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TEACHING STYLES AND CLASSROOM OBSERVATION PRACTICES AMONG ELEMENTARY SCHOOL TEACHERS IN PAQUIBATO DISTRICT

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ABSTRACT

This study aimed to determine the relationship between teaching styles and classroom observation practices among elementary school teachers in Paquibato District, Division of Davao City. Specifically, it sought to assess the extent of teaching styles in terms of visual, kinesthetic or tactile, and auditory domains, and to evaluate the extent of classroom observation practices across curriculum planning and delivery, accommodations for individual differences, problem solving, critical thinking strategies, creative thinking strategies, and research strategies. It also examined whether a significant relationship exists between the variables and identified which domains of teaching styles significantly influence classroom observation practices. A quantitative descriptive correlational design was employed using adopted and validated survey instruments administered to 116 elementary teachers. Data were analyzed using weighted mean to determine the extent of the variables, Pearson product moment correlation to test the relationship, and multiple regression analysis to determine the influence of teaching styles on classroom observation practices at a 0.05 level of significance. Findings revealed that both teaching styles and classroom observation practices were at an extensive level, indicating that these practices were oftentimes evident. A significant relationship between teaching styles and classroom observation practices was established. Furthermore, all domains of teaching styles significantly influenced classroom observation practices, with visual emerging as the strongest predictor. It is recommended that schools strengthen professional development initiatives and encourage the integration of varied teaching styles to enhance classroom observation practices.

KEYWORDS: *Teaching Styles; Classroom Observation Practices; Elementary School Teachers; Paquibato District*

INTRODUCTION

Effective teaching remains a cornerstone of quality education, as it shapes how learners engage with content, construct understanding, and achieve meaningful academic outcomes. In classrooms characterized by diverse learning needs, the use of varied teaching styles, such as visual, kinesthetic, and auditory approaches, becomes essential to ensuring that instruction is inclusive, responsive, and engaging. Equally important was classroom observation practices, particularly through classroom observation practices, which guide, monitor, and enhance how these teaching approaches are implemented in actual classroom settings. In the context of Paquibato District, where teachers navigate varied learner backgrounds and instructional challenges, there is a pressing need to examine how teaching styles influence observable classroom practices. Understanding this relationship is vital in strengthening instructional management, informing targeted professional development, and improving the overall quality of education provided to learners in the district.

Globally, educational systems face challenges in aligning teaching methodologies with the varied learning preferences of students. A study by Alsubaie and Ashuraidah (2020) highlighted that a predominant reliance on traditional lecture-based methods often overlooks the benefits of incorporating visual and kinesthetic strategies, leading to decreased student engagement and comprehension. Also, the integration of critical and creative thinking skills into curricula remains inconsistent worldwide. As noted by Henard and Roseveare (2019), many educators struggle to effectively embed these essential skills into their teaching practices, often due to a lack of adequate training and resources.

In the Philippines, the educational landscape reflects similar challenges. A study by Gonzales and Torres (2021) revealed that Filipino teachers frequently encounter difficulties in implementing differentiated instruction that caters to diverse learning styles, primarily due to large class sizes and limited resources. Additionally, the emphasis on rote memorization over critical thinking persists, as highlighted by Bernardo (2020), who observed that traditional assessment methods often fail to encourage analytical and creative skills among students.

Focusing on Paquibato District, local educators face specific challenges in adopting diverse teaching styles. A recent study by Cagape (2023) found that teachers in this region often rely on conventional teaching methods, with limited use of visual and kinesthetic strategies, primarily due to a lack of training and resources. Also, classroom observation practices in

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Paquibato District have been criticized for emphasizing procedural compliance over instructional effectiveness. According to a study by the Paquibato District (2024), these observations often focus more on adherence to standardized protocols rather than assessing the actual impact of teaching methods on student learning outcomes.
The core problem identified in this study was the limited adoption of varied teaching styles, specifically visual, kinesthetic, and auditory methods, among educators in Paquibato District, coupled with classroom observation practices that prioritize compliance over genuine instructional improvement. This gap underscores the need for a more nuanced understanding of how diverse teaching styles can be effectively integrated and assessed to enhance educational outcomes in the region.

