iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 13 **Issue:** XII **Month of publication:** December 2025

DOI: https://doi.org/10.22214/ijraset.2025.76224

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue XII Dec 2025- Available at www.ijraset.com

Teaching Styles and Disciplinary Approaches of Teachers in Public Elementary Schools

Shaina Paula Cordovin
DepEd, Philippines

I. THE PROBLEM AND ITS BACKGROUND

A. Introduction

Education is a significant factor in the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. It is considered a powerful tool in developing one's life. Moreover, education is essential to everyone and serves as a vital part of life both personally and socially.

Teachers are one of the factors that contribute a vital rolein shaping a brighter future for our learners, it involves the way they conduct their lessons to achieve each objective by providing guidance, nurturing students' skills, critical thinking, and enforcing discipline within the classroom.They are fostering not only the knowledge of each learner but also their learning behaviors.

Children nowadays are very hyperactive, in which they seem to be so uneasy in their daily task in school. Wherefore, they do a lot of activities that make them become violent, quarrelsome, or even distinctive in behavior. They are also inquisitive of the many things they acquire from their immediate environment which oftentimes complicate their learning styles.

Teachers play the most vital role in the teaching-learning process. In their hands lies the future of their students. They oversee providing the students with the necessary knowledge, skills and attitudes so that they may become more effective and self-reliant citizens.

As stated in the Code of Ethics for Teachers. Article IV, Section 2 on the Teacher and the Profession:

"Every teacher should uphold the highest possible standards of quality education, make the best preparations for the teaching career, and be at their best at all times and in the practice of their profession."

It underscores the significance of teachers being passionate about their profession and devoted to delivering high-quality education. It stresses the continuous necessity for educators to enhance their skills, expand their knowledge, and maintain professional behavior. By adhering to these principles, teachers play a vital role in improving the quality of education and supporting the growth and well-being of their students.

Maintaining a calm and productive classroom environment begins with the teacher. How a teacher responds to a misbehaving student can either improve or worsen the situation. Students rely on their teacher for consistency and a sense of safety in the classroom. If students sense that a teacher struggles to manage behavior issues, some may become anxious and withdraw.

As stipulated in the 1987 Philippine Constitution Article XIV, Section 1 that:

"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

Thus, as we give the right education for every learner, educators make sure that learners feel safe and secure as they give a quality education.The aim of education is to provide the knowledge and develop the skills of the learners, moral character, attitudes, and values of one's own development in different levels of education. The primary task of teaching in school is to impart knowledge to children.

Teachers exhibit various personalities and teaching styles, and it's useful to categorize these approaches using certain fundamental dimensions. It's often said that effective teachers are both supportive and firm, offering care and emotional support to students while maintaining high expectations.Being warm refers to offering care and emotional support to students. In a positive sense, being demanding means having high expectations for your students, both academically and behaviorally. There are various reasons why discipline can be challenging in the classroom. One reason could be the teacher's style of instruction, while another might be the personal and behavioral issues that students bring with them.

The researcher has observed, through frequent visits and classroom exposures in public elementary schools, that teaching styles and disciplinary approaches differ from one teacher to another. In some classrooms, teachers rely heavily on traditional, teacher-centered methods, while others adopt more interactive or blended approaches. Likewise, the way teachers handle pupil behavior varies, some are strict and authoritative, while others use more understanding and student-friendly methods.

©IJRASET: All Rights are Reserved

These differences affect the learning atmosphere in the classroom. In certain cases, pupils appear more engaged and motivated when teachers use active, learner-centered strategies and apply consistent but supportive discipline. On the other hand, when teaching and discipline styles do not align with students' needs or
developmental levels, problems such as misbehavior, low participation, and poor academic performance tend to arise.The researcher believes that these differences could be influenced by several factors, such as the teacher's experience, training, educational background, and even personal beliefs about discipline and learning. However, there seems to be a lack of focused studies that explore the relationship between how teachers teach and how they manage behavior, especially in the public elementary school setting where class sizes are often large and resources may be limited.With this in mind, the researcher finds it necessary to conduct a study that investigates the teaching styles and disciplinary approaches of teachers. The goal is to better understand how these two important aspects of classroom practice interact and to offer insights that may help improve both teaching effectiveness and student behavior management.

B. Setting of the Study

The study was conducted in public elementary schools in BinangonanDistrict Cluster 3, Division of Rizal. Each school offers kindergarten to Grades 1 to 6 level and for central school categorize as a bigger school offers a SNED class or Special Need Education which pertains to the tailored instruction and assistance given to learners with disabilities or learning challenges to guarantee they receive quality education, acquire vital life skills, and actively engage in both the learning process and the school community.These schools include Binangonan Elementary School, Buhangin Elementary School, Calumpang Elementary School, Janosa Elementary
School, Libid Elementary School, Libis Elementary School, Limbon-Limbon Elementary School, Lunsad Elemantary School, Malakaban Elementary School, PilaPila Elementary School, Pinagdilawan Elementary School and Sapang Elementary School. Figure 1 shows the location map of the selected public elementary schools in Binangonan District Cluster 3.

The schools are guided by the DepEd vision in dreaming of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education is committed to ongoing improvement to more effectively serve its stakeholders. Furthermore, its mission is to uphold and advance every Filipino's right to quality, equitable, culture-based, and comprehensive basic educationwhere: students learn in a child-friendly, gender-sensitive, safe and motivating environment, teachers facilitate learning and constantly nurture every learner, administrations and staff, as steward of the institution, ensure an enabling and supportive environment for effective learning to happen; family, community, and others and share responsibility for developing life-long learners.

The schools mentioned conduct activities and programs to develop the potential of teachers. The schools conduct different activities to uplift the teaching styles of teachers.These include in-service training, seminars and training from district, division, regional and national levels. Likewise, teachers attend seminars and training to strengthen their potential in their field of specialization.

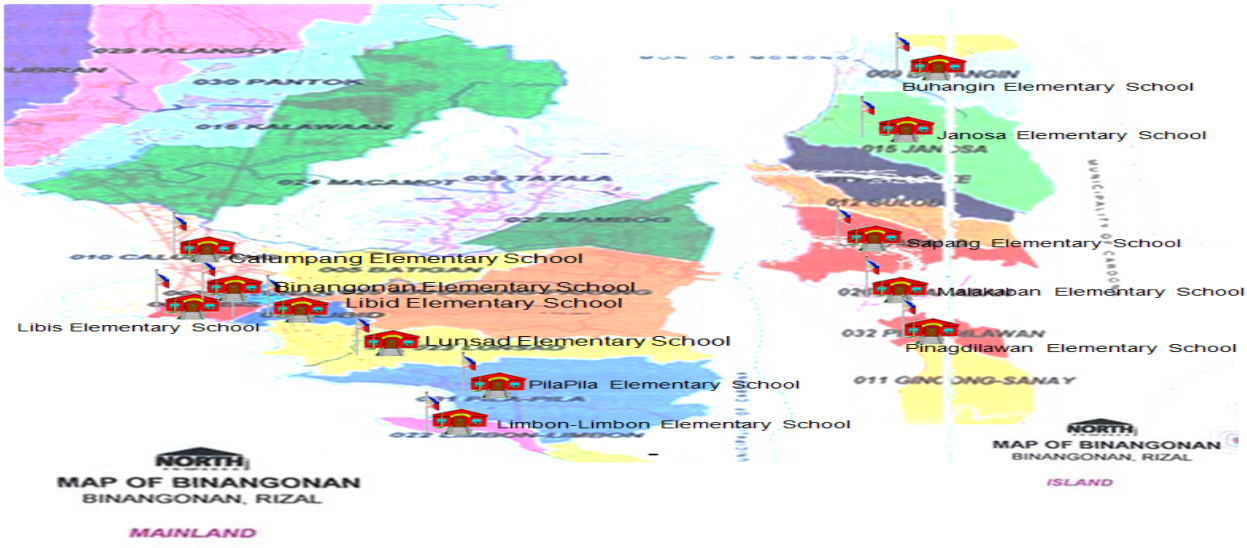


Figure 1 Location Map of the Selected Public Elementary Schools in Binangonan District Cluster 3

C. Theoretical Framework

This study is anchored on Bloom's Taxonomyof learning as cited bySudirtha, Widiana, Adijaya (2022). This served as the foundation for this investigation. This is essentially a theory about domains of learning on how individuals understand and acquire knowledge, skills and attitudes. It asserts that individuals enhance learning and personal development. When one learns something new, they must make it fit with their preexisting beliefs and experiences. This may require modifying their beliefs or simply dismissing the new information as unimportant. Individuals actively create their own knowledge in any scenario. To do this, one must research, inquire, and evaluate what they already know.

Accordingly, educators should be clear about organization and assist students in concentrating on the bigger work at hand as well as the goals, instead of getting caught on minor details or frustrations. They are encouraged to praise the effort put out by the learners while reminding them, helping them focus on relevant items, and encouraging them to practice and rehearse what they have learned.

Relevance to the present study can be seen that the blooms taxonomy view of learning points towards several different teaching styles. In the sense that inspiring learners to use active techniques to get their interest and establish more knowledge that reflects on what they are doing and how their understanding is changing. The teachers make sure he/she understands the learners' pre-existing conceptions and guides them properly. Likewise, the study aims to investigate the teaching styles and disciplinary approaches employed by teachers, this theory is highly relevant to the present investigation.

D. Conceptual Framework

Figure 2 on the next page shows the conceptual model showing theteaching styles and disciplinary approaches of teachers in public elementary schools. The study is guided by a conceptual model utilizing the Input-Process-Output Model.

The first box represents the input of the study which consists of the profile of the teachers as respondents of the study such as age, sex, civil status, position title, length of service, educational attainment and in-service trainings. It also includes the extent of teaching styles with respect toteacher-centered, learner-centered, experiential and hybrid. Moreover, it also includes the extent of disciplinary approaches of teachers with respect to behavior modification, routine system, and reward system.

The second box represents the process which includes the development and validation of the questionnaire-checklist, administration of the questionnaire-checklist, data gathering, and tabulation, analysis and interpretation of data.The third box stands for the output which is an action plan to enhance the teaching styles and improve the disciplinary approaches of public elementary school teachers.The line from the output pointing back to process and input which transmitted the result of the whole process is the feedback which implies that the study is also a continuous process until the expected output is attained.

