

# Teaching Styles of the Classroom Managers in one Basic Primary School in the Philippines

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*Date Received: January 20, 2015; Date Revised: May 10, 2015*

**Abstract** - *This study aimed to determine the teaching styles of the classroom managers in Pinamucan Elementary School. Specifically, it identified the demographic profile or the teachers respondents in terms of age, gender, educational qualification, number of seminars attended, assigned level and years of services; and find out which of the teaching styles of the teacher respondents in terms of whole class, individual, and small group activities are practiced. The study used descriptive methods were a standardized questionnaire was utilized as the main instrument in gathering data. Based on the result, Most of the classroom managers belonged to the middle aged bracket; had been working from 20 to 29 years in this institution, and were assigned in different grades / levels, and had attended 7-9 seminars for the length of time they had served there; majority of the respondents often use the question and answer method when doing whole class activities. For individual activities, homework is often used by the classroom managers to get their students' attention while for small group activities, games were often practiced as means of initiating cooperation among students. The school may be practice the used of LCD. School administrator mat conduct seminars regarding modern classroom methodologies.*

*Key words: teaching style, classroom managers, elementary school*

## INTRODUCTION

Just as people have individual learning styles; teachers have teaching styles that works best for them. It is important to be aware of the preferences when creating and delivering instruction. An effective classroom organization plan involves advance planning of a lesson, from beginning to end, using a variety of procedures. For the teachers, this means utilizing classroom management techniques all throughout the lesson in order to maintain a consistent learning atmosphere. Such techniques involve focusing on the whole class, rather than on individual students and their behavior. Because teachers are watched by thirty five or more pairs of eyes at a time, it is crucial that teachers focus on procedures that enforce his or her role as a manager.

For the Filipinos, education is considered to be one of the most cherished treasures that anyone could possess. A good education is something to be proud of, so it is important to encourage children to make the most out of it. Education could be seen as wings for progress of human being, the key to success.

Teachers are aware of the important role of education in an individual's life that is why as much possible, they must be equipped with the knowledge of the ever changing trends in education. Teachers can present lessons using methods to reach each kind of learner, and can also help students become aware of their own learning styles so they can understand the best way for them to study.

Teaching puts premium on the ability of the teachers to guide students to "reflect" on their own experiences in order to arrive at new understandings and meaning. Several studies have been conducted in the past in search for effective teachers. Among them is a study made by Kenneth Moore (2005) who found out that the effective teachers are proactive, that is, they are active information processors particularly in the classroom, good decision makers, and task oriented. They are equipped with knowledge and mastery of content in the particular fields, aware of the characteristics of their students, and skilful in decision making particularly in keeping their students tasks.

The teacher is considered the most important variable in the learner's educational environment. Perhaps, without teachers, the other related elements of the teaching learning process would be ineffective for he motivates guides and directs the learner's in the quest for knowledge. Since acquisition of knowledge on the part of the students takes place in an environment conducive to learning, the physical features, e.g. buildings and playgrounds, classrooms and laboratories, library, medical clinic, equipment, teaching aids and instructional devices should be well kept. The curriculum is that is viable should include the learning activities and the strategies to be used so that the desired goals can be fully realized. Et.al Zulueta (2002).

To know the different teaching styles and best practices of the Pinumacan Elementary School this will be a great help for future educators. To utilize the positive strategies based on the data gathered; lastly this may serve a reference to future education researchers.

### **OBJECTIVE OF THE STUDY**

This study aimed to identify the teaching styles of the classroom managers. Specifically, to determine the demographic profile of the teachers respondents in terms of age, gender, educational qualifications, number of seminars attended, assigned level and years of services; identify the teaching styles of the teacher respondents in terms of whole class, individual, and small group activities; and propose a plan of action in the recommendations part that can be utilized by the respondents top enhance their teaching styles.

### **METHOD**

#### **Research Design**

The researcher used the descriptive type of research. Based on the Academic One File (2011) descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon of the study. Descriptive research had been very useful in answering questions who, what, where, when of the research study.

#### **Participants**

The target respondents of this study were the 15 (100%) of the elementary teachers/classroom managers in Pinamucan Elementary School whose age ranged from 25 to 60 years old. The said school was chosen by the researcher for accessibility purposes.