Addressing this gap was crucial for several reasons. Firstly, aligning teaching methods with students' learning preferences can significantly boost engagement and academic performance, as supported by the findings of Alsubaie and Ashuraidah (2020). Secondly, refining instructional management to focus on instructional quality rather than mere compliance can provide more constructive feedback to educators, fostering professional growth and improved teaching strategies, as suggested by Henard and Roseveare (2019).

This study holds significant value for various stakeholders. Educators can gain insights into effective teaching strategies that cater to diverse learning styles, enhancing their instructional methods. School administrators can utilize the findings to refine instructional management protocols, ensuring they serve as tools for genuine instructional improvement. Ultimately, students stand to benefit from more engaging and effective learning experiences, leading to better academic outcomes and personal development.

Exploring the relationship between teaching styles and classroom observation practices in Paquibato District is essential for identifying areas of improvement within the local educational framework. By focusing on the specific challenges faced by educators in this region, this study aims to contribute to the development of more effective teaching practices and observation protocols, ultimately enhancing the quality of education provided to students.

THE STUDY'S OBJECTIVES
This study aimed to determine the relationship between teaching styles and classroom observation practices of teachers. Specifically, it sought to:
1. Determine the extent of teaching styles in terms of:
    1.1. Visual;
    1.2. Kinesthetic/tactile; and
    1.3. Auditory.
2. Determine the extent of classroom observation practices in terms of:
    2.1. Curriculum planning and delivery;
    2.2. Accommodations for individual differences;
    2.3. Problem solving;
    2.4. Critical thinking strategies;
    2.5. Creative thinking strategies; and
    2.6. Research strategies.
3. Establish whether there is a significant relationship between teaching styles and classroom observation practices.
4. Identify which of the domains of teaching styles significantly influence classroom observation practices.

METHODOLOGY
This chapter presents the methodological framework. It outlined the research design, the respondents who provided the data, and the instruments used for data collection. It also described the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used
A quantitative research approach was employed, utilizing a descriptive correlational design. Quantitative research involves systematic collection and statistical analysis of numerical data to understand patterns and relationships between variables (Creswell & Creswell, 2019). It was useful in educational study, as it allowed for objective measurement of teaching styles and their influence on instructional management. According to Apuke (2019), quantitative research enables researchers to explain educational phenomena with precision, making it suitable for investigating how different teaching styles impact the effectiveness of classroom observation practices.

The descriptive aspect of this study design was to provide a detailed account of teaching styles and classroom observation practices without manipulating any variables. Descriptive research focuses on observing and documenting naturally occurring behaviors and characteristics, ensuring that findings reflect real-world educational settings (Davis, 2021). Meanwhile, the correlational aspect seeks to determine the nature and strength of the relationship between the two variables:

independent variable (teaching styles) and dependent variable (classroom observation practices). As noted by Kabir (2019), correlational research examined whether variations in one variable correspond to changes in another, providing valuable insights into how different teaching styles influence classroom observation practices criteria.
It also utilized a descriptive correlational design to examine the relationship between teaching styles and effective classroom observation practices. The design was chosen to allow for an in-depth analysis of how various instructional approaches contribute to classroom evaluation criteria without altering the natural classroom environment. By employing this method, the study aimed to identify whether specific teaching styles: visual, kinesthetic/tactile, or auditory are significantly associated with variations in curriculum planning, problem-solving, critical thinking, and other observation indicators. This approach aligned with the recommendations cited in Creswell and Creswell(2019), who emphasized that descriptive correlational research was an effective way to explore strength and direction of relationships between variables.

