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### Correlational Study on Teacher Instructional Styles and Classroom Engagement among Grade 9 Students: Unveiling Impact and Insights

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#### Abstract

Inside the classroom, teachers have a significant impact on the lives of their students. A teacher's instructional style is closely linked to the success or failure of students. This is directly influenced by the teaching methods employed during instruction. In turn, the teaching styles become integral to effectively delivering the educational content. A descriptive correlational method was adopted. Survey Questionnaires was utilized with 165 Grade 9 students as the respondent of this study. Results were computed using the mean and T-test. The mean scores indicated a significant difference in the impact of teachers' instructional styles on students' classroom engagement when grouped according to sex. There was no significant difference in the other teacher's instructional styles, such as demonstrator and facilitator. Only one section of SCM shows a moderate

impact on the Facilitator's teaching strategy. Overall, the impact of instructional styles has a higher impact on classroom engagement from the four different teaching strategies. The role of the teacher's instructional styles, which are the lecturer, demonstrator, facilitator, and delegator, in the Grade 9 students' classroom engagement in CST-R as a whole and when they are grouped according to sex and section is high. Future research could build upon the current discoveries by incorporating the gender of the teacher as the variable of significance. The findings will serve as baseline data for implementing an effective instructional style. Interventions such as a Monitoring system help teachers determine when, what, and how to adjust or use a specific strategy to suit the student's learning preferences better.

**Keywords:** Education, Teacher's Instructional Style, Negros Occidental, Philippines

#### Introduction

Inside the classroom, teachers have a significant impact on the lives of their students. In addition to teaching, their role includes establishing a positive classroom learning environment. At the same time, the students' success depends not just on the grades they receive but also on how those grades were achieved—whether or not pupils exhibited interest or just learned for the sake of learning (Inayat & Ali, 2020) <sup>[14]</sup>. Typically, a teacher's teaching style is closely linked to the success or failure of students. This is directly influenced by the teaching methods employed during instruction. In turn, the teaching style becomes integral to effectively delivering the educational content (Sim & Mohd, 2022) <sup>[28]</sup>. Furthermore, teaching style is a dynamic phenomenon that reveals how teachers impart knowledge, complete classroom work, and supervise students (Ahmed *et al.*, 2020) <sup>[11]</sup>.

Moreover, contextual considerations like learning areas or the methods used by teachers impact student involvement (Bond & Bedenlier, 2019) <sup>[6]</sup>. Learning styles can be modified by both students and teachers to meet academic standards and to create a positive learning environment for their charges. This study also highlights the importance of giving students more flexibility to adopt new teaching methods and develop their learning styles (Tongson & Eslit, 2018) <sup>[30]</sup>. According to the findings of Cardino & Ortega (2020) <sup>[7]</sup>, most student respondents exhibit a blend of dependent, collaborative, and independent learning styles. According to multiple regression analysis, only the independent style substantially influences the learning outcomes of grade 9 students.

Encouraging students' learning, as evidenced by interest and academic accomplishment, is one of the biggest concerns in education (Hyunjoon & Boo, 2022) <sup>[13]</sup>. A case study of a middle school in China New Knowledge from Research was required

to develop methodological recommendations to provide art teachers with theoretical and practical knowledge and guidance on improving their teaching styles to increase student engagement in the art classroom (Yu-shan wang *et al.*, 2023) [32]. According to Cardino & Ortega (2020) [7], if the teaching and learning processes function efficiently, these two distinct entities must have a distinctive relationship characterized by a connection, bond, or bridge between the educator and the student. Thus, how a teacher presents a lesson in many ways can add to the motivational aspects that encourage students to perform well in the classroom. The same way a teacher presents a lesson will significantly impact students' motivation to learn (Samson, 2019) [25].

Innovating the curriculum into a globally competitive framework has been the aim of the Philippine educational system. The Department of Education organized numerous trainings for teachers when the K–12 curriculum was implemented in 2013 (Balansag, 2018) [4]. A successful teaching approach is demonstrated by a teacher's ability to organize or manage the classroom and inspire pupils to participate actively in the learning process. Every teacher has a unique teaching methodology, and it is based on the setting and the demand for creation among the pupils' successful learning (Ariany *et al.*, 2021) [3]. The most essential element in achieving educational excellence is the teachers' critical role in shaping and generating competent graduates (Dela Rosa & Vargas, 2021) [9]. Lastly, according to Ligan & Tacadena (2022) [17], to optimize the student's learning opportunities, the teachers must use activities and engage the students in detailing the rubrics' content to raise their level of success through a hands-on and cognitive approach.