#### **Instrument**

The main tool was used to gather data is the Teaching Styles Analysis Questionnaire adapted from <http://www.staffordshire.gov.uk/education/adultcommunity/ProviderInfo/LearningTeaching/teachingstrategiesquestionnaire>. It is a standardized exam designed for evaluating the used of teaching styles analysis. It is divided into 3 parts namely: Whole Class Activity, Individual Activity, and Small group Activity. The scale used is as follows: 5 very often; 4 often; 3 sometimes; 2 hardly ever and 1 never.

#### **Procedures**

After the pre oral exam and the approval of the study, the researcher revised the paper immediately. Then she consulted her adviser and the panelists for the final checking of the first two parts of this paper. After incorporating their minor suggestions, she proceeded to the school with a letter asking for a schedule when she can distribute the questionnaires.

In the actual gathering of data from the respondents, the researcher after asking permission from proper authorities personally distributed the questionnaires to the respondents. The following day, the teacher was able to retrieve all data from the classroom managers.

#### **Data Analysis**

All data collected were immediately tabulated. Through the assistance given by her adviser, she was able to analyze and interpret the results. The statistical tools used in the presentation of the tables were the weighted mean, percentage and ranking, respectively.

### **RESULTS AND DISCUSSIONS**

Majority of the classroom-manager respondents (40% and 33%) were 36-45 and 46-60 years old, respectively, 53% of the respondents had served the school for a period of between 20 to 29 years. This figure means that they belong to the middle adulthood stage already. This is the stage when people begin to realize that the first part of adult life is over. Decay and Travers (2004) noted that one characteristic of the middle adulthood years is heightened responsibility and this may include care of children and aging parents; growing community involvement, peak period for leadership and influence added to a time of physical change.

In terms of assigned of teachers per grade/level the grade 6 and 5 levels, (ranked 1 and 2, respectively) had the most number of assigned classroom managers.

This due to the fact in the intermediate levels (Grade 5 % 6) subjects are assigned to major subject teachers already.

Finally majority of these respondents had attended 7-9 seminars for the time they had been teaching in the said school. As most seminar expenses are to be shouldered by the teacher-attendees and knowing the pay they are receiving, that may have been a factor for this figure.

**Table 1. Teaching Strategies of the Classroom Managers in terms of Whole class Activities**

Items	WM	VI	Rank
Lecture/teacher talk	3.73	Often	3.5
Question and answer	4.40	Often	1
Demonstration	4.07	Often	2
Watching a video film	3.00	Sometimes	6
Notice board displays	3.73	Often	3.5
Over head projector	1.73	Hardly Ever	7
Teacher led whole class	3.40	Sometimes	5
Composite Mean	3.44	Sometimes	

Table 1 shows the teaching strategies of the classroom managers in terms of whole class activities. Question and answers ranked first (4.40) and is often practiced by the respondents. Question and answer method has always been a time-tested way to match the direction and pace of the lesson Muijs, et. al. (2011) noted that this method ensures all pupils to take part listening carefully and responding constructively in order to take forwards their individual learning.

Demonstrations ranked second (4.07). This method is often practiced by the respondents. Demonstrations are used in teaching as this method involves the behavior of presentation, analysis and synthesis. The method also calls for a carefully planned presentation that shows how to perform an act as a procedure. During the procedure the teacher stands before the class observing something, tells what is happening or what has happened, and then asks a pupil what has happened. Simply put, demonstration is an effective way of helping pupils understand a given content; and learn how to do something in a step by step manner successfully (Agnó, 2009). Hidalgo (2011) wrote that a demonstration is a planned manipulation of materials and equipment to the end that students are able to observe all the or at least some of the manifestation of

one or more scientific principles operating within the phenomenon. Demonstration is presented visually, orally or both. A relatively large proportion of check marks in any row may indicate an overreliance on one form (Borich 2011).

Ranked three-fifths are lecture / talk and board display portions inside the classrooms with a wm of 3.37 respectively. They are likewise used often by the respondents. The method of exchanging ideas between teachers and their students is one of the best ways in teaching (Arends, 2004 as cited in Agno). Students learn through lectures of the teacher. Agno (2009) noted that lecture is a well-prepared oral presentation of a lesson by the teacher. Lectures are usually given by the teachers when introducing a topic, defining, an issue presenting a problem or dilemma explaining the process developing listening and note taking skills.