Sources of Data
A study of a quantitative approach, focused on elementary teachers in Paquibato District as the population. Consisted of 163 teachers, from whom the research respondents were determined using Slovin's formula. Slovin's formula is a widely used statistical tool for determining sample size, ensuring that the selected respondents adequately represent the entire population while maintaining a reasonable margin of error (Tejada & Punzalan, 2019). The computed sample size is approximately 116 respondents. This ensures a sufficient level of accuracy and reliability in the data collection process, allowing for meaningful interpretations and conclusions.

The selection of respondents followed specific inclusion criteria to ensure that the participants aligned with the study's objectives. Only full-time elementary teachers currently employed in Paquibato District schools were included in the study, as they are directly engaged in teaching and classroom observation practices. Teachers with at least one year of teaching experience were prioritized to ensure they had adequate exposure to different teaching styles and classroom observation practices frameworks (Creswell & Creswell, 2019). Those who were on extended leave or held purely administrative positions were excluded from the sample, as their instructional involvement may not align with the study's focus.

The use of Slovin's formula in determining sample size was advantageous as it provides a systematic way to balance accuracy and feasibility in data collection. It ensured that findings are generalizable to the larger population of elementary teachers in Paquibato District without requiring a full population survey, which would be impractical and time-consuming (Saunders et al., 2019). By carefully selecting a representative sample, this study aimed to provide valid insights about the influence of teaching styles on effective classroom observation practices.

Data Gathering Instrument
The instrument used for data collection was a structured questionnaire designed to measure both teaching styles and classroom observation practices. The survey 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 teaching styles. The second set focused on the extent of classroom observation practices.

The questionnaire of teaching styles was adapted from Hurriyetoglu, N. & Kilicoglu, E. (2020). It consisted of 44 items. It had three indicators, namely: visual (1-18), kinesthetic/tactile (1-14), and auditory (1-12).

The teaching styles questionnaire was pilot tested to determine its reliability and internal consistency before full-scale data collection. The pilot test yielded a Cronbach's alpha coefficient of 0.97, suggesting that the items have a relatively high internal consistency. This means the questionnaire effectively measured the three indicators: visual, kinesthetic/tactile, and auditory learning styles, ensuring that responses are stable and reliable. A high reliability score implied that the instrument was appropriate for assessing teachers' teaching styles and could generate valid insights into their instructional approaches. Below was an example of a grading scale for the extent of teaching styles.

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

The questionnaire of classroom observation practices was adapted from VanTassel-Baska et al. (2019). A total of 25 items that have six indicators, namely: curriculum planning and delivery (1-5), accommodations for individual differences (1-4), problem solving (1-3), critical thinking strategies (1-4), creative thinking strategies (1-4), and research strategies (1-5).

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The questionnaire was also pilot-tested to assess its reliability and consistency in measuring these six indicators. Cronbach's alpha coefficient of 0.94 resulted from the reliability analysis, demonstrating strong internal consistency among survey questions. This high level of reliability indicates that the instrument effectively captures various aspects of classroom observation practices, such as curriculum planning, problem-solving, and research strategies. The findings from the pilot test suggested that the questionnaire was a valid tool for evaluating classroom practices, ensuring that the data collected would be dependable and accurately reflect the teachers' experiences and perceptions. Below was an example of a grading scale for the extent of classroom observation practices.

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

The instruments were contextualized to achieve the purpose of this study. The researcher consolidated comments and suggestions from the adviser, panel members, and expert validators to achieve refinement of the tools and also construct validity.

Sampling Technique

The study employed a total enumeration sampling technique, wherein all members of the target population were included as respondents. The population consisted of one hundred sixteen (116) elementary school teachers from the Paquibato District, Division of Davao City. Total enumeration, also referred to as a census method, was appropriate when the population size was manageable and allowed for the inclusion of all eligible participants, thereby minimizing sampling bias and ensuring complete representation of the group under study (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was considered appropriate for the present study because it ensured that data were collected from all teachers within the district, providing a comprehensive and accurate understanding of teaching styles and classroom observation practices. By including the entire population, the study captured a wide range of perspectives and instructional approaches, which strengthened the validity of the findings. It also eliminated the possibility of excluding relevant subgroups that could have influenced the results if other sampling methods had been used.