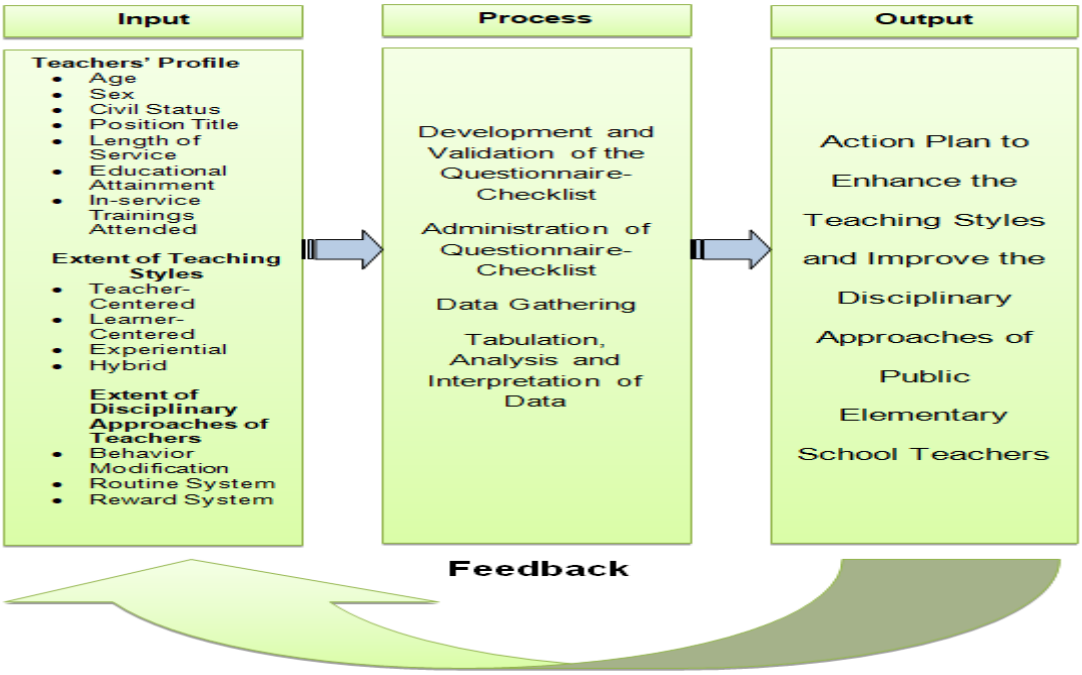


Figure 2
Conceptual Model Showing the Teaching Styles and Disciplinary Approaches of Teachers in Public Elementary Schools

E. Statement of the Problem

This study aimed to assess the teaching styles and disciplinary approaches of teachers in public elementary schools in Binangonan District Cluster 3, Division of Rizal during the School Year 2024-2025.

Specifically, this study sought answers to the following problems:

1) What is the profile of the respondents in terms of:

- age;
- sex;
- civil status;
- position title;
- length of service;
- educational attainment; and
- in-service trainings attended?

2) What is the extent ofteaching styles of the respondents with respect to:

- teacher-centered;
- learner-centered
- experiential; and
- hybrid?

3) Is there a significant difference in theextent of teaching styles of the respondents with respect to the cited aspects in terms of their profile?

4) What is the extent of disciplinary approaches of the respondents with respect to:

- behavior modification;
- routine system; and
- reward system ?

5) Is there a significant difference on the extent of disciplinary approaches of the respondents with respect to the different aspects in terms of their profile?

6) What action plan may be proposed to enhance the teaching styles and improve the disciplinary approaches of public elementary school teachers?

F. Hypotheses of the Study

The study tested the following null hypotheses stating that:

1) There is no significant difference on the extent of teaching styles of the teachersas perceived by themselves with respect to teacher-centered, learner-centered, experiential and hybrid in terms of age, sex, civil status, position title, length of service, educational attainment and in-service trainings attended.

2) There is no significant difference on the extent of disciplinary approaches of the teachersas perceived by themselveswith respect to behavior modification, routine system and reward system in terms of age, sex, civil status, position title, length of service, educational attainment and in-service trainings attended.

G. Significance of the Study

The study will be beneficial to the following:

Curriculum Planners. This result of the study may provide some bases for integration of maintaining discipline in teaching the different subject areas.The findings will provide insights into which teaching styles are most effective in maintaining discipline and engaging learners.

Future Researchers. The study will serve as a reference point or baseline for future research on classroom management, teaching practices, and learner behavior in elementary schools.

GuidanceDesignates.They assess student potential, intervene in crises, and work with parents and teachers to support student well-being. The study will also help counselors better understand how teaching and discipline styles impact student behavior, emotional well-being, and learning attitudes.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Parents. They will serve asfacilitators of learning at home, providing academic support, and fostering a love for learning. They will help teachers promote discipline and order by using scientific and well-studied strategies in the execution of their duties and responsibilities.

Pupils. Theywill be informed about the different teaching styles and disciplinary approaches being utilized by teachers.Pupils will benefit indirectly through improved teaching strategies and more consistent, supportive discipline. This leads to a safer, more engaging, and more inclusive learning atmosphere.

School Administrators. The result of the study can be used by the administrators in formulating policy that can improve the use of different teaching styles and disciplinary approaches.

Teachers. They will be more aware of the different teaching styles and disciplinary approaches they may employ in the classroom.Teachers will gain awareness of how their teaching style influences student behavior and learning. It will also help them reflect on their classroom management strategies and adjust accordingly.

H. Scope and Limitation of the Study

The study aimed to evaluatethe extent ofteaching styles and disciplinary approaches of teachers in public elementary schools in Binangonan District Cluster 3, Division of Rizal during the School Year 2024-2025. These schools include Binangonan Elementary School, Buhangin Elementary School, Calumpang Elementary School, Janosa Elementary School, Libid Elementary School, Libis Elementary School, Limbon-Limbon Elementary School, Lunsad Elemantary School, Malakaban Elementary School, PilaPila Elementary School, Pinagdilawan Elementary School and Sapang Elementary School.

The respondents of the studywere fiftypercent of the total population of teachers in the said schools. Theseconsist of 182 teachers. They were described in terms of age, sex, civil status, position title, length of service, educational attainment and in-service trainings attended. The respondents were chosen using simple random sampling techniques.

Descriptive survey research design wasused in utilizing a researcher-made questionnaire-checklist as a tool in gathering the needed data. The said instrument determined the extent of teaching styles of the respondents with respect toteacher-centered, learner-centered, experiential and hybrid. Likewise, the instrument also measured the extent of disciplinary approaches of teachers with respect to behavior modification, routine system, and reward system.

I. Definition of Terms

For better understanding of the study, the following terms are defined operationally:

Behavior Modification. This refers to the classroom disciplinary approach of teachers in handling pupils with behavior problems.

Civil Status.This refer to a person's legal relationship with another individual, it describes whether they are single, married, separated or widow.

Disciplinary Approaches. These are the methods and strategies used by teachers in managing the behavior of the pupils inside the classroom. In this study, these include behavior modification, routine system and reward system.

Educational Attainment. It refers to the highest educational degree obtained by the respondent.

Experiential. The term refers to a teaching style wherein the students were given opportunities to be exposed to something that facilitates the teaching-learning process.

Hybrid.This is a type of teaching style that combines in-person and online learning, allowing students to engage in both physical classrooms and remotely through online platforms simultaneously.

In-service Training.This refers to structured program designed to provide hands-on experience to officers todemonstrate their job-related tasks.

Learner-Centered. This refers to a teaching style that focuses on the learners as the center of any educative process.

Length of Service.It refers to the number of years in the job that the respondents have incurred.

Position Title.This refersto the formal designation or name given to a job or role within an organization.

Reward System. This refers to the positive reinforcement for behaviors management of the students, it involves giving stickers or giving praise.

Routine System. This refers to the behavior management technique of exposing students to routinary activities.

Teacher-Centered. This refers to a teaching style wherein the teacher is the one giving the information and input to the pupils.

Teaching Styles. These are the different approaches used by the teachers to deliver the lessons to the students. In this study, these includeteacher-centered, learner-centered, experiential and hybrid.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents various literature and studies of both foreign and local settings. These readings have been found to be pertinent in the study being investigated.

A. Foreign Literature

Alibakhshi et al. (2020) cited that teacher self-efficacy has been abundantly studied. However, it seems that the consequences of teachers' self-efficacy have not been appropriately explored yet. The research objective was to investigate the consequences of teachers' teaching self-efficacy. The researchers used a qualitative research method. They collected the data through semi-structured interviews with 20 EFL teachers who were selected through purposive sampling. The interviews were content analyzed thematically. Findings showed that self-efficacy has different consequences: pedagogical, learner-related, and psychological. Each consequence has several sub-categories.

It is concluded that high self-efficacy affects teachers' teaching practices, learners' motivation, and achievement. It also affects teachers' burn-out status, psychological being, as well as their job satisfaction. The findings can be theoretically and pedagogically important to EFL teachers, teacher-trainers, and administrators of educational settings.

In addition, Gross (2020) focused on first-year teachers who were assigned to teach in grades 6- 12 at a suburban school district and were involved in a mandated new teacher mentor program. The researcher evaluated participants' self-efficacy using the Teachers' Sense of Efficacy Scale (TSES) and a series of qualitative questions to determine if a first-year teacher's self-efficacy changes during the first semester of their mentorship experiences and if each domain of a firstyear teacher's self-efficacy (student engagement, instructional strategies, or classroom management) changes during the first semester of their mentorship experience.

The results provide promising, albeit not conclusive, findings in support of mentorship mitigating the decline of first-year teachers' self-efficacy, and the researcher was able to identify targeted areas of support for the participants within the three domains of self-efficacy. Therefore, further research that analyzes self-efficacy through the lens of mentorship is astrong next step in better understanding how to help new teachers transition between pre-servicefantasies and first-year realities, strengthen their perceptions of their own abilities, foster healthymotivation for persisting in the midst of stress, and ultimately move towards mastery of theirchosen profession.

According to Grasha (2021), teachers'teaching styles and strategies are currently being used to encourage a conducive learning climate. A learning environment that gives students the freedom to make choices will encourage them to be physically, emotionally and mentally involved. The learning process is designed to stimulate creativity and productivity through engaging activities and students' attention to the subject matter presented by the teacher is very important. This will support the achievement of learning objectives. Learning objectives are achieved when students achieve mastery of the material provided in a meeting in the classroom.

Many things can interfere with students' attention in listening to the subject matter so that it affects their learning outcomes. Indeed, many factors affect the lack of student attention in the learning process, for example, lack of teacher explanation of the goals, teacher teaching style, and so forth. Teaching style is the way teachers use when learning.

Teachers who often provide exercises in the context of understanding the material will produce better students when compared to teachers who merely explain and do not follow-up continuously. The teaching style is a conceptual model of teaching and learning from the teacher to direct students' thoughts and actions. Good teaching is an activity to develop, convey, and assist in the formation of learning meaning so that the concepts of good or bad teaching can shape students' perceptions of the teacher's teaching style. The teaching style is closely related to specificbehavior, so the teacher's teaching style can be perceived by students.

For Aldajah, et al. (2022),in a case study entitled "Compatibility of Teaching Styles with Learning Styles"It was emphasized that to enhance the quality of teaching and increase its effectiveness, it is essential to consider the alignment between instructors' teaching styles and students' learning preferences. This compatibility plays a crucial role in determining how much knowledge students can absorb from classroom instruction. The instructors employed a combination of teaching styles—including expert, formal authority, personal model, and delegator. This diverse approach caters to a wide range of student learning methods, thereby contributing positively to the overall learning process.