Teacher led whole class activities, watching a video film and overheard projectors are ranked fifth, sixth and seventh, respectively. (3.40, 3.00 and 1.73, respectively). As teachers, they are facilitator and instructors in every classroom. Agno (2009) wrote all the students in class exchange and share ideas about a given topic with the teacher as their leader. Here is where a teacher spends more time communicating with individual children than they were doing whole class teaching/ facilitating collaborative group works (Mujits et. al 2011).

Table 2 shows that the weighted mean of 3.4 the respondents sometimes use the whole class activities in teaching only sometimes. However, especially in government/public schools, presence of liquid crystal display or LCD, televisions and even the overhead projector may not always be available inside individual classrooms. Hence, merely sharing ideas about a given / read topic, with the teacher as facilitator / leader has been most common scene in most public classrooms.

Table 2 shows as the teaching strategies of the classroom managers in terms of individual activities. The composite mean of 3.43 or sometimes implies that most classroom teacher sometimes use these strategies in teaching.

Individual activity or individual instruction as the name implies, is a teaching methodology that is to be used for specific purpose and an identified client,. As such, it involves a pre assessment of an individual's background, needs and interest. An appropriate teaching methodology is 'tailor planned', hence in term "individualized". It is the opposite of a class-oriented instruction (Salandanan 2009).

However ranked first (4.87) interpreted as very often. This may be such as homework's are the most effective strategies that teachers do in teaching. Borich (2011) wrote that homework is also a task designed by the school teacher and it one of the tools that students learn during the discussion the effective teachers attached assignments directly to the end of every class activity.

Table 2. Teaching Strategies of the Classroom Managers in terms of Individual Activities

Items	WM	VI	Rank
Essay Writing/formal reasoning	3.25	Sometimes	8
Exam paper question	3.87	Often	3
Worksheet	3.43	Sometimes`	7
Homework	4.87	Very Often	1
Experiment	3.56	Often	6
Regular test	4.47	Very often	2
Library Research	2.53	Sometimes	11
Pre-test	3.57	Often	5
Reading Textbooks/Journals	3.73	Often	4
Computer aided Learning	2.73	Sometimes	10
Use of word processing	2.87	Sometimes	9
Use of internet	2.27	Hardly Ever	12
Composite Mean	3.43	Sometimes	

Homework is of more relevance to pupils as it connects what they have learnt in the classroom, from their teachers and their everyday life's experiences. Homework can fulfill a number of different goals, such as increasing pupil achievement, reinforcing and strengthening topics taught in class, completing unfinished work, developing independent study skills and involving parents in helping pupils' learning (Mujits et. al 2011).

Regular test and examination paper question ranked second and third (4.47 and 3.87), respectively or very often and sometimes. Varieties of test to evaluate the development and detect developmental problems during the preschool years from part of these. Just as the testing of infants and toddlers presents challenges to test administrators because of the children's developmental limitations, the evaluation of preschool children under 6 must also be conducted with their developmental characteristics in mind. Instruments that assess characteristics used to identify developmental delays or to diagnose sources

of disabilities that affect the child's potential for learning are administered to one child at a time.

Test items are concrete tasks or activities that match the child's ability to respond; nevertheless, validity and reliability are affected by such factors as the child's limited attention span and willingness to attempt to respond to the examiner. As children enter preschool years, more instruments are available for evaluating development and developmental delay (Wortham, 2010).

Reading textbooks/journals ranked fourth (3.73) interpreted as often. Reading Workshop is a powerful way to structure your reading class. Using this model involves encouraging your students to choose their own books as well as providing significant amounts of time for them to read independently. By allowing your students to choose their own books, you can foster a love of reading, they become better readers. With a shows that when children spend more time reading, they become better readers. With a little guidance and encouragement from a teacher who loves to read, students can learn to select appropriate books and discovers joy in reading (Candler, 2013). Most textbooks for students are accompanied by instructors to guide or a teacher's edition that provides information to help you plan lessons deliver appropriate instruction and assess student learning. (McMillan, 2011).