The primary objective of this study is to address the existing research gap, which pertains to the limited number of local investigations focused on the five teaching styles employed in the Philippine educational framework. As a result, Macqueen (2020) [18] believes that further study is needed to examine various teaching techniques in distinct circumstances across several countries. In this study, the Grasha-Riechmann integrated model was employed due to the resemblance of the learning delivery components in the institution. These components include the roles of the lecturer, demonstrator, facilitator, and delegator. This would aid in identifying differences in student responses within these diverse groupings. Therefore, it aims to determine the role of teacher's instructional styles on the Grade 9 students in their classroom engagement. In this way, it will assist the teachers in understanding students' views and ideas about their interactions and encourage classroom engagement.

## Methods

### Research Design

The goal of this research is to determine the impact of instructional styles of the Grade 9 students in their classroom engagement in Colegio de Sto. Tomas-Recoletos as well as to identify which teaching style they prefer. The study utilized the Grade 9 Students of the school year 2022-2023, which are the sections Saint Ezekiel Moreno (SEM), Saint Monica (SM), Saint Claire of Montefalco (SCM), and Saint Augustine (SA), totaling 165 students as the respondents.

To meet the objectives of this study, a Descriptive Correlational method of research was considered the most

suitable. A Correlation method is a research method in which a connection between two variables exists (Bhat, 2018). Therefore, it is used in this study to determine the impact of the different teaching strategies on the Grade 9 students of Colegio de Sto. Tomas-Recoletos.

### Research Instrument

A self-constructed questionnaire was used to collect information for the study. The items in the questionnaire elicited information on the Impact of Teachers' Instructional Styles on the Grade 9 Student's Classroom Engagement. Five teaching methods were identified as the most used teaching styles that teachers often used while delivering lectures. The most used instructional styles were lecture, demonstrator, facilitator, and delegator. The instrument was validated by experts. The participants were required to indicate the degree of impact of teacher's instructional styles on the Grade 9 student's classroom engagement. These were scored using the equivalent range of 5,4,3,2, and 1.

The respondents were required to indicate the degree of agreement and disagreement with the impact of teachers' instructional styles on the Grade 9 students' classroom engagement. To determine the degree of impact, each answer is rated on a five-point scale as follows: Strongly Agree (five points), Agree (four points), neither (three points), Disagree (two points), and Strongly Disagree (one point).

### Data Gathering Procedure

In this study, the researcher sends a letter to the school principal of Colegio de Sto. Tomas – Recoletos, and seek approval and permission for conducting the research. After the given permission, the researchers explained the purpose of the study to the respective respondents and then made sure that their answers correspond to their own perspectives. The researchers collected the data by means of survey questionnaires that comprised how much they agreed or disagreed with the statements under the given instructional style. After, the respondents took the test; the papers were checked, tallied, interpreted, and analyzed.

### Data Analysis Procedure

The responses of the participants to the questionnaire were tallied to identify the impact of Teachers' Instructional Styles on the Grade 9 students' Classroom Engagement. Furthermore, they were grouped according to their sex and section. The data were gathered, analyzed, and tabulated to answer the problems of the study.

### Statistical Treatment of Data

In the process of data, researchers will use the following descriptive statistics:

To determine the impact of each teaching style when the respondents were grouped according to their sex, the statistical mean was used.

To determine the significant difference in the impact of teachers' instructional styles in the grade 9 students' classroom engagement when they are grouped according to sex, T-test was used.

To determine the significant difference in the impact of teachers' instructional styles in the grade 9 students' classroom engagement when they are grouped according to section, Analysis of Variance was used.

### Ethical considerations

The research was conducted following recommended guidelines and with the full written informed consent of all participants. Each subject provided their written consent in accordance with the protocol approved by the Ethics Review Committee of Colegio De Sto. Tomas-Recoletos.

Moreover, to uphold the principle of fairness, we ensured that the selection of respondents adhered strictly to predetermined criteria directly linked to the study, thereby avoiding any form of discrimination. All participants were treated equitably throughout the research process and were informed of the study's results, ensuring they were aware of the study's outcomes.

### Results

The study's findings and results were based on the computed test scores from the 165 respondents which are Grade Nine CST-R students. These were presented and obtained after which appropriate statistical methods were utilized.