Teaching style and learning style are two important components used by teachers and learners to enhance the teaching and learning in any educational setting. Teaching styles refer to styles implemented by teachers to deliver knowledge effectively. Whereas learning styles refer to the situation in which students use certain learning habits/styles to perceive, analyze, respond interact with, and respond to the learning. When a student struggles to understand a topic, teachers will use the proper teaching method therefore the student understands the soul of what is being taught. Hence, the teacher needs to know which method needs to be used in the particular situation and for particular learners.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

According to Zimbardo (2021), transformational teaching is based on the idea that an instructor's purpose is greater than delivery of information. Rather than being content-focused, transformational teachers help students become meta-critical participants in the learning process and well-practiced at critical thinking, goal setting and reflection. Over the past five decades, classroom instruction has undergone significant transformation. This evolution has been driven by the emergence of various educational principles and instructional methods, such as active learning, student-centered learning, collaborative learning, experiential learning, and problem-based learning. In this paper, we propose that these distinct strategies share core characteristics and can be seen as complementary elements of a more comprehensive instructional framework known as transformational teaching.

Transformational teaching centers on fostering meaningful connections among teachers, students, and shared knowledge to support both academic achievement and personal development. In this model, instructors act as intellectual mentors, forming collaborative learning communities where students engage with one another and with their teacher to master content. While instructors still guide students in learning essential course material, they also focus on cultivating students' personal growth and positive attitudes toward learning.

This approach includes establishing a unified vision for the course, offering role modeling and opportunities for skill mastery, challenging and motivating students, delivering personalized feedback and support, designing experiential activities that extend beyond traditional classroom settings, and encouraging abundant opportunities forperfection and reflection.

Johnson (2020) stated that in a transactional learning environment, learning happens through interactions with people and experiences. While teaching as transmission reflects more behaviorist learning theories, teaching as transaction is rooted in more constructivist perspectives. Here, learners build their understanding of content by interacting with activities and through social meaning-making processes with their peers and their instructors. Instead of delivering information, instructors work to plan experiences that can help their students learn and work with them to foster their understanding.

In the transactional teaching style, teaching and learning are seen as two facets of one entity rather than as two separate entities. One of the primary aspects of quality teaching is the creation of an environment conducive to student learning. Without learning, teaching is merely an act of self-gratification. Quality teaching is the joining together of both teachers and students actively contribute to the learning process, learning from one another. Thus, to characterize the interconnections between teaching and learning, these two concepts are represented together in an effort to capture the transactional nature of the quality teaching experience. The teacher's teaching/learning transaction model is a complex and interactive web that can interact with the students' teaching/learning perceptions to create an intricate and interrelated network of joint understandings and expectations.

In addition, Ahmed et al. (2022) investigates the Effectiveness of teacher's centered approach on student's learning at the university level. The objectives of the investigation were to explore the impact of teacher centered approach on students learning at university level. To investigate the student's attitude toward teacher's centered approach, to see the effects of demographic factors of students at the university level. University students of Islamabad were the population and the size of the sample was 120 students. The snowball sampling technique was used by the researcher to collect the data. Descriptive research was the design of the current investigation.

The investigation was quantitative in nature and the researcher has developed questionnaire for the purpose of data collection from the participants of the study. There were 12 close ended items in the developed questionnaire. SPSS was used to analyze the data of the investigation i-e Descriptive Statistics (Frequency, Percentage, Mean) and Inferential statistics (regression) is used. It was concluded that there was a positive impact of teacher centered approach, and the student's attitude are encouraging of regarding the teacher-centered approach at the university level, it is also considered as an important factor for students during learning at the university level.

B. Local Literature

Enriquez and Ofrin (2023) looked at the effects of, "Experiential Teaching Approach, Learning Styles, and Performance of Students in Physical Education," is to ascertain how the experiential teaching approach, learning styles, and student performance relate to one another. The research design for the study combined quantitative and qualitative data collection techniques. Furthermore, quantitative data analysis involved calculating mean scores, standard deviations, and conducting t-tests to determine the significance of differences between pre-test and post-test scores. The qualitative data were analyzed thematically to identify recurring patterns and themes in the participants' perceptions of the experiential teaching approach.

The study's findings showed that most students had a visual learning style, followed by auditory, kinesthetic, and tactile preferences. The participants generally perceived the experiential teaching approach positively, indicating agreement with the approach's effectiveness in enhancing their learning experience.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Moreover, there was a significant improvement in both motor skills and cognitive abilities of the students after being exposed to the experiential teaching approach.

Ulla and Perales (2022) cited that while a number of studies had previously conceptualized hybrid teaching—often used interchangeably with blended learning before the COVID-19 pandemic—hybrid teaching remained undertheorized and largely unexplored during and after the pandemic, particularly as schools gradually reopened for in-person classes. Their paper explored the concept of hybrid teaching (also referred to as hybrid classroom instruction or hybrid learning) and examined how this methodology differs from blended learning, fully online, and remote teaching by presenting a teacher's experience during the COVID-19 pandemic.

While the authors aimed to clarify the nature of hybrid teaching, they did not seek to offer a fixed or universal definition, acknowledging that teaching practices are highly context-dependent. Nonetheless, they argued that hybrid teaching holds significant potential as an instructional approach in the post-pandemic educational landscape, especially during the transitional period from remote to residential classroom instruction.

Suarez (2020) stated that not all teaching styles are equally effective. A method that works well in one classroom might fail in another. It is unrealistic to expect teachers to always adopt an authoritative approach rather than authoritarian or permissive styles, given the wide range of classroom dynamics. The distinctions among authoritative, authoritarian, and permissive teaching styles—which parallel certain parenting styles—primarily revolve around two factors: the degree of control and the level of involvement with students.

Permissive teachers tend to be well-liked but often face more discipline challenges. They place few demands on students and generally exhibit a lack of concern for student progress. Although this relaxed style involves minimal control and limited engagement, it can be appropriate—if not ideal—for advanced students who require little supervision and can manage independent studies or complex projects on their own. In such cases, the teacher's role is more of a detached supervisor than an active educator.

On the opposite end, authoritarian teachers create significant barriers to student-teacher interaction, distancing themselves from personal connections with their students. They enforce strict rules without exception and often adopt a dictatorial approach in the classroom, relying heavily on lectures while discouraging student interaction. This style fosters a competitive and often fearful environment, characterized by rigid control but little emotional involvement. School administrators may view authoritarian teachers as effective for managing disruptive classes because they maintain order, though this comes at the expense of fostering positive relationships and engagement.

As explained by Bartolome (2020), teachers who use the authority or lecture style model engage in one-way presentations. As the teacher delivers a lecture, students dutifully take notes or listen. In this class, the teacher is the final authority. He or she takes the central role and all a student needs to do is listen and take notes, if they so wish. For these types of teachers, they can often teach a large number of students packed in an auditorium or huge lecture halls.

The facilitator uses the activity style, which involves encouraging self-learning among the students. This approach enables the students to hone their critical thinking skills and knowledge retention, which in turn helps them attain self-actualization.

The advantage of this teaching approach is that it provides students with an opportunity to ask questions. It, therefore, encourages them to seek solutions to problems through exploration.The delegator is an expert at leveraging the group style of teaching. Subjects that should be taught using the group style include those that involve laboratory activities such as biology, chemistry, or those that require peer response such as creative writing and debate. The advantage of this approach to teaching is that the teacher takes an observer role as he or she guides students towards an inquiry-based and discovery learning process.

This approach dramatically inspires students since they see themselves as working alongside the teacher to achieve common goals. The downside to this approach, however, is that it is seen as a compromised modern teaching style sometimes criticized for undermining the teacher's authority, the delegator takes on more of a consultant role rather than a traditional authoritative figure. Teachers who adopt this approach are the experts at blending. He or she blends different curriculum-appropriate teaching styles that integrate a teacher's interest and personality with that of the students. Since it is inclusive, this approach is highly
effective. It helps the teachers to align their teaching styles with the requirement of he content being taught and the students' needs should both be considered.

According to Dominguez (2022), every teacher should adopt a teaching style that best explains concepts to enhance knowledge retention. While there is no one-size-fits-all when it comes to teaching styles, some subjects lend themselves to certain styles and a certain type of teacher than others. Whatever your style, it is critical that you stay focused on the teaching objectives and desist from being and doing everything for your students.This approach integrates the teacher's personality and interests with the students' needs and the demands of the curriculum.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

This comprehensive method offers distinct advantages, as it motivates teachers to customize their instruction to suit diverse student requirements and subject content.

However, it can become problematic when teachers attempt to cater to every student's needs simultaneously. This could lead to a watering down of learning, not to mention teacher overwhelm or burnout.In theory, the harder teachers work to develop a student-centered classroom, the more difficult it becomes for them to develop their own well-focused style that's based on their unique personalities, strengths and goals.However, student-centered teaching doesn't necessarily have to mean that teachers sacrifice their preferred teaching method. It does mean that teachers tailor that adapt their style to meet the varied needs of students in their classrooms. For instance, they may employ a blend of computer-based activities, lectures and group problem-solving to cover an element of their curriculum.

Regardless of their style, great teachers remain focused on the goals of their instruction and the needs of students in their classroom.

Raagas (2022) cited that transformative teaching (teaching to make a difference) is education for growth in students, through intentional, creative action and purposeful engagement in identity formation. The desire to make a difference in students' lives is at the heart of all curriculum theory and practice and is especially relevant as a purpose for teaching in teacher education programs with students who are working to create personal teacher identities. It is the primary reason teacher education students give, every year, for choosing to become a teacher. A commitment to the pursuit of excellence, expressed in a language of hope, with the purpose of creating a good life, within a relationship of care between teacher and students, is necessary to teaching to make a difference in students' lives. The transformational teaching practice is designed to address individual student needs by creating and modeling teaching practices to help students change from their current learning experience to that of growth and a higher level of understanding.

Engaging students as active learners is key to transformational learning. Class or small-group discussions built around real-world problems that encourage students to apply their learning and synthesize and empathize with ideas can be incredibly helpful for engaging students as problem solvers.Students may require some guidance during this work, so transformational teachers should engage in modeling and facilitation to allow student input and creativity while also keeping students engaged in a carefully crafted lesson that guides them toward a larger learning objective.

C. Foreign Studies

Nsiah and Kwakye (2024) investigated the knowledgeof teachers on behaviour modification strategies in classroom management. The descriptive surveydesign (quantitative approach) was employed. A multi-stage sampling procedure was employed for the study. Simple random, systematic, cluster and proportionate stratified sampling techniques were used to sample 327 public basic school teachers in the Western North region of Ghana for the study. Data for the study was collected using adapted questionnaire with 5-point Likert-type scale. Data were analysed using descriptive and inferential statistics. The study found that public school teachers in the Western North region of Ghana have moderate knowledge level on behaviour modification strategies in classroom management. More so, teachers in the aforementioned region frequently used tangible behaviour modification strategies such as earning incentives like toffees in classroom management.

This study further established no significant gender difference in the use of behaviour modification strategies in classroom management. It is recommended that there should be an increase in content of classroom behaviour modification strategies in the program structure for teacher education institutions. Also, periodic refresher courses and in-service teacher preparation programs should be organized for teachers to help update their knowledge on the use of positive modification strategies in managing the classroom. This could help teachers find the use of the behaviour modification strategies less stressful and hence manage their classrooms effectively.