Pre-test ranked fifth (3.57) which implies that teachers often ask students to complete a formal pre-test of the content that will be covered. The pre-test would supposedly indicate what students know and don't know or what they can or cannot do (McMillan, 2011).

Experiment ranked sixth (3.56) interpreted as often Classroom experiments are activities where any number of students work in groups on carefully designed guided inquiry questions. Materials provide students with the means of collecting data through interaction with typical laboratory materials, data simulation tools or a decision making environment, as well s series of questions that lead to discovery-based learning. All experiments involve collecting observations or observing actions to try to answer a question or solve a problem. Classroom experiments do this as part of a class to help students learn more about the material they are studying (Ball, 2012).

Essay writing/formal reasoning and worksheet ranked seventh and eighth (3.25 and 3.43) or sometimes can help especially when pupils are given large assignment. (Mujits, 2011) noted that various

ways of storing materials and being tidy need to be presented to them.

Use of word processing and computer aided learning ranked ninth and tenth, respectively (2.87 and 2.73) or both interpreted as sometimes. It is widely accepted that integration of modern Information and Communication Technologies (ICT) into the teaching learning process has great potential. In fact, it could be the most important way by which states can meet their educational aspirations within reasonable time and resources. The use of computers in Elementary schools is basically vision as a teaching and learning will help us to make the present teaching learning process joyful, interesting and easy to understand through audio-visual aids. Teachers will be resourced with Multimedia Contents to explain topics better. Overall it will help us to improve quality of education in long learn (Abhiyan, 2013).

Library Research ranked eleventh (2.53) or sometimes. This may be because most students do not always go to the library. Hidalgo (2001)(latest edition) as cited in Salandanan (2009) mentioned that the process of involving the students in a book research activity, library research as method of teaching primarily give emphasis on the use of books in the library.

Use of internet, specifically the www or the World Wide Web ranked twelfth (2.27) or hardly ever. This is such as elementary pupils are not yet adept at doing researches using the internet. They would greatly rely on books, encyclopedias and dictionaries, at the most. Internet can be used in several ways when we talk about its supplementary position. There is another usage of internet while teaching your students. A teacher can get supplementary material quickly from internet, whenever a teacher feels that bookish material is not enough for students to comprehend any idea, he can switch to internet instead of books to get information faster and easier. Easier access to information has increased the misuse of information available on internet. Being a teacher, you are not supposed to get information about your lecture just before the timing of your lecture and deliver all information as it is. You need to work hard and use internet in off timings. Relaxation of mind will allow you to get the best information available on internet about your topic. This is the only way in which you can justify your usage of internet during your teaching.

If a teacher is looking for lesson plans of any subject, he or she can easily get it from internet within

seconds. Now, teachers do not need to open their cabinets and look for work sheets to prepare for their classes. Whenever a teacher feels that bookish material is not enough for students to comprehend any idea, he can switch to internet instead of books to get information faster and easier. He / she have the option to join any workshop or lecture on internet for effective teaching styles. This is how a teacher can bring betterment in his or her teaching style. Easier access to information has increased the misuse of information available on internet. Being a teacher, you are not supposed to get information about you lecture just before the timing of your lecture and deliver all information as it is. You need to work hard and use internet in off timings. Relaxation of mind allows you to get the best information available on internet about your topic. This is the only way in which you can justify you usage of internet during your teaching (Cindy, 2013).

Table 3 shows the teaching strategies of the classroom managers in terms of small group activities. The composite mean of 3.38 or sometimes implies that most classroom teacher sometimes use these strategies in teaching. A small group activity implies that effective small group work does require a significant amount of preparation, and a number of preconditions have to be met beforehand in order for it to be effective.

**Table 3. Teaching Strategies of the Classroom Managers in terms of Small Group Activities**

Items	WM	VI	Rank
Buzz group	3.33	Sometimes	2
Small group Discussion	3.60	Often	5
Small group role play	3.27	Sometimes	3
Drama	3.07	Sometimes	4
Student presentation	3.40	Sometimes	6.5
Student-led Discussion	2.60	Sometimes	8
Debate	3.40	Sometimes	6.5
Game	4.33	Often	1
Composite Mean	3.38	Sometimes	

Pupils must be able to cooperate with one another and to provide each other with help in a constructive way. Learning is seen as a process whereby knowledge is constructed and transformed by pupils, and cannot just be transmitted from teacher to pupil. Teaching is then seen as developing the conditions in which learning occurs through interaction between

pupils (Muijs, 2011). Use of small group work and cooperative learning it is providing opportunities for student to work together in pairs and small groups, teachers can promote a sense of community in which students serve as resources for one another. Demonstrate that cooperative learning facilitates interaction and friendship among students who differ in terms of achievement, gender, cultural and linguistic background, and race (Copper 2011).