There was a significant difference in the impact of teachers' instructional styles in the Grade Nine students' classroom engagement when they were grouped according to sex, such as lecturer ( $p = 0.040$ ) and delegator ( $p=0.012$ ). Otherwise, there was no significant difference in the other teachers' instructional styles such as demonstrator ( $p=0.069$ ) and facilitator ( $p=0.705$ ) in the Grade Nine students' classroom engagement when they were grouped according to sex. There was no significant difference in the impact of teachers' instructional styles such as lecturer in the Grade Nine students' classroom engagement when they are grouped according to section ( $p = 0.202$ ); same as well for the demonstrator ( $p = 0.119$ ). On the other hand, a significance was found between factors facilitator ( $p = 0.045$ ) and delegator ( $0.045$ ).

The dimensions or traits of the Grasha-Reichmann teaching styles identified teaching styles as a criterion for personal qualities and behaviors that influence how teachers manage courses. As a result, teaching styles can be defined as all strategies, activities, and teaching approaches a teacher employs during the teaching process (Heydarnejad *et al.*, 2017)<sup>[12]</sup>.

In the research conducted by Inayat & Ali (2020)<sup>[14]</sup>, a key revelation emerges the centrality of teaching style in shaping student engagement. The teaching instructional style underscores the critical need for classrooms to offer learning experiences that foster dynamic, active, and collaborative student relationships.

### Discussion

The impact of teacher's instructional styles such as lecturer in the grade 9 students classroom engagement as a whole and when they are grouped according to sex and section, the 66 male participants demonstrated a significant degree of engagement in the context of the Lecture instructional style. This is evident from their average score (M) of 3.85, with a standard deviation (SD) of 0.54, which falls within the "High" category. Likewise, the 62 female participants also exhibited a robust level of engagement, as reflected in their average score (M) of 4.04 and a standard deviation (SD) of 0.45, indicating a "High" level of engagement in the context of the Lecture instructional style.

As a whole, the dataset encompassed 128 participants, and the overall average score (M) for engagement was 3.94, with

a standard deviation (SD) of 0.51, indicating a "High" level of engagement in the context of the Lecture instructional style. The data suggests that both gender groups (male and female) and different sections (SEM, SA, SM, SCM) generally have high scores in the measured variable, with minor variations between groups. This observation aligns with the findings of Querol & Crawford (2016), who emphasized the enduring practicality of lectures as a means of instructing large student cohorts. Furthermore, Owens *et al.* (2017) suggested that the lecture technique could address students' expectations regarding student and teacher roles. Early student resistance to "active" learning methods may signify a preference for the more traditional lecture approach. This resistance is often associated with a preference for authoritative rather than discursive education, potentially more prevalent among male students and those with less experience.

Examining the impact of teachers' instructional style, precisely the demonstrator approach, reveals that 66 male participants has average score (M) at 3.73, accompanied by a standard deviation (SD) of 0.56, signifying an interpretation of "High." Concurrently, among the 62 female participants, the average score (M) reached 3.92, while the standard deviation (SD) was 0.58, also resulting in an interpretation of "High." It is worth noting that both male and female students achieved commendable scores, with females holding a slightly higher average score.

Across all sections, namely SEM, SA, SM, and SCM, there were consistent high scores, with SM recording the highest average score among them. In totality, the dataset encompassed 128 participants, and the overall average score (M) was 3.82, paired with a standard deviation (SD) of 0.58, yielding an interpretation of "High." When considering the collective participants, the scores remained notably high, with only marginal discrepancies observed between the various subgroups.

These findings suggest that both gender groups (male and female) and the different sections (SEM, SA, SM, SCM) generally exhibit elevated scores in the measured variable, with only minor variations discernible between these groups. In the study of Thoron & Bunch (2021)<sup>[29]</sup>, reinforces the idea that demonstrations help when teaching a skill that requires several steps. They interact with the crowd and invite participation. Like many other learning techniques, demonstrations help some students gain a deeper comprehension of the subject. This suggests that the student has the chance to learn from numerous techniques, such as visual, kinesthetic, and linguistics, as they learn with the processes and strategies when the teacher serves as a demonstration or personal model (Ligan & Tacadena, 2022)<sup>[17]</sup>.

When considering the impact of the facilitator instructional style, a total of 66 male participants displayed an average score (M) of 3.75, alongside a standard deviation (SD) of 0.66, resulting in an "High" interpretation. Similarly, among the 62 female participants, their average score (M) was 3.71, with a standard deviation (SD) of 0.58, also indicating a "High" level. Notably, both male and female students achieved high scores, with males slightly edging ahead with a higher average score.

Analyzing the dataset as a whole, encompassing various sections including SEM, SA, and SM, reveals consistently high scores, while SCM stood out with a moderate score. Looking at the dataset comprehensively, which includes 128

participants, the overall average score (M) reached 3.73, accompanied by a standard deviation (SD) of 0.62, warranting a "High" interpretation. When assessing all participants collectively, the scores consistently leaned towards the high end, with only minor variations discernible between subgroups.