The cited study is related to the present study, since both studies focused on the use of behavior modification as part of the disciplinary approaches used by teachers in teaching.

Yuner (2020)examined the relationship between faculty members' transformational leadership behaviors and higher education students' self-efficacy beliefs in learning, based on student perceptions. The research involved 915 students from Yozgat Bozok University and utilized quantitative analysis methods. To measure instructors' transformational teaching levels, the Transformational Teaching Scale (TTS) was adapted into Turkish. Similarly, the Self-Efficacy for Learning Scale (SELS) was translated into Turkish to assess students' self-efficacy in learning.

Data analysis employed descriptive statistics and structural equation modeling.

The findings revealed that certain aspects of transformational teaching—namely considerate intellectual stimulation and charisma—had positive correlations with self-efficacy dimensions related to information processing and problem-solving. The study concluded that transformational teaching is a significant predictor of students' learning self-efficacy.

The cited study and the present study are parallel since both studies focused on teaching styles in relation to learners' performance. Difference is noted since they used different variables in conducting the study. Both studies applied descriptive method of research.

Hayati (2021) conducted a study aimed to explore the relationship between teaching styles and student achievement among sixth graders at Pasir Pengarayan Elementary School. The participants included 40 sixth-grade students and 13 teachers from the same school. The research utilized a questionnaire review method. Observations were prompted by reports from several teachers that students experienced discomfort in class and exhibited low proficiency when academic performance declined. This encouraged researchers to examine teaching styles from both teacher and student perspectives.

To ensure alignment between teaching styles and students' learning preferences, the classroom teaching and learning processes were carefully considered. Grasha's teaching style model was employed to investigate the relationship between teaching styles and student achievement. The study used descriptive analysis to examine mean scores and inferential analysis through Spearman correlation to assess reliability.

Correlation and significance analyses revealed that the expert teaching style had a strong positive relationship with student achievement ($r = 0.701$, $p = 0.004$), leading to the rejection of the null hypothesis. Similarly, the facilitator teaching style showed a significant correlation ($r = 0.516$, $p = 0.001$), indicating its impact on student achievement.

Based on the dominance of these values and correlation results, it is inferred that sixth-grade teachers at Pasir Pengarayan Elementary School predominantly employ the expert and facilitator teaching styles, which are linked to their students' demonstrated academic proficiency.

The cited study and the present study are parallel since both studies focused on teaching styles of teachers. However, difference is noted since they used different sets of locale in the conduct of the study. Both studies applied descriptive method of research.

The study of Chang (2021) was conducted to investigate Taiwanese junior high school students' perceptions of their teachers' instructional approaches and the students' personal learning strategies, as well as to examine whether a significant relationship exists betweenperceived teaching style and learning strategy use. The data for this study were gathered from a sample of 95 junior high school students enrolled in four Chinese language classes at Yuanlin Junior high school. The students completed the Junior High School Teacher's Teaching Style Questionnaire and the Taiwanese version of the Motivated Strategies for Learning Questionnaire.

The findings from this study led to the following conclusions: the students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning. Moreover, they preferred to seek assistance from their teachers or classmates when encountering learning difficulties; genderdifferences in learning strategy use were not significant. Among nine learning strategies, male and female students both exhibited more use of strategies for Effort Management, Help-seeking, and Time and Study Management; the dominant teaching style, as perceived by the students was indifference; the results revealed that there were no significant relationships between students' perceptions of teaching styles and learning strategy use.

The cited study is parallel to the present study since both studies dealt with teaching styles. However, the cited study considered high school students as respondents while the present study considered public elementary school teachers.

Amanyi (2021) investigated the teacher teaching styles and student study habits on academic achievement in mathematics among Junior High School (JHS) students Kasena Nankana district of the Upper East Region of Ghana. Questionnaire was used to get the views of respondents. In all 250 respondents comprising Junior High schools form three students were involved in the study. To carry out the research, survey design was adopted .The target population comprises of all Junior High School (JHS) students in the Kassena- Nankana District of the Upper East Region of Ghana and the accessible population was five JHS students in Kassena Nankana District.

Three research instruments were self-constructed and were used to collect statistical rigors such as mean, modes, frequency count, percentage spread and standard deviation. Analysis of variance (ANOVA) was conducted, revealing that all variables (teachers' teaching styles and student Study Habit on academic

achievement on mathematics) are good and even better predictors of academic achievement and performance in Junior Secondary School in Ghana. Study habit alone is a good predictor of academic achievement. It was recommended that Individual student should be made to understand his or her "self" first in life. Textbooks should be made available to every student.

The reviewed study is similar to the present study since both studies dealt with teaching styles.

However, the reviewed study correlates teaching styles with students' learning styles while the present study examined the connection between teaching styles and disciplinary methods. Shah (2021) explored how teachers' teaching styles influence the academic performance of elementary students in General Science.

The population of this study contained the 52 elementary school teachers who were taught General Science the subject in 8th class and 818 students enrolled in different schools on session 2018-2019 in district Astore. For the selection of a sample (277) from population simple random sampling technique was applied particularly on student's selection. Casual comparative the research design was adopted as it is defined by variables nature itself. Inferential and descriptive statistics applied to measure the relationship between teaching styles and academic achievement were examined using Grasha's Teaching Style questionnaire to assess the teachers' instructional approaches.

The results of the Tukey test revealed a highly significant difference in academic achievement among students based on the expert, facilitator, and

delegator teaching styles in science subjects ($P = 0.00$, $P < 0.005$). Specifically, students achieved the highest marks when teachers used facilitator and delegator teaching styles, while lower marks were observed when teachers applied expert and formal authority styles in 8th-grade General Science. Therefore, it is recommended that elementary school teachers adopt facilitator and delegator teaching styles when teaching General Science in 8th grade to promote greater academic success. The mentioned study is like the present study since both studies dealt with teaching styles.

However, the cited study correlates teaching styles and the academic performance of schoolchildren have been widely studied, while the present study focused on examining the relationship between teaching styles anddisciplinary approaches.

Orr and Mitton (2023) the findings of their inquiry emerged from a research study conducted over two years in two schools investigating how teachers support learners from populations who have been historically underserved by a provincial education system in Canada. Emerging from a focus on how teachers in four rural middle school classrooms supported literacy acquisition through teaching in the content areas, this work revealed asset-based pedagogies made visible by teaching and learning routines that provided learners supportive spaces to grow. Each of these routines was developed by teacher participants to enable students to think, ask questions, make choices, assess their learning, and take risks as learners.

The results of this study affirm what is known about how to support learners in culturally and economically diverse classroom contexts and afford new understanding about asset-based informed learning routines that can encourage students to take risks academically. As learning routines have not often been studied in relation to culturally relevant pedagogy, culturally sustaining pedagogy, or additive schooling theories, this study suggests a novel intersection with these asset-based pedagogies. This intersection offers fresh possibilities for understanding their enactment in classrooms.

The reviewed study is related to the present study, since both studies focused on the use ofroutine system as part of the disciplinary approaches used by teachers in teaching.

D. Local Studies

The study of Garcia (2023) determined the extent of this study and impact of teachers' teaching styles on the cognitive, emotional, and social development of sixth-grade pupils. A descriptive survey research design was employed to collect data regarding the extent of these effectson the development of grade six pupils.

The study found out that teachers always employ their teaching styles with respect to authoritarian, transformative, permissive and transactional as perceived by both groups of respondents. A significant difference exists between the two groups' perceptions regarding the extent of the effects of teaching stylesof teachers with respect to authoritarian, transformative, permissive and transactional. Teachers'

age, sex, civil status, educational attainment, length of service and in-service trainings attended and pupils' sex, sibling position, number of children in the family, monthly family income, mothers' educational attainment and parents' occupation are not significant on their perceptions about the extent of effects of teaching styles employed by teachers with respect to authoritarian, transformative, permissive and transactional. However, significant difference exists in terms of other variables.Teachers' age, sex, civil status, educational attainment, length of service and in-service trainings attended and pupils' age, sex, sibling position, number of children in the family, parents' educational attainment and parents' occupations do not significantly influence their perceptions of the impact of teaching styles on their children's cognitive, emotional, and social development. However, significant differences were found in relation to other variables. Additionally, there is a significant correlation between the authoritarian teaching style of teachers and thecognitive, emotional and social development of grade six pupils.

Significant relationship also exists in other variables. However, no significant correlation is found in the transformative, permissive and transactional teaching styles with respect to emotional development.

The study concluded that:Teachers and pupils have different insights on the teaching styles of teachers with respect to authoritarian, transformative, permissive and transactional.Teachers' age, sex, civil status, educational attainment, length of service and in-service trainings attended and pupils' sex, sibling position, number of children in the family, monthly family income, mother's educational attainment and

parents' occupation have no bearing on their perceptions about the extent of effects of the teaching styles of teachers with respect to authoritarian, transformative, permissive and transactional.Teachers and pupils have different insights on the effects of teaching styles on the development of grade six pupils with respect to cognitive, emotional and social.Teachers' age, sex, civil status, educational attainment, length of service and in-service trainings attended and pupils' age, sex, sibling position, number of children in the family, parents' educational attainment and parents' occupation are not predictors on their perceptions about the extent of effects of the teaching styles on the development of grade six pupils with respect to cognitive, emotional and social. Teaching styles of teachers are determinants on some of the development of pupils.

The study recommended that:Teachers may continuously employ varied strategies to enhance their teaching styles in keeping their pupils motivated in every lesson.Teachers may improve their permissive and transactional styles to ensure the learning progress of pupils so that they can continue thinking critically as they work.Teachers may continuously strengthen their teaching styles to further enhance the cognitive and emotional development of pupils.Teachers may continuously attend in-service trainings to establish a rigidly regimented learning atmosphere with a focus on following the rules.Pupils may be encouraged to further develop their cognitive skills since they include their working memory, attention, and capacity to control and react to their learning experiences.The proposed action plan is recommended for implementation. Conduct of similar studies along this area using other variables may be done.

The reviewed study is similar to the present study since both studies dealt with teaching styles. However, the reviewed study correlates teaching styles to further enhance the cognitive and emotional development of pupils while the present study explored the relationship between teaching styles and disciplinary approaches.

Aspiras (2020) examined the teaching styles andpupils' performance in selected private elementary schools in Tanay, Rizal during the School Year 2019-2020.The study revealed that most of the teacher-respondents are young and predominantly females; many of them are Bachelor's Degree holders and have been in the service for 5-9 years. Authoritarian, authoritative, permissive and facilitator teaching styles are often practiced by private elementary school teachers. Teaching styles—categorized as authoritarian, authoritative, permissive, and facilitator—vary significantly based on teachers' age and length of service, while sex and educational attainment do not have a significant impact on teaching styles. Students in selected private elementary schools demonstrated very satisfactory performance. A significant correlation was found between the different teaching styles and student performance.

The study concluded that age and length of service contribute to variations in teachers' teaching styles. Teaching styles of teachersis associated with the pupils' level of performance. The study recommended that school administrators may encourage teachers to pursue their studies on their fields of specialization for personal, social and professional growth through which they can acquire new knowledge, skills and experiences that will benefit pupils and themselves. Teachers may be provided with more seminars, workshops, and in-service trainings to enhance their competencies and performance in teaching. Teachers may be exposed to more instructional technology activities to enhance their best practices and teaching styles.