Games ranked first (4.33) interpreted as often are the most effective strategies that teachers do in teaching. In games students can learn their own. And teachers should also understand that students learn direct and indirect means, by observing others by obtaining corrective feedback and through encouragement to try again or to go to the next task or skill levels (agno, 2009). Games and simulations take on added importance as instructional activities that can elicit the direct involvement of the students in the learning process at their current level of understanding. These activities can become important aids to achieving clarity in heterogeneous classrooms where students are allowed time to independently pursue instructionally relevant goals using interactive activities (Borich 2011).

Buzz Group and Small group role play ranked second third (3.33 and 3.27) both verbally interpreted as sometimes. Role playing provides still other opportunity for individualized and self-directed as sometimes. Role playing provides still other opportunity for individualized and self-directed learning (Borich, 2011). This strategy is used when resolving problems or dilemmas and creating empathy and understanding another person's views or behavior. The process enables students to identify with others in variety or situations, develop empathy concern for other personal behavior by having students enact an incident or a problem and propose desirable solutions. (Agno 2009). Buzz groups will follow a lecture, panel or some other teaching forms which had been used to transmit certain basic information about a given subject. The groups can be assigned questions raised by the speaker, or unresolved issues which emerge from the first part of the teaching period (Gangel 2009).

Drama ranked fourth (3.07) interpreted as sometimes. Drama activities in classroom can help in teaching and most of the student can learn by doing it as it can relate to real life situations. Drama also develops self-confidence and self-control among students. This may delay gratification or the ability to

wait in order to reach a goal and help children to distinguish fantasy from reality (Crowther, 2007).

Small Group discussion ranked fifth (3.60) interpreted as often. Effective small group work does require a significant amount of preparation, and a number of preconditions have to be met beforehand in order for it to be effective. Pupils must be able to cooperate with one another and to provide each other with help in a constructive way. Learning is seen as a process whereby knowledge is constructed and transformed by pupils, and cannot just be transmitted from teacher to pupil. Teaching is then seen as developing the conditions in which learning occurs through interaction between pupils and teacher, and, especially through interaction between pupils (Muijs, 2001).

Student presentations and debates ranked six-fifths (3.40) interpreted as sometimes. There are a team Participating Opposing point of view and present justification for their position. It aims to lead the audience to accept a conclusion formed by the speaker. And this is an effective way to teach environmental issues. And the science education today aims to involve the youth in the current issues of the time. The teachers, being with the youths of today in school, play a very important role in the accomplishment of their goal through this method (Agno 2009).

Finally student led discussion (2.60) sometimes teaching students how to lead and participate in productive book discussions eventually frees you to work with individuals, pairs, or small groups who require additional scaffolding. During this time, you can also support groups who struggle with valuing diverse ideas, referring to their books for evidence, or focusing on the discussion. What follows are ideas for managing and planning, as well as guidelines for the group's leader and prompts students can use to move book conversation forward (Robb, 2013).

## CONCLUSIONS AND RECOMMENDATIONS

Most of the classroom managers belonged to the middle aged bracket; had been working from 20 to 29 years in the school where they were assigned in different grades / levels, and had attended a number of 7-9 seminars for the length of time they had served there. Majority of the respondents often uses the question and answer method when doing whole class activities. For individual activities, homework was often used by the classroom managers to get their students' attention. And for small group activities,

games were often participated by majority of the classroom managers as means of initiating cooperation among students.

It is recommended that the teacher may opt to use the LCD in their classes. School administrator must conduct seminars regarding modern classroom methodologies. For the future Education major-researchers, a similar study may be conducted but making use of two or more elementary schools; comparing their responses and validate the results. For the Education Department, this study may serve as reference especially in classroom Management, Observational Study and Field Study 2 subjects, respectively.

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