The use of total enumeration was further supported by the application of specific inclusion and exclusion criteria. Participants were required to be full-time elementary school teachers currently assigned to public schools within the Paquibato District, actively engaged in classroom instruction, and willing to participate in the study. Teachers who were on leave, assigned to non-teaching roles, or not directly involved in classroom instruction during the data collection period were excluded to maintain the relevance and consistency of the responses.

The sampling technique ensured that the study obtained comprehensive and reliable data, thereby enhancing the credibility of the findings on the relationship between teaching styles and classroom observation practices among elementary school teachers.

Procedure of the Study

The data gathering procedure for this study followed a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure included 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 before the administration of the questionnaires. The data collection is conducted among respondents in Paquibato District.

Ethics Review

Before the conduct of the study, the researcher secured an Ethics Compliance Certificate on September 3, 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

Before the actual administration of the research instruments, the questionnaire undergoes expert validation. 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. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

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 September 24, 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 Paquibato District on October 3, 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.

Permission from 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 Paquibato District on January 30, 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:
To address the first two research subproblems, which sought to d determine the extent of teaching styles and classroom observation practices, Mean and Standard Deviation will be used to describe the levels of each variable based on participants' responses. The weighted mean provided a summary of the participants' average responses. Standard deviation was used alongside the mean to measure the dispersion or variability of the responses. It determined how closely the responses of the participants were clustered around the mean. A low standard deviation indicated that the responses were more consistent and closely grouped, while a high standard deviation indicated greater variability and less consistency among responses.

To answer the third research subproblem, which examined whether a significant relationship existed between teaching styles and instructional management, the Pearson Product-Moment Correlation Coefficient (Pearson r) will be utilized. This statistical test measured the strength and direction of the linear relationship between the two variables and determined whether a greater extent corresponded to a greater extent of classroom observation practices.

For the fourth research subproblem, which aimed to identify which dimensions of teaching styles significantly influenced classroom observation practices, multiple regression analysis was used.

Ethical Consideration

The ethical consideration section of this study addressed key principles that ensured the protection and well-being of the teacher-respondents involved. This included adherence to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research was conducted with integrity and respect for the rights of all respondents.

Social Value. This study held significant social value by examining how different teaching styles influenced instructional management. Through an exploration of visual, kinesthetic/tactile, and auditory teaching styles, the research aimed to provide insights that could enhance instructional methods and the effectiveness of classroom observation practices. The findings contributed to the development of evidence-based teaching strategies, ultimately benefiting educators, students, and policymakers in the Paquibato District.

Informed Consent. The researcher ensured that all respondents fully understood the nature and purpose of the study before participating. A comprehensive informed consent process was implemented, wherein teacher-respondents received clear explanations regarding the objectives, procedures, potential risks, and benefits of the research. They were also informed of their right to withdraw at any stage without any consequences. Written consent forms were provided to ensure voluntary

participation, and respondents were allowed to ask questions before agreeing to be part of the study. This process upheld ethical principles by respecting the autonomy of the participants.

Vulnerability of Research Respondents. The researcher acknowledged that teacher-respondents might have experienced vulnerabilities due to professional expectations and institutional dynamics. Some participants might have felt pressure to provide socially desirable responses regarding their teaching styles and instructional management. To mitigate this, the researcher created an environment where respondents felt safe and free from any external influence. Anonymity and confidentiality were strictly maintained to encourage honest and reflective responses. Additionally, respondents were assured that their participation did not impact their professional standing or evaluations within their institutions.