Teachers may continuously employ various kinds of teaching strategies and teaching styles to enhanced pupils performance. The proposed action plan is recommended for implementation. Similar studies may be conducted considering other variables.

The study of Aspiras and the present study are similar since both studies considered teaching styles. However, the cited study considered private schools while the present study is on public elementary schools. Furthermore, the previous study considered learners' performance while the present study dealt with teachers' teaching styles and disciplinary approaches.

Castillejos (2022) determined the teacher's perception of the reward system in the classroom. The study made use of the descriptive quantitative research design. The study was conducted in the School Division of Cauayan City in San Fermin Elementary School, San Isidro Elementary School, and North Central School for the academic year 2021-2022. This paper facilitated a researcher-made questionnaire to gather data on the teachers' profiles, motivation forms, and perceptions of using the strategy. A Likert Scale was used to analyze the perception of the respondents. Also, the researcher used Spearman's Rho to draw a correlation between the profile of the respondents relative to their perception and form of motivation used in their elementary classroom. The results revealed that the teachers often used different forms of motivation are small items. Also, teachers perceived the rewards system to be effective for all pupils.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Moreover, the elementary teachers strongly agree that using this strategy benefits the classroom facilitators. Hence students' academic performance increased, and the student's participation became active with a reward system. In conclusion, the study found that the teachers' profile and perception of using the reward strategy, higher educational attainment, length of service, and grade level were significantly related. Correspondingly, the forms of motivations of the teachers are linked to the quality of higher educational attainment of the teachers and the grade level they are handling. Thus, the perceptionof the use of the reward strategy and its forms depends on the profession's service, the quality of students' foundation, such as distractors and needs, and the pedagogical mastery acquired through pursuing higher education. The school should encourage teachers to improve the mechanism reward system in their classes. Further study should be made in integrating a reward system or a combination of external strategies on a particular subject and performance competencies.

The reviewed study is related to the present study, since both studies focused on the use ofreward system as part of the disciplinary approaches used by teachers in teaching.

The study of Villena (2021) aimed to assess the teaching styles employed by classroom managers at Pinamucan Elementary School. Specifically, it examined the demographic profile of teacher-respondents based on age, gender, educational attainment, number of seminars attended, grade level assigned, and years of service. It also identified which teaching styles—categorized into whole class, individual, and small group activities—were commonly practiced.A descriptive research method was employed, utilizing a standardized questionnaire as the primary tool for data collection. Results revealed that most classroom managers fell within the middle-aged group, had served the school for 20 to 29 years, were assigned across various grade levels, and had attended 7 to 9 seminars during their tenure.In terms of teaching strategies, the majority of respondents frequently used the question-and-answer method for whole class activities. For individual tasks, assigning homework was the most common approach to capture student attention. Meanwhile, games were often utilized during small group activities to foster cooperation among students.

The study recommends the use of LCD projectors as part of classroom instruction and suggests that school administrators conduct seminars focused on modern teaching methodologies.

Villena's study and the present study are very much related since both studies focused on teaching styles. They used similar variables like age, sex and length of service of teachers. Furthermore, both studies used descriptive research design.

Yazon (2020)conducted a descriptive - correlational research to determine relationship between teacher's philosophy, teaching style, and performance. The respondents of this study were the 33 randomly selected faculty members, constituting almost 40% of the total number of faculty members in the University. The teacher-respondents is dominated by female with the age of early fortys up to late 50's and finished graduate studies. Further, majority of them are Assistant Professors and have been serving the institution for more than three decades now. More than 50% of the teacher-respondents got a Common Criteria Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) points of 65 to 87 and 89% to 91% respectively. Almost 50% of the teacher-respondents are progressivists who strongly believe that teaching should prepare students for analyzing and solving the types of problems they will face outside the classroom. More than half of the respondents have somewhat individualized style of teaching which clearly means that majority of the teacher respondents focused to approximately individualized or student-centered instruction and assessment.

It was found out that teacher-respondent's performance differs significantly when they were grouped according to highest educational attainment, academic rank, and years in service. However, the data are not sufficient enough to support the existence of significant correlations between teacher's philosophy, teaching style, and performance.

The researchers concluded that when teachers were grouped according to highest educational attainment, academic rank, and years in service, significant differences between their mean performance exist. The higher the level of education, academic rank, and the longer the teacher's length of service, the better the performance. It was also concluded that teacher's varying philosophy and teaching styles do not predict of their performance.

The reviewed study and the present study are parallel since both dealt with teaching styles and performance. However, the cited study considered faculty members from university while the present study considered teachers in public elementary schools.

San Andres (2020) found out that the teaching methods and best practices of grade one teachers at a public elementary school in Cluster BCaMT, Division of Rizal, for the academic year 2019–2020. The study found that instructors of first graders frequently use best practices in terms of teaching strategies, assessment procedures, and disciplinary methods in the classroom. However, position title is not significant. The test rejected the null hypothesis for the significant difference in the degree of best practices of grade one teachers as perceived by themselves with respect to assessment techniques, instructional strategies, and classroom disciplinary approaches in terms of their age, educational attainment, years of service, and seminars and training attended.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

The study concluded that age, civil status, educational attainment, length of service and seminars and trainings attended are contributory to the best practices employed by grade one teachers with respect to assessment technique, instructional strategies and classroom disciplinary approaches. Age, civil status, educational attainment, length of service and seminars and trainings attended are determinants of the teaching styles of grade one teachers.

The study recommended that school heads may encourage teachers to pursue their studies on their fields of specialization for personal, social and professional growth through which they can acquire new knowledge, skills, and experiences that will benefit pupils and themselves. Teachers may be exposed to more instructional technology activities to enhance their best practices and teaching styles. More seminars, workshops and in-service training may be provided to teachers to enhance their competencies and performance in teaching.

The mentioned study is similar to the present study since both studies dealt with teaching styles, However the cited study considered grade one teachers while the present study considered teachers in public elementary schools.

The aforementioned literature and studies are found related to the present study since relevant ideas and findings about teaching styles and disciplinary approaches were discussed. These were used in the conceptualization of the different aspects of the present study. Furthermore, the cited ideas and findings were used as support in the findings of the study.

III. METHODOLOGY AND SOURCES OF DATA

This chapter presents the research design, respondents of the study, instrumentation, validation of the instrument, procedure of the study and the statistical treatment used in the study.

A. Research Design

The descriptive method of research was employed in this study utilizing a researcher-made questionnaire-checklist as a tool in gathering the needed data.

According to Calmorin (2020), the descriptive method is intended to obtain information about the existing conditions of a phenomenon. This type of research is valuable in identifying, examining, and clarifying the possible factors that contribute to certain events or situations as they naturally occur. It entails the systematic collection, organization, and interpretation of data to test assumptions or address research questions related to the present state of the subject being studied. In the context of this research, the descriptive method is considered most suitable since the main goal is to gather thorough and detailed information that will serve as the basis for evaluating teachers' instructional styles and disciplinary practices. Through this method, the researcher can document actual behaviors, strategies, and approaches as they happen, thereby ensuring that the results are valid, evidence-driven, and reflective of the real educational setting.

This method of research is appropriate to the present study because the present study intends to determine the aims to assess the teaching styles and disciplinary approaches of teachers in public elementary schools in Binangonan District Cluster 3, Division of Rizal.

B. Respondents of the Study

The respondents of the study were fifty percent of the total population of teachers in the said schools. These consist of 182 teachers. They were described in terms of age, sex, civil status, position title, length of service, educational attainment and in-service trainings attended. The respondents were chosen using simple random sampling technique.

Table 1 shows the distribution of respondents by school.

Table 1
Distribution of Respondents by School

Schools	Population	Sample
Binangonan Elementary School	128	64
Buhangin Elementary School	12	6
Calumpang Elementary School	16	8
Janosa Elementary School	14	7
Libid Elementary School	9	5
Libis Elementary School	28	14
Limbon-Limbon Elementary School	10	5

Lunsad Elementary School	69	35
Malakaban Elementary School	12	6
PilaPila Elementary School	43	22
Pinagdilawan Elementary School	11	5
Sapang Elementary School	12	5
Total	364	182

C. Instrumentation

The study utilized a research-made questionnaire-checklist as the primary tool for collecting the required data. The instrument was divided into three sections. Part I focused on the respondents' personal information, includingteachers' age, sex, civil status, position title, length of service, educational attainment and in-service trainings attended.

Part II focused on the extent of teaching styles of teachers with respect toteacher-centered, learner-centered, experiential and hybrid.

Part III dealtwith the extent of disciplinary approaches of the teachers with respect to behavior modification, routine system and reward system.

Each aspect consists of 10 items, Part II with 40 items and Part III with 30 items with a total of 70 items. The following scale was used in rating each item.

Scale	Range	Verbal Interpretation
5	4.50-5.00	Always
4	3.50-4.49	Often
3	2.50-3.49	Sometimes
2	1.50-2.49	Seldom
1	1.00-1.49	Never

D. Validation of the Instrument

The researcher-made questionnaire-checklist was content -validated by persons knowledgeable in the field of research and education. Thiswasshown tomaster teacher, principal, guidance designates,professorial lecturers,thesis adviser, statistician and dean of graduate studies program for their comments and suggestions. Their comments and suggestions were considered in the final draft of the instrument.

E. Procedure of the Study

The study was conducted in accordance with a Gantt Chart of Activities, covering all phases from the formulation of research questions to the revision and submission of the final manuscript. Following the validation of the research instrument, thequestionnaire-checklist was administered to the respondents using Google Survey Forms. Permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The researcher was also guided by the Data Privacy Act.

After retrieval, the data were encoded and processed using the Statistical Package for the Social Sciences (SPSS). Data was analyzed and interpreted based on the sub-problems. The summary of findings, conclusions, and recommendations were formulated.

After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee.

The manuscript was also subjected to the anti-plagiarism process at the statistical center. After finalization, hardbound copies were submitted to the Office of the Graduate Studies Program and other concerned offices.

F. Statistical Treatment of Data

For the analysis and interpretation of data, the study employed the following statistical tools:

To determine the profile of the respondents in terms of selected variables, frequency, percentage, and rank distributionwereused.

To determine the extent of teaching styles of the respondents with respect to the different aspects, weighted mean was applied.

To determine the significant difference in the extent of teaching styles of the respondents with respect to the cited aspects in terms of their profile, one-way analysis of variance was used.

To determine the extent of disciplinary approaches of the respondents as perceived by themselves with respect to the different aspects, weighted mean was used.

To determine the significant difference on the extent of disciplinary approaches of the respondents with respect to the different aspects in terms of their profile, one-way analysis of variance was employed.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, analysis and interpretation of data based on the subproblems of the study.

1) Profile of the Respondents in Terms of the Selected Variables

Table 2 presents the profile of the respondents in terms of the selected variables.

As shown in the table, out of 182teachers, 37.9% are 41-50 years old, 29.1% are 31-40 years old, 18.7% are 51-60 years old, while 14.3% are 21-30 years old. In terms of sex, 78.0% are female while 22.0% are male teachers.