The data reveals that both gender groups, including males and females, generally exhibit elevated scores in the measured variable, with males holding a slightly higher average score. The recurring "High" interpretation underscores that, as a whole, students display a heightened level of the measured characteristic, although some variability is noticeable among subgroups. These findings align with the study conducted by Aldajah *et al.*, (2014) [2], the teacher as facilitator encourages and focuses on activities in this student-centered approach. Students are expected to take the initiative to complete the numerous duties. Students who are self-directed, active, and collaborative learners excel in this setting. Typically, teachers plan group activities that require active learning, student-to-student communication, and problem-solving. Additionally, the study of Valdez *et al.*, (2015) [31] was grounded in the previously mentioned notion that a teacher should act as a facilitator of learning. To achieve this, activity-based, hands-on, and cooperative learning emerges as a crucial pedagogical approach for enhancing students' learning capabilities and fostering interactivity.

Across the majority of sections, the scores consistently remained at a high level, except for SCM, which demonstrated a moderate score. Consequently, within this paradigm, rigid standards and structured learning frameworks take a backseat, contrasting the emphasis of a "formal authority" teacher (Dela Rosa & Vargas, 2021) [9].

The impact of the teacher's instructional style, specifically the delegator approach, on students' classroom engagement. Among the 66 male participants, their average score (M) stood at 3.69, with a standard deviation (SD) of 0.60, indicating a "High" level of engagement. Similarly, among the 62 female participants, their average score (M) was notably higher at 3.96, with a standard deviation (SD) of 0.61, also resulting in a "High" interpretation. It's worth highlighting that both male and female students achieved high scores, with females notably surpassing males in their average scores. Across all sections, including SEM, SA, SM, and SCM, consistently high scores were observed, with SM displaying the highest average score among them. In the dataset as a whole, encompassing a total of 128 participants, the overall average score (M) reached 3.82, accompanied by a standard deviation (SD) of 0.62, warranting an interpretation of "High."

The data indicates that both gender groups (male and female) generally exhibit high scores in the measured variable, with females noticeably surpassing males in their average score. Across different sections, all sections demonstrated high scores, with SM achieving the highest average score. The consistent "High" interpretation underscores that collectively and within various subgroups, students exhibit a high level of the measured characteristic, albeit with some variability observed between groups.

The results further resonate the study of Dash *et al.*, (2020) [8], that in delegator, the teacher respects student autonomy, anticipates independent work from students, and only offers support when asked. Individual teaching and learning styles are incorporated into the delegator approach to assist in

determining how instructors' and students' teaching abilities may enhance the learning experience. This supported by the study of Nzesei, (2015) [20], individuals taking responsibility for their learning is one of the most significant challenges in learning. When learners take responsibility for their learning, they give meaning to the learning process, which leads to effective learning.

Independent T-test was used to determine the difference in the impact of teachers' instructional styles in the grade 9 students classroom engagement when they are grouped according to sex. There was a significant difference in the impact of teachers' instructional styles in the grade 9 students classroom engagement when they are grouped according to sex such as lecturer ( $p = 0.040$ ) and delegator ( $p=0.012$ ). Otherwise, there was no significant difference on the other teachers' instructional styles such as demonstrator ( $p=0.069$ ) and facilitator ( $p=0.705$ ) in the grade 9 students' classroom engagement when they are grouped according to sex.

According to the study of Mustamiah & Widanti (2020) [19], males and females have different learning style preferences. These findings were supported by the study conducted by Lie *et al.*, (2018), which actually facilitates mixed-gender classes and study groups so that all genders can learn from each other. Furthermore, when students learn, they participate in academic and social activities, as well as regulatory compliance and involvement in learning activities. Such students may achieve good learning outcomes.

Analysis of Variance (ANOVA) was used to determine the difference in the impact of teachers' instructional styles in the grade 9 students classroom engagement when they are grouped according to section. There was no significant difference in the impact of teachers' instructional styles such as lecturer in the grade 9 students classroom engagement when they are grouped according to section ( $p = 0.202$ ).

This is supported by the study of Schwartzstein & Roberts (2017) [26], that lectures can be a successful educational strategy when delivered as interactive, large-group learning sessions with discussions and regular student interaction through questions, all of which require prior student preparation.