Privacy and Confidentiality. The study adhered to ethical standards in handling respondent data to maintain privacy and confidentiality. All information collected was stored securely, and personal identifiers were removed to prevent any association with specific individuals. Data was used solely for research purposes, and findings were presented in an aggregated manner. The researcher took extra precautions to ensure that no respondent was directly or indirectly identified in the research reports, safeguarding their professional reputation and personal information.

Risk, Benefits, and Safety. The researcher recognized the importance of balancing risks and benefits in conducting this study. The

The primary risk was the potential discomfort respondents might have felt when discussing their teaching styles and classroom observation practices. To minimize this, the researcher ensured a non-judgmental and supportive environment for all participants. The benefits of the study outweighed the minimal risks, as the findings contributed to enhancing professional development opportunities and improving instructional methods. Safety protocols were in place to protect respondents' emotional and professional well-being, ensuring ethical and responsible research practices.

Justice. The principle of justice was upheld by ensuring equal opportunity for all eligible respondents to participate in the study. Selection criteria were transparent and based solely on the research objectives, preventing any form of bias or exclusion. All respondents, regardless of their experience or teaching background, were given the same level of respect and consideration. This approach ensured that the study fairly represented diverse perspectives and contributed to a more comprehensive understanding of effective instructional management.

Transparency. Transparency was a core ethical principle in this research, ensuring that all respondents and stakeholders had a clear understanding of the study's purpose, methodology, and expected outcomes. The researcher provided detailed explanations before and during the study, allowing participants to make informed decisions about their involvement. Additionally, the findings were shared with the relevant. stakeholders, including schools and educational institutions, to ensure that the research benefited the broader teaching community. Open communication throughout the research process fostered trust and credibility.

Qualification of the Researcher. The researcher possessed the necessary qualifications and expertise to conduct this study on teaching styles and instructional management. With a strong background in educational research, the researcher was well-equipped to handle data collection and analysis responsibly. Ethical approval and guidance were sought from the RMC Research Ethics Committee to ensure compliance with institutional and ethical research standards. This oversight guaranteed that the study was conducted with integrity and professionalism.

Conflict of Interest. The researcher acknowledged the potential for conflicts of interest and committed to managing them effectively. For example, if the researcher had prior professional relationships with some of the respondents, measures were taken to ensure that these did not influence the study's findings. To maintain objectivity, the researcher strictly adhered to ethical research guidelines, avoided any bias in data interpretation, and ensured that results were based solely on empirical evidence. Any potential conflicts were disclosed transparently to uphold research integrity.

Adequacy of Facilities. The study was conducted using appropriate facilities to ensure efficient data collection and analysis. Interviews, surveys, and observations were conducted in designated classrooms and conference rooms equipped with necessary resources such as audio recorders, computers, and secure storage for research documents. The use of digital platforms for online surveys was also considered to facilitate accessibility. These facilities were regularly assessed to ensure they provided a conducive environment for ethical and effective research execution.

Community Involvement. The researcher recognized the importance of involving the educational community in the research process. Engagement with school administrators, teachers, and education stakeholders was prioritized to ensure the study was relevant and beneficial to the community. Regular updates and consultations were conducted with school leaders to align the research objectives with institutional goals. By involving the community, the researcher fostered a

collaborative approach that strengthened the study's impact and ensured that its findings contributed meaningfully to educational development in the Paquibato District.

Results

This study examined the teaching styles and classroom observation practices of teachers in Paquibato District. Findings indicate that teachers consistently employ **visual, kinesthetic/tactile, and auditory teaching styles**, with mean scores of 4.07, 4.05, and 4.03, respectively, all interpreted as extensive. Visual strategies, such as using diagrams, symbols, and graphic organizers, were most prevalent, enhancing comprehension and structured learning. Kinesthetic/tactile approaches, including hands-on activities and movement-based exercises, promoted engagement, retention, and active participation. Auditory strategies, such as verbal repetition, discussions, and reading aloud, supported comprehension and long-term memory, particularly for auditory learners.