With regard to their civil status, first in rank are married at 48.4%, followed by 24.7% who are separated, 17.0% are still single while 9.9% are widow/widower. In terms of their position title, most of them are Teacher I with 53.8%, 26.4% are Teacher III, 16.5% are Teacher II while 3.3% are Master Teacher I.As regards to their length of service, 27.5% have been in the service for below 5 years, 23.1% have been in the service for 11-15 years, 20.3% have been in the service for 6-10

years, 13.2% are in the service for 16-20%, 10.4% are in the service for 21-25 years while 5.5% are in the service for 26 years and above.

As to their educational attainment, 35,7% have their bachelor's degree, 33.0% are pursuing their master's degree, 20.9% finished their master's degree, 7.7% have

Table 2
Frequency, Percentage and Rank Distribution of the Respondents
in Terms of the Selected Variables

Age	Frequency	Percent	Rank
61 years old and above	-	-	-
51 – 60 years old	34	18.7	3
41 – 50 years old	69	37.9	1
31 – 40 years old	53	29.1	2
21 – 30 years old	26	14.3	4
Total	182	100.0	
Sex			
Male	40	22.0	2
Female	142	78.0	1
Total	182	100.0	
Civil Status			
Single	31	17.0	3
Married	88	48.4	1
Separated	45	24.7	2
Widow/Widower	18	9.9	4
Total	182	100.0	
Position Title			
Master Teacher II	-	-	-
Master Teacher I	6	3.3	4
Teacher III	48	26.4	2
Teacher II	30	16.5	3
Teacher I	98	53.8	1
Total	182	100.0	
Length of Service			
26 years and above	10	5.5	6
21 – 25 years	19	10.4	5

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

16 – 20 years	24	13.2	4
11 – 15 years	42	23.1	2
6 – 10 years	37	20.3	3
Below 5 years	50	27.5	1
Total	182	100.0	
Educational Attainment			
Ph.D/Ed.D	14	7.7	4
With units (EdD/PhD)	5	2.7	5
MAT/MAEd	38	20.9	3
With MAT/MAEd units	60	33.0	2
Bachelor's Degree	65	35.7	1
Total	182	100.0	
In-Service Trainings Attended			
International	6	3.3	6
National	21	11.5	5
Regional	29	15.9	3
Division	59	32.4	1
District	41	22.5	2
School	26	14.3	4
Total	182	100.0	

finished their doctoral degree while 2.7% are pursuing their Doctorate degree. Meanwhile, in terms of in-service trainings attended, most of them have attended at the division level with 32.4%, 22.5% in district level, 15.9% in regional level, 14.3% in school level, 11.5% in national level and last in rank at 3.3% is in international level.

2) Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect to the Different Aspects

Table 3presents theextent of teaching styles of the teachers as perceived by themselves with respect to teacher-centered.

As presented in the table, with respect to teacher-centered, the overall weighted mean obtained is 4.71, interpreted as Always. First in rank is "As a teacher, I evaluate pupils performance." with a weighted mean of 4.85, interpreted as Always and last in rank is the item "As a teacher, I break down the information into steps." with a weighted mean of 4.63, interpreted as Always.

This means that teachers always use teacher-centered teaching style when teaching pupils.Through assessments and close observation, teachers can identify each pupil's strengths and areas that need improvement.They guide pupils throughout the learning process, offering support, explanations, and encouragementto help them understand lessons better. Teachers also monitor and correct pupils'work to ensure accuracy and to provide timely feedback that promotes growth. Oncethe pupils have gained a sufficient understanding, teachers give them opportunitiesto practice new skills independently, allowing them to build confidence and develop mastery through hands-on experience. This combination of evaluation, guidance correction, and independent practice creates a balanced and effective learning environment.

Table 3
Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect to Teacher-Centered

Teacher-Centered As a teacher, I…	$W\bar{X}$	Verbal Interpretation	Rank
provide clear explanations, definitions, and illustrations of the new material.	4.64	Always	9
guide the pupils in the learning process.	4.75	Always	4
provide feedback to help pupils understand the material.	4.69	Always	6
monitor and correct pupils' work.	4.76	Always	2.5

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

evaluate the pupils' understanding of the material.	4.69	Always	6
break down the information into steps.	4.63	Always	10
let my pupils practice new skills independently.	4.76	Always	2.5
connect the lesson to real-world situations and applications.	4.66	Always	8
set rules and academic goals that pupils understand.	4.69	Always	6
evaluate pupils' performance.	4.85	Always	1
Overall $W\bar{X}$	4.71	Always	

This implies that teachers ensure that children receive structured, guided, and supportive learning experiences. Pupils benefit from clear explanations, helpful examples, and step-by-step instruction that make it easier for them to understand new concepts. Teachers act not just as instructors, but as mentors, guiding their pupils through the learning process, offering feedback, and correcting errors with

care. They continuously monitor progress and evaluate understanding, helping pupils build confidence and develop mastery. Through independent practice, pupils learn responsibility and grow in their skills. Moreover, by connecting lessons to real-life situations, teachers make learning more meaningful and relevant. Setting clear rules and academic goals also provides children with a sense of direction and purpose. This further implies the teacher's commitment to nurturing a classroom environment where every pupil feels supported, challenged, and encouraged to succeed.

This is in relation to the citation of Ahmed et al. (2022) that there was a positive impact of teacher centered approach, and the student's attitude are encouraging of regarding the teacher-centered approach at the university level, it is also considered as an important factor for students during learning at the university level.

Table 4presents theextent of teaching styles of the teachers as perceived by themselves with respect to learner-centered.

As presented in the table, with respect to learner-centered, the overall weighted mean obtained is 4.70, interpreted as Always. First in rank is "As a teacher, I encourage my pupils to engage in the discussion." with a weighted mean of 4.79,interpreted as Always and last in rank is the item "As a teacher, I practice a balance, firmness and fairness towards my pupils." with a weighted mean of 4.61, interpreted as Always.

This means that teachers always use learner-centered teaching style whenteaching pupils. Teachers consistently encourage their pupils to take an active role in the learning process by promoting meaningful classroom engagement.They invite pupils to participate in discussions, ensuring that everyone has a voice and feels valued in expressing their ideas. Through carefully planned activities, collaborative tasks, and interactive lessons, teachers make sure that learners are fully involved and not just passive listeners. They also work to create A positive and nurturing learning environment is fostered—one in which pupils feel safe, respected, and confident to express their ideas without fear of criticism. Teachers actively support this by encouraging reflection, prompting learners to consider what they have learned, how they acquired that knowledge, and how it connects to real-life experiences.

The findings suggest that teachers cultivate a classroom atmosphere that promotes openness, critical thinking, and meaningful engagement children feel seen, heard, and valued. They embrace the diversity in the classroom and use it as a strength, promoting inclusivity and respect. Instruction becomes more meaningful as teachers apply positive strategies that help pupils grasp lessons through engaging discussions, activities, and collaboration.Pupils are encouraged to actively participate, learn from one another, and express their thoughts freely, knowing their voices matter. With real-world applications and hands-on learning, the classroom becomes a space where curiosity thrives, and lessons come to life. Moreover, teachers also promote self-awareness by encouraging pupils to reflect on their own learning and take part in various forms of assessment. Through balanced guidance, firm yet fair, teachers build trust, making the learning experience not only educational but also deeply personal and empowering.

This is in relation to the citation of Grasha (2021) that teachers'teaching styles and strategies are currently being used to encourage a conducive learning

Table 4

Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect to Learner-Centered

Learner- Centered As a teacher, I…	$W\bar{X}$	Verbal Interpretation	**Rank**
grasp the needs, interests, and learning styles of my	4.65	Always	8

pupils.			
value the diversity of my pupils.	4.69	Always	6.5
use positive instructional practices to help pupils understand the lesson.	4.70	Always	5
make sure the pupils are involved in the learning process through activities, discussions, and collaborative work.	4.74	Always	2.5
encourage my pupils to engage in the discussion.	4.79	Always	1
let my pupils learn from each other through group projects, discussions, and peer feedback.	4.69	Always	6.5
create a positive learning environment where my pupils feel comfortable expressing their views.	4.74	Always	2.5
let my pupils learn through hands-on experiences and real-world applications.	4.64	Always	9
practice a balance, firmness and fairness towards my pupils.	4.61	Always	10
encourage my pupils to reflect on their learning and engage in various forms of assessment.	4.73	Always	4
Overall W̄	**4.70**	**Always**	

climate. Teachers createa learning environment that gives students the freedom to make choices will encourage them to be physically, emotionally and mentally involved in the learning process so that it can bring up creative and productive activities.

Table 5presents theextent of teaching styles of the teachers as perceived by themselves with respect to experiential.

As presented in the table, with respect to experiential, the overall weighted mean obtained is 4.75, interpreted as Always. First in rank is “As a teacher, I provide opportunities for my pupils to ask questions.” with a weighted mean of 4.81, interpreted as Always and last in rank is the item “As a teacher, let my pupils work on the tasks independently or in groups.” with a weighted mean of 4.60, interpreted as Always.

This means that teachers always use experiential teaching style when teaching pupils. Teachers create opportunities for their pupils to take an active role in their own learning. They encourage curiosity by allowing pupils to ask questions, explore ideas, and seek clarification, helping them develop critical thinking skills. Pupils are also given the freedom to look for resources that support their tasks, creating independence and a sense of responsibility in their learning.Rather than simply delivering information for passive consumption, teachers involve pupils in dynamic, interactive lessons where they can participate, collaborate, and contribute. Through hands-on activities and real-world applications, learning becomes more engaging, meaningful, and relevant to their everyday lives. This teaching not only deepens understanding but also motivates pupils to become lifelong learners who are confident, curious, and capable.

This implies that when teachers use experiential approaches in their teaching, they help pupils become more engaged, thoughtful, and capable learners. Instead of

Table 5

Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect toExperiential

Experiential As a teacher, I…	W$\bar{X}$	Verbal Interpretation	Rank
assign tasks to my pupils that will develop their critical thinking.	4.76	Always	5
let my pupils work on the tasks independently or in groups.	4.60	Always	10
provide opportunities for my pupils to ask questions.	4.81	Always	1
allow my pupils to look for resources that will support to complete their task.	4.80	Always	2.5
actively involve my pupils in the learning process,	4.80	Always	2.5

rather than passively receiving information.			
engage them in hands-on activities and real-world applications that can make learning more engaging and relevant.	4.77	Always	4
let my pupil' set goals, develop plans, and solve problems.	4.69	Always	9
develop knowledge as well as practical skills, critical thinking, and problem-solving abilities.	4.75	Always	6
let them analyze what they learned and connect it to their existing/prior knowledge.	4.74	Always	7.5
make sure learning is connected to real-world situations and contexts.	4.74	Always	7.5
Overall W	**4.75**	**Always**	

simply giving answers, they encourage pupils to think critically by assigning meaningful tasks that require analysis, decision-making, and creativity. Whether working independently or in groups, pupils are given the space to explore, ask questions, and find resources that support their learning. Teachers involve their pupils actively in the process, turning the classroom into a dynamic space where learning is hands-on, relevant, and connected to real-life situations. Pupils are encouraged to set goals, plan their actions, and solve problems, which builds not only knowledge but also valuable life skills. Through reflection and connections to prior knowledge, learners gain deeper understanding and are better able to apply what they've learned.

