaching practices in secondary education.

Conclusions

Based on the findings of this study, the following conclusions were offered:

1. The extent of instructional competence among the 154 teachers in the Division of Davao del Norte is extensive, which implies that it is oftentimes evident in their professional practice. All dimensions of instructional competence, namely instructional delivery, classroom management, assessment, and personal competencies, are manifested at an extensive level. This indicates that teachers consistently demonstrate clarity in lesson presentation, maintain organized and supportive learning environments, apply appropriate assessment strategies, and exhibit professional attitudes such as empathy, flexibility, and collaboration.
2. Meanwhile, the extent of teaching styles is likewise extensive, suggesting that visual, kinesthetic/tactile, and auditory approaches are frequently utilized in classroom instruction. The presence of multimodal teaching practices reflects teachers' responsiveness to diverse learner needs. These results highlight the importance of sustained collaboration among school administrators, instructional leaders, and teachers to preserve and further enhance the current level of competence and adaptability in instructional practice.
3. Based on the findings, instructional competence and teaching styles are significantly correlated. Instructional competence also significantly predicts teaching styles.
4. The regression analysis confirms that instructional delivery, classroom management, and personal competencies significantly predict teaching styles, leading to the rejection of the null hypotheses. Although assessment did not emerge as a significant predictor when analyzed alongside other domains, the overall model demonstrates that instructional competence as a whole exerts a strong influence on teaching styles. The results imply that as teachers strengthen their competence particularly in delivering instruction effectively, managing classrooms efficiently, and demonstrating strong professional dispositions their ability to implement varied and responsive teaching styles likewise improves. Therefore, enhancing instructional competence is not merely a matter of improving isolated teaching skills but a comprehensive pathway toward enriching teaching styles and promoting more effective, learner-centered classroom practices in the Division of Davao del Norte.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

It is recommended that professional development programs be refined to address specific competency gaps identified in the study. Training initiatives may focus on strengthening the consistent use of instructional materials and varied teaching strategies, particularly those that showed slightly lower ratings and greater variability such as the integration of teaching aids and differentiated approaches. In classroom management, targeted interventions may be implemented to enhance parental involvement and reinforce consistent routines and behavioral expectations. Moreover, given that assessment did not significantly predict teaching styles, policies and training programs should emphasize the integration of formative assessment into daily instruction, ensuring that assessment results are actively used to inform and modify teaching strategies. Strengthening this alignment will enable assessment to function not only as a monitoring tool but also as a driver of instructional improvement.

It is recommended that school principals intensify instructional supervision by focusing on consistency and alignment in teaching practices. School heads may implement coaching sessions and peer mentoring that specifically address areas with higher variability, such as the use of diverse instructional materials and the application of assessment in guiding teaching styles. Classroom observations may be structured to provide targeted feedback on how teachers integrate visual and kinesthetic strategies effectively within lessons. Additionally, principals may establish collaborative platforms such as Learning Action Cells where teachers can share strategies for improving hands-on activities, visual organization of lessons, and the practical use of assessment data. Providing resources such as visual aids, manipulatives, and flexible classroom arrangements can further support teachers in enhancing their instructional approaches.

It is recommended that teachers focus on refining specific practices that require improvement based on the findings. In instructional delivery, teachers may strengthen the consistent use of varied teaching aids, including diagrams, models, and digital tools, to improve visual teaching strategies. Planning lessons using graphic organizers, visual summaries, and structured presentations can further enhance clarity and student comprehension. For kinesthetic teaching styles, teachers are encouraged to incorporate more intentional and structured movement-based activities such as simulations, role-playing, and hands-on tasks that directly align with lesson objectives, rather than using them occasionally. Teachers may also improve flexibility in classroom setups to allow more active student participation.

Further, teachers should enhance the use of assessment by ensuring that results are systematically analyzed and used to adjust teaching strategies. Linking assessment outcomes with instructional decisions can help improve the effectiveness of both teaching styles and student learning. Continuous reflection, participation in professional learning communities, and collaboration with colleagues are also recommended to reduce inconsistencies and strengthen overall instructional competence.

It is recommended that future studies further investigate the non-significant influence of assessment on teaching styles despite its extensive implementation. Researchers may explore factors such as the types of assessment tools used, the depth of analysis of assessment data, and how frequently assessment results are translated into instructional adjustments. Additionally, future research may focus on indicators with higher variability to determine contextual factors influencing their implementation. Expanding the study to include qualitative approaches, such as interviews or classroom observations, may provide deeper insights into how teachers apply visual and kinesthetic strategies in actual classroom settings. Longitudinal studies may also be conducted to examine how improvements in specific domains of instructional competence affect teaching styles over time.

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