Classroom Observation Practices also exhibited extensive implementation across six domains: curriculum planning and delivery (4.05), accommodations for individual differences (4.04), creative thinking strategies (4.03), research strategies (4.02), problem solving (4.01), and critical thinking strategies (4.00). Teachers effectively planned lessons, differentiated instruction, fostered student reflection, and encouraged problem-solving, critical thinking, and creative expression. Research-based activities were incorporated to develop students' analytical and evaluative skills, demonstrating alignment between instructional practices and learning outcomes.

Correlation and Predictive Analysis revealed a strong, significant relationship between teaching styles and classroom observation practices ($r = 0.730$, $p < 0.001$). Visual teaching style showed the strongest influence on observed classroom practices, followed by auditory and kinesthetic/tactile strategies. Regression analysis confirmed that teaching styles predict 88.75% of variance in classroom observation practices ($R^2 = 0.8875$, $p < 0.001$), highlighting the central role of instructional approaches in shaping observable teaching behaviors.

Theoretical Implications

These results are supported by **constructivist learning theory**, **Gardner's Multiple Intelligences**, and **Kolb's Experiential Learning Theory**, which collectively explain why diverse, learner-centered teaching styles enhance classroom management and engagement. Visual, auditory, and kinesthetic/tactile strategies cater to students' varied intelligences and learning preferences, promoting comprehension, critical thinking, creativity, and problem-solving skills. Teachers who integrate multiple modalities demonstrate more observable, effective, and inclusive instructional practices, consistent with constructivist and experiential principles.

Summary

The main focus of the study was to determine the significance of the relationship between teaching styles and classroom observation practices. The study was conducted among one hundred sixteen (116) elementary teachers from the Paquibato District, Division of Davao City. A descriptive correlational research design was employed using adopted and validated research instruments that underwent expert validation and pilot testing before their administration. Weighted Mean, Pearson Product-Moment Correlation, and Multiple Regression Analysis were utilized as statistical tools to analyze the data. All hypotheses were tested at the 0.05 level of significance to determine the strength and significance of relationships and predictive influences between variables.

1. The findings revealed that the extent of teaching styles of teachers is extensive. This indicates that teachers in the Paquibato District consistently employ visual, kinesthetic/tactile, and auditory teaching styles in their classroom observation practices. The extensive use of varied teaching styles suggests that teachers are responsive to diverse learning preferences and are actively engaging students through multiple modes of instruction. Such practices reflect teachers' commitment to inclusive and learner-centered instruction, which is essential in addressing individual differences among elementary learners.

2. Similarly, the extent of classroom observation practices of teachers was found to be extensive. This implies that classroom practices related to curriculum planning and delivery, accommodations for individual differences, problem-solving, critical thinking strategies, creative thinking strategies, and research strategies are oftentimes evident during classroom observations. The consistency of these practices suggests that teachers demonstrate effective classroom observation practices, structured lesson delivery, and purposeful engagement strategies that are observable and aligned with established classroom observation standards.

3. Further analyses revealed a significant relationship between teaching styles and classroom observation practices. This finding indicates that the manner in which teachers deliver instruction through visual, kinesthetic/tactile, and auditory approaches is significantly associated with how classroom practices are manifested and observed. As teaching styles become more evident and varied, classroom observation practices likewise become more apparent, structured, and effective. Consequently, the null hypothesis stating that there is no significant relationship between teaching styles and classroom observation practices was rejected.

4. Also, the regression analysis showed that the domains of teaching styles significantly influence classroom observation practices. Visual teaching style emerged as the strongest predictor, followed by auditory and kinesthetic/tactile styles. This result implies that the integration of visual materials, verbal interactions, and hands-on activities contributes meaningfully to observable classroom practices such as instructional clarity, student engagement, and classroom organization. Hence, the hypothesis stating that none of the domains of teaching styles significantly influence classroom observation practices was also rejected. Overall, the findings affirm that teaching styles play a crucial role in shaping effective and observable classroom practices, highlighting the importance of diverse instructional approaches in enhancing teaching quality in the Paquibato District.