This is in connection with the citation of Enriquez and Ofrin (2023) that the participants generally perceived the experiential teaching approach positively, indicating agreement with the approach's effectiveness in enhancing their learning experience.

Table 6 presents theextent of teaching styles of the teachers as perceived by themselves with respect to hybrid.

As presented in the table, with respect to hybrid, the overall weighted mean obtained is 4.78, interpreted as Always. First in rank is "As a teacher, I used hybrid teaching style toimprove my own teaching strategies and adaptability" with a weighted mean of 4.81, interpreted as Always and last in rank is the item "As a teacher, I used hybrid teaching style tocombine synchronous and asynchronous learning activities" with a weighted mean of 4.55, interpreted as Always.

This means that teachers always use hybrid teaching style when teaching pupils. Teachers are able to create more engaging and interactive learning experiences for their pupils.This approach allows them to use a variety of instructional strategies that provide todifferent learning styles and needs.Hybrid teaching also provides flexibility, giving pupils the opportunity to learn at their own pace and accommodate varying schedules or learning situations. Moreover, it creates collaboration by encouraging pupils to work together both in person and online, developing their communication, teamwork, and problem-solving skills. Through this blended approach, teachers not only improve their instructional effectiveness but also create a more inclusive, responsive, and supportive learning environment.

This implies that when teachers use hybrid teaching style, they create a more inclusive and responsive learning experience that meets the diverse needs of their pupils. Pupils benefit from the flexibility of learning both synchronously and asynchronously, which allows them to engage with lessons in a way that fits their schedules and learning preferences. Teachers use interactive tools and digital platforms to make lessons more engaging and dynamic, encouraging active participation whether in the classroom or online.Collaboration is also raised as pupils work together across both formats, buildingteamwork and communication skills. With the help of technology, teachers can efficiently track progress, provide timely feedback, and adjust instruction as needed. This further implies that the teaching style not only supports pupils with varying levels of access and tech skillsbut also helps teachers improve their own strategies and become more adaptable to different teaching situations.

This is in connection with the citation of Ulla and Perales (2022) that hybrid teaching holds significant potential as an instructional approach in the post-pandemic educational landscape, especially during the transitional period from remote to residential classroom instruction.

Table 6
Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect toHybrid

Hybrid As a teacher, I used hybrid teaching style to…	W$\bar{X}$	Verbal Interpretation	Rank

differentiate instruction based on students' learning needs.	4.66	Always	6
combine synchronous and asynchronous learning activities.	4.55	Always	10
encourage active participation both online and in-person.	4.66	Always	6
enhance student engagement through interactive tools and methods.	4.71	Always	2
provide flexibility for students' schedules and learning pace	4.67	Always	4
foster collaboration among students in both formats	4.69	Always	3
deliver content more efficiently using digital platforms.	4.59	Always	9
track and assess student progress through online tools.	4.66	Always	6
support students with varied technological access and skills.	4.60	Always	8
improve my own teaching strategies and adaptability.	4.81	Always	1
Overall $W\bar{X}$	4.78	Always	

Table 7 presents thesummary table on the extent of teaching styles of the teachers as perceived by themselves with respect to the different aspects.

The table shows that on the extent of teaching styles of the teachers as perceived by themselves with respect to the different aspects, it obtained a composite weighted mean of 4.74, verbally interpreted as Always. First in rank is

Table 7
Summary Table on the Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect to the Different Aspects

Aspects	Overall $W\bar{X}$	Verbal Interpretation	Rank
Teacher-Centered	4.71	Always	3
Learner-Centered	4.70	Always	4
Experiential	4.75	Always	2
Hybrid	4.78	Always	1
Composite $W\bar{X}$	4.74	Always	

hybrid at 4.78, followed by experiential at 4.75, then, teacher-centered got 4.71 and last in rank is learner-centered at 4.70. All aspects are verbally interpreted as Always.

The teacher-centered approach ranked third in terms of teaching styles, since educators still want to promote and provide clear instruction, and effective classroom management. Many teachers still use this style to maintain their authority and achieve the required curriculum and ensure organized learning, especially in large classes that challenge the personalized instruction, yet it considered traditional, but many teachers still considered it as practical in meeting the instructional objectives. On the contrary, the learner-centered ranked fourth, even though it is fostering critical thinking, collaboration, and active learner engagement, it hindered the factors such as overcrowded classrooms, insufficient resources, strict curriculum demands, and time limitations. Even though 21st-century independencemust develop some educators may feel less prepared to apply methods that require adaptability, differentiated instruction, and increased student autonomy.

This means that teachers always use teacher-centered, learner-centered, experiential and hybrid teaching styles when teaching pupils. Each style offers unique benefits that, when integrated, create a more balanced and effective learning environment. Teacher-centered approaches are used to provide structure, clear instruction, and direct guidance, especially when introducing new or complex topics. Learner-centered strategies, on the other hand, help pupils take an active role in their learning, encouraging independence, critical thinking, and collaboration.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Experiential learning allows children to connect lessons with real-life experiences, making learning more meaningful, practical, and memorable. Meanwhile, hybrid teaching combines face-to-face and online methods, offering flexibility, accessibility, and the opportunity to use a wider range of tools and resources. Through using all these styles together, teachers can adapt to different learning needs, foster deeper understanding, and support the holistic development of every child.

Findings imply that teachers understand that no two learners are exactly alike, some need structure and clear guidance, while others thrive through exploration, discussion, or hands-on practice. Through blending teacher-centered, learner-centered, experiential and hybrid teaching styles, teachers create a classroom that feels both safe and stimulating, where every pupil has the chance to learn in a way that suits them best. Pupils benefit from clear instruction when learning something new, but they also grow when given the freedom to think for themselves, work with others, and connect learning to real life. The use of technology and flexible methods through hybrid teaching makes learning more accessible and engaging, even beyond the four walls of the classroom. This combination of styles reflects a teacher's adaptability, care, and dedication to development not just academic skills, but the growth and confidence of each learner.

This is in relation to the citation of Aldajah, et al. (2022) that teaching styles refer to styles implemented by teachers to deliver knowledge effectively and teacher needs to know which method need to be used on the particular situation and for particular learners.

3) Significant Difference on the Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect tothe Different Aspects in Terms of Their Profile

Table 8 presents the result of the significant difference on the extent of teaching styles of the teachers as perceived by themselves with respect to the different aspects in terms of their profile.

The table illustrates that with respect to the different aspects for teachers' perception on their teaching styles, the probability values in terms of age, civil status, position title, length of service, educational attainment and in-service trainings attended, are greater than .05 level of significance. Thus, this means that the null hypothesis is accepted. However, when they are grouped according to their sex with respect to learner-centered, the obtained p-value is lower than .05 level of significance, thus, the null hypothesis is rejected.

This means that there is no significant difference on the extent of teaching styles of the teachers as perceived by themselves with respect to the teacher-centered, learner-centered, experiential and hybrid teaching styles in terms of their age, civil status, position title, length of service, educational attainment and in-service trainings attended. Meanwhile, significant difference exists when they are grouped according to their sex with respect to learner-centered.

This implies that teachers, regardless of their age, civil status, position title, length of service, educational attainment, or the training they've attended, generally view their use of different teaching styles, whether teacher-centered, learner-centered, experiential, or hybrid, in a similar way. This reflects a common dedication among teachers from various backgrounds to use diverse teaching strategies. However, a variation emerges based on sex, especially in the application of learner-centered approaches. This suggests that male and female teachers may have slightly different perspectives when it comes to actively involving pupils in the learning process. Female teachers may be more inclined toward creating supportive, collaborative, and emotionally responsive environments, which are key elements of learner-centered approaches. On the other hand, male teachers might lean more toward structured or directive strategies.

This implies that teachers, regardless of their age, civil status, position title, length of service, educational attainment, or the trainings they've attended, generallyview their use of different teaching styles, whether teacher-centered,learner-centered, experiential, or hybrid, in a similar way. This reflects a common dedication among teachers from various backgrounds to use diverse teachingstrategies.However, a variation emerges based on sex, especially in the applicationof learner-centered approaches.This suggests that male and female teachers may have slightly different perspectives when it comes to actively involving pupils in the learning process. Female teachers may be more inclined toward creating supportive, collaborative, and emotionally responsive environments, which are key elements of learner-centered approaches. On the other hand, male teachers might lean more toward structured or directive strategies.

This is in connection with the study of Garcia (2023) that teachers' age, sex, civil status, educational attainment, length of service and in-service trainings attended are not significant on their perceptions about the extent of effects of teaching styles employed by teachers with respect to authoritarian, transformative, permissive and transactional.

4) Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves With Respect to the Different Aspects

Table 9presents theextent of disciplinary approaches of the teachers as perceived by themselves with respect to behavior modification.

As presented in the table, with respect to behavior modification, the overall weighted mean obtained is 4.74, interpreted as Always. First in rank is "As a teacher,

I use positive reinforcement to associate positive behaviorwith a weighted mean of 4.80, interpretedas Always and last in rank is the item "As a teacherI use time-out to my pupils who show disruptive behavior to calm down." with a weighted mean of 4.64, interpreted as Always.

This means that teachers always usebehavior modification as part of their disciplinary approach when teaching their pupils. Teachers use praise and positivereinforcement to create a supportive and encouraging learning environment for their pupils. They give verbal affirmations such as "very good" or "good job," and sometimes use positive gestures like a smile or a gentle tap on the shoulder to acknowledge and celebrate a child's effort or achievement.These small yet meaningful actions help reinforce good behaviorand motivate pupils to continue doing their best. Moreover, teachers model the behaviors they want to see, giving pupils clear examples to follow. Through these strategies, they also build trust and rapport, making pupils feel safe, valued, and more willing to participate actively in class.