Thus, lectures are still the most practical way to teach large groups of students. Although instructors and students often prefer interactive formats like seminars and tutorials, their integration into lecture-based courses becomes impossible due to the large number of students enrolled in today's universities. They maintain the lecture as the primary teaching method required (Querol & Crawford, 2016). Additionally, in the study of Sengsouliya, *et al.*, (2020) [27], the sample indicates increased engagement when teachers facilitate peer discussions. To improve the high school learning environment, administrators should implement a vigorous teacher professional development plan to ensure teaching quality.

Analysis of Variance (ANOVA) was used to determine the impact of teachers' instructional styles in the grade 9 students' classroom engagement when grouped according to section. There was no significant difference in the impact of teachers' instructional styles such as demonstrators in the grade 9 students' classroom engagement when they were grouped according to section ( $p = 0.119$ ).

The study by Thoron & Bunch (2021) [29], revealed that demonstrations help when teaching a skill that requires

several steps. They interact with the crowd and invite participation. Like many other learning techniques, demonstrations help some students gain a deeper comprehension of the subject. Furthermore, reported that students can demonstrate cognitive strategies by watching the teacher think out loud while performing the demonstration and formulate questions that lead to an explanation of the concepts in question (Basheer, *et al.*, 2016).

Analysis of Variance (ANOVA) was used to determine the difference in the impact of teachers' instructional styles in the grade 9 students' classroom engagement when they are grouped according to section. There was a significant difference in the impact of teachers' instructional styles such as facilitator in the grade 9 students' classroom engagement when they were grouped according to section ( $p = 0.045$ ). According to Post Hoc Test, section SCM has a lower mean than SM and SA.

However, despite the differences of both sections, still in conclusion; the impact of teaching style extends to shaping the student learning journey and forming lasting impressions of educators (Ghanizadeh and Jahedizadeh, 2016) <sup>[11]</sup>. Much like leaders, teachers wield considerable influence over students' attitudes and behaviors. They undertake the roles of monitoring progress, fostering motivation, effectively managing classroom dynamics, and actively engaging students (Keethigha & Singh, 2023) <sup>[15]</sup>.

Analysis of Variance (ANOVA) was used to determine the difference in the impact of teachers' instructional styles in the grade 9 students' classroom engagement when they are grouped according to section. There was a significant difference in the impact of teachers' instructional styles such as delegator in the grade 9 students' classroom engagement when they were grouped according to section ( $p = 0.045$ ). According to Post Hoc Test, section SM has a higher mean than SEM, SA, and SCM.

The study of Aldajah, *et al.* (2014) <sup>[2]</sup>, the student-centered method in which the educators give individuals or groups of students a lot of control and accountability for their learning. This type of educator frequently requires pupils to create and implement a complex learning project and will serve as a consultant. Students are frequently requested to work independently or in groups, and they must be able to work effectively in groups.

In DeVito's (2016) <sup>[10]</sup> research, it was discovered that students became more involved in their learning when they had a clear understanding of the teacher's expectations and when they were given the chance to participate in decision-making. Respondents also highlighted the significance of the teacher's teaching methods as a crucial element that motivated them to become actively engaged. Furthermore, the teacher plays a critical role in fostering and sustaining student engagement. Therefore, it's essential to reevaluate teachers' perceptions of student engagement to determine if any misconceptions are affecting how they engage with students (Pedler, *et al.*, 2020) <sup>[22]</sup>. Additionally, the study of Pooja (2017) <sup>[23]</sup> emphasized that to make a teaching technique more effective, teachers should be flexible and willing to modify their teaching methods to meet students' needs, success, and achievement.

Going further in the studies, the researchers found out that among all the sections, the SCM shows a moderate impact on the facilitator's instructional style.

However, the impact of teachers' instructional styles, which are the lecturer, demonstrator, facilitator, and delegator, in the Grade Nine students, classroom engagement in Colegio de Sto. Tomas-Recoletos as a whole and when grouped according to sex and section is High. Therefore, these instructional styles can highly impact the classroom engagement of the students in how they participate and understand their lessons. When all instructional styles are elevated to a high level in the classroom setting for grade 9 students, it creates an environment where students are more actively engaged in their learning. This heightened level of engagement is crucial for their overall academic success and personal development, as it allows them to connect with the material, explore various learning approaches, and ultimately thrive in their educational journey. Teachers who adopt such an inclusive approach to instructional style play a pivotal role in nurturing a positive and dynamic learning atmosphere for their students, ensuring they are well-prepared for future challenges and opportunities.

Having and providing an effective teaching strategy can significantly affect their performance or classroom engagement, through their teachers and studies. Using these different instructional styles appropriately for them can possibly spike their interest which can be reflected through their higher academic performances as they participate, cooperate, and partake in their lesson, activities, and discussions.

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