Conclusions

1. Based on the findings of this study, several conclusions were drawn regarding the teaching styles and classroom observation practices of one hundred sixteen (116) elementary teachers in the Paquibato District, Division of Davao City. The results clearly indicated that the extent of teaching styles was extensive, signifying that these instructional approaches are oftentimes evident in classroom instruction. All domains of teaching styles, visual, kinesthetic/tactile, and auditory, were consistently practiced by teachers, reflecting their conscious efforts to address diverse learning needs and enhance student understanding. This suggests that teachers are equipped with varied instructional strategies and are able to integrate these approaches effectively in their daily teaching practices.

2. In the same manner, the extent of classroom observation practices was also found to be extensive, which implies that these practices are oftentimes evident during classroom observations. All dimensions of classroom observation practices, including instructional delivery, classroom management, accommodation of learners' differences, and higher-order thinking strategies, were regularly manifested. This indicates that teachers demonstrate sound instructional competence and adherence to effective teaching standards that are observable and measurable. The extensive level of both variables highlights the positive instructional environment in the Paquibato District and underscores the collective efforts of teachers, school heads, and other school stakeholders in sustaining quality teaching practices.

\\3. Also, the findings established a significant relationship between teaching styles and classroom observation practices. This implies that the manner in which teachers employ varied teaching styles is directly associated with how classroom practices are observed and evaluated. As When teachers effectively utilize visual, auditory, and kinesthetic/tactile approaches, their classroom practices likewise become more structured, engaging, and effective. Hence, the null hypothesis stating that there is no significant relationship between teaching styles and classroom observation practices was rejected.

4. Moreover, teaching styles were found to significantly influence classroom observation practices. All domains of teaching styles, visual, kinesthetic/tactile, and auditory, registered p-values of .000, which are less than the 0.05 level of significance, indicating a strong predictive influence. This means that for every unit increase in the utilization of these teaching styles, a corresponding increase in the quality of classroom observation practices was observed. Consequently, the null hypothesis stating that none of the domains of teaching styles significantly influence classroom observation practices was likewise rejected. Overall, the findings affirm that effective teaching styles play a vital role in enhancing observable classroom practices, emphasizing the need for continuous professional development and collaborative support among school members to further strengthen instructional quality.

Recommendations

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

It was highly recommended to continue to strengthen and institutionalize policies and programs that promote the effective use of varied teaching styles in the classroom. Given the significant influence of teaching styles on classroom observation practices, DepEd may consider designing sustained professional development programs that focus on enhancing teachers' competencies in visual, auditory, and kinesthetic/tactile instructional approaches. Allocating sufficient resources for instructional materials, learning technologies, and teacher training initiatives will further support teachers in delivering inclusive and engaging lessons.

It was recommended that school principals provide consistent instructional leadership by closely monitoring and supporting teachers in the effective implementation of varied teaching styles. Principals may conduct regular classroom observations, coaching sessions, and post-observation conferences that emphasize the purposeful use of visual, auditory, and kinesthetic strategies. Encouraging peer mentoring, lesson study, and collaborative learning among teachers can help sustain the extensive level of teaching styles and classroom observation practices observed in this study.

It was also recommended that teachers continuously reflect on and improve their classroom observation practices by consciously integrating diverse teaching styles to address learners' varied needs. Teachers are encouraged to participate actively in professional development activities, explore innovative instructional strategies, and utilize appropriate teaching aids and technologies to enrich classroom instruction. It was recommended that future researchers conduct similar studies using a wider scope of respondents or different educational settings to validate and extend the findings of this research. Future studies may explore other variables that could influence classroom observation practices, such as teacher professional development, instructional leadership, or learner characteristics. Such studies will contribute to a more comprehensive understanding of effective teaching and classroom observation practices in the basic education sector.

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