Table 8

Result of the F-test on the Significant Difference on the Extent of Teaching Styles of the Teachers as Perceived by Themselves With Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Teacher-Centered	.958	.414	Accepted	Not Significant
Learner-Centered	2.091	.103	Accepted	Not Significant
Experiential	.512	.675	Accepted	Not Significant
Hybrid	.824	.482	Accepted	Not Significant
Sex				
Teacher-Centered	.160	.689	Accepted	Not Significant
Learner-Centered	5.616	.019	Rejected	Significant
Experiential	.302	.583	Accepted	Not Significant
Hybrid	.234	.629	Accepted	Not Significant
Civil Status				
Teacher-Centered	.511	.675	Accepted	Not Significant
Learner-Centered	1.546	.204	Accepted	Not Significant
Experiential	.773	.510	Accepted	Not Significant
Hybrid	1.920	.128	Accepted	Not Significant
Position Title				
Teacher-Centered	1.245	.295	Accepted	Not Significant
Learner-Centered	.890	.447	Accepted	Not Significant
Experiential	.280	.840	Accepted	Not Significant
Hybrid	.619	.604	Accepted	Not Significant
Length of Service				
Teacher-Centered	1.033	.400	Accepted	Not Significant
Learner-Centered	.949	.451	Accepted	Not Significant
Experiential	.825	.534	Accepted	Not Significant
Hybrid	1.622	.156	Accepted	Not Significant
Educational Attainment				
Teacher-Centered	.696	.596	Accepted	Not Significant
Learner-Centered	.303	.876	Accepted	Not Significant

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Experiential	.545	.703	Accepted	Not Significant
Hybrid	.602	.662	Accepted	Not Significant
In-Service Trainings Attended				
Teacher-Centered	.858	.510	Accepted	Not Significant
Learner-Centered	.382	.861	Accepted	Not Significant
Experiential	.090	.994	Accepted	Not Significant
Hybrid	1.047	.392	Accepted	Not Significant

This implies that when teachers show a deep commitment to helping children grow not just academically, but also socially and emotionally. They gently guide pupils who show disruptive behavior through strategies like time-outs, giving them space to calm down and reflect. Positive behaviors are reinforced and modeled,allowing children to learn by example. Teachers understand that each child is unique, so they apply fair and thoughtful behavior strategies that consider individualdifferences.At times, they withhold rewards to help pupils understand the consequences of certain actions, encouraging them to make better choices. This further implies that parents are also included in the process, ensuring consistency between home and school. Through clear expectations, routines, and a strong sense of community and respect, teachers build trust and meaningful connections, creating a safe and nurturing space where children can thrive and learn not just with their minds, but also with their hearts.

This is in connection with the study conducted by Nsiah and Kwakye (2024) investigated the knowledge of teachers on behaviour modification strategies in classroom management and teachers frequently used tangible behaviour modification strategies such as earning incentives like toffees in classroom management.

Table 10 presents theextent of disciplinary approaches of the teachers as perceived by themselves with respect to routine system

Table 9
Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves
With Respect to Behavior Modification

Behavior Modification As a teacher, I…	$W\bar{X}$	Verbal Interpretation	Rank
use praises through verbal affirmations, positive gestures by saying “very good, good job”, or tapping the shoulder of my pupils.	4.78	Always	2
use time-out to my pupils who show disruptive behavior to calm down.	4.64	Always	10
use positive reinforcement to associate positive behavior.	4.80	Always	1
demonstrate desired behaviors for my pupils to imitate.	4.76	Always	3.5
consider the diversity of behavior on my pupils and setting fair modification.	4.73	Always	7.5
Withhold rewards to reduce or eliminate an undesirable behavior.	4.72	Always	9
let my pupils track their own behavior to become more aware of it and make changes.	4.73	Always	7.5
involve the parents in reinforcing positive behavior at home.	4.75	Always	5
establish clear expectations, routines, and rules, and foster a sense of community and respect.	4.74	Always	6
build trust and rapport to create a more positive and effective learning environment.	4.76	Always	3.5
Overall $W\bar{X}$	4.74	Always	

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

As presented in the table, with respect to routine system, the overall weighted mean obtained is 4.77, interpreted as Always. First in rank is "As a teacher, I enforce
to give classroom routine for my pupils to minimize disruption." with a weighted mean of 4.85, interpreted as Always and last in rank is the item "As a teacher, I set clear procedures in every group activity to maximize learning time." with a weighted mean of 4.70, interpreted as Always.

This means that teachers always useroutine systems as part of their disciplinary approach when teaching their pupils.Teachers help their pupils become familiar with classroom routines and procedures to create a structured and supportive learning environment. Introducing these routines early and reinforcing them regularly, pupils know what to expect, which helps them feel more secure and confident.Teachers often display these routines visually, through posters, charts, orvisual schedules, to make them easier to remember and follow, especially foryounger learners.

Clear routines help minimize disruptions by guiding pupils on how to transition between activities, manage their tasks, and behave appropriately in different classroom situations. Moreover, by setting and enforcing these routines, teachersalso establish a sense of order and discipline, allowing more time and focus formeaningful learning.

This implies that teachers create a classroom environment where pupils feel safe, organized, and ready to learn. Through helping pupils become familiar with daily routines and expected procedures, teachers reduce confusion and anxiety,especially in younger learners. Pupils know what to do and how to behave in various situations, which promotes independence and responsibility. Visual reminders, such as charts or posters, help reinforce these routines, making them easier to remember and follow. Teachers also acknowledge and praise pupils who follow routines, encouraging others to do the same. This minimizes disruptions, allowing more time to focus on learning. This further implies that whether it's transitioning between activities, gaining pupils' attention, or organizing group work, established routines help the classroom run smoothly. Importantly, teachers remain flexible, adjusting routines as needed to meet the unique needs of their pupils and the evolving curriculum.

This is in connection with the study conducted by Orr and Mitton (2023) that as learning routines have not often been studied in relation to culturally relevantpedagogy, culturally sustaining pedagogy, or additive schooling theories, this study suggests a novel intersection with these asset-based pedagogies. This intersection offers fresh possibilities for understanding their enactment in classrooms.

Table 11presents theextent of disciplinary approaches of the teachers as perceived by themselves with respect to reward system.

As presented in the table, with respect to reward system, the overall weighted mean obtained is 4.73, interpreted as Always. First in rank is "As a teacher, I use to motivate my pupils and foster a positive learning environment." with a weighted mean of 4.80, interpreted as Always and last in rank is the item "As a teacher, I give tangible rewards like stickers, small prizes, extra playtime etc. to encourage desired behavior." with a weighted mean of 4.67, interpreted as Always.

This means that teachers always usereward systems as part of their disciplinary approach when teaching their pupils. Teachers strive to motivate theirpupils and create a positive learning environment by recognizing and rewarding their

Table 10

Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves With Respect to Routine System

Routine System As a teacher, I…	$W\bar{X}$	Verbal Interpretation	Rank
let my pupils familiarize themselves with classroom routine and procedure.	4.84	Always	2
create a routine structure of learning environment, which helps pupils know what to do and how to behave in different situations.	4.74	Always	7.5
display routines visually to help pupils remember them.	4.81	Always	3
enforce to give classroom routine for my pupils to minimize disruption.	4.85	Always	1
set a routine to easily facilitate teaching and learning.	4.74	Always	7.5
acknowledge and reinforce pupils who follow routines.	4.76	Always	5
set classroom routines to establish rules and procedures that will help my pupils learn effectively and efficiently.	4.77	Always	4
establishing a routine for gaining my pupils attention and	4.71	Always	9

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

prevent classroom disruptions.			
set clear procedures in every group activity to maximize learning time.	4.70	Always	10
adjust routines as needed to meet the needs of my pupils and the curriculum.	4.75	Always	6
Overall $W\bar{X}$	4.77	Always	

efforts and achievements.They make it clear what behaviors and accomplishments are valued, helping pupils understand the connection between their actions and the positive feedbackthey receive. Through acknowledging even small successes and celebrating milestones, whether through verbal praise, rewards, or simple gestures, teachers boost their pupils' confidence and encourage them to keep striving for success. This not only motivates pupils to stay engaged in learning but also reinforces positive behaviors, making them more likely to be repeated. This further implies that at the same time, it helps reduce disruptive actions, as pupils become more aware of expectations and are guided toward more constructive behavior. Through consistent encouragement and recognition, teachers build a supportive classroom atmosphere where every child feels valued and inspired to do their best.

This implies that positive reinforcement is a key strategy in shaping student behavior and promoting active engagement in learning. Through acknowledging and celebrating desirable actions through tangible rewards, praise, and recognition, teachers create a supportive and motivating classroom environment. This not only increases pupil participation and achievement but also helps in reinforcing positivebehavior, reducing disruptions, and building pupils' confidence. Furthermore, it highlights the importance of setting clear behavioral expectations and goals, enabling students to understand the value of effort, responsibility, and good conduct.

This is in connection with the study conducted by Castillejos (2022) that

teachers often used different forms of motivation are small items. Also, teachers perceived the rewards system to be effective for all pupils. The elementary teachers strongly agree that using this strategy benefits the classroom facilitators. Hence students' academic performance increased, and the student's participation became active with a reward system.

Table 12presents thesummary table on the extent of disciplinary approaches of the teachers as perceived by themselves with respect to the different aspects.

The table shows that on the extent of disciplinary approaches of the teachers as perceived by themselves with respect to the different aspects, it obtained acomposite weightedmean of 4.75, verbally interpreted as Always. First in rank is

Table 11

Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves With Respect to Reward System

Reward System As a teacher, I…	$W\bar{X}$	Verbal Interpretation	Rank
give tangible rewards like stickers, small prizes, extra playtime etc. to encourage desired behavior.	4.67	Always	10
use to motivate my pupils and foster a positive learning environment.	4.80	Always	1
give rewards to increase pupils' participation.	4.68	Always	9
recognize pupils' exemplary performance and good behavior by giving certificates or rewards.	4.69	Always	8
set specific behavioral goals that pupils need to achieve to earn rewards.	4.72	Always	5
encourage my pupils to engage in learning activities and strive for success.	4.71	Always	6.5
maintain positive classroom norms.	4.71	Always	6.5
let my pupils understand what behaviors or achievements are rewarded.	4.79	Always	2
acknowledge and celebrate my pupils' accomplishments, boosting their confidence and motivation.	4.78	Always	3
reinforce desired behaviors and reduce disruptive	4.75	Always	4

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

actions.			
Overall $W\bar{X}$	4.73	Always	

routine systemat 4.77, followed by behavior modification at 4.74, and last in rank is reward systemat 4.73. All aspects are verbally interpreted as Always.

This means that teachers always use behavior modification, routine system and reward system as part of their disciplinary approach when teaching their pupils.

Table 12

Summary Table on the Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves With Respect tothe Different Aspects

Aspects	Overall $W\bar{X}$	Verbal Interpretation	Rank
Behavior Modification	4.74	Always	2
Routine System	4.77	Always	1
Reward System	4.73	Always	3
Composite $W\bar{X}$	4.75	Always	

Through behavior modification, they help children understand the consequences of their actions by reinforcing good behavior and gently correcting disruptive ones. They use simple but meaningful strategies like verbal praise, time-outs, modeling proper behavior, and involving parents in the process. Alongside this, they establish clear and consistent routines to help pupils feel secure and know exactly what to expect throughout the day. These routines are often displayed visually and practiced daily so pupils can easily follow them. To keep learners motivated, teachers also use

reward systems that celebrate achievements and recognize positive actions, helping pupils build confidence, feel appreciated, and take pride in their progress.

Findings imply that the use of these combined strategies shows how deeply teachers care about creating a classroom where every child can feel safe, respected, and encouraged to grow. When teachers set routines, correct behaviors thoughtfully, and reward progress, they aren't just maintaining order, they're helping children develop life skills like responsibility, self-awareness, and respect for others. These methods create an environment where pupils are not afraid to make mistakes, where they feel supported in improving their behavior, and where they are inspired to do their best. It reflects a teacher's role not just as an educator, but as a mentor who nurtures both the heart and mind of every child.

This is in relation with the study of San Andres (2020) which found that instructors of first-graders frequently use best practices in terms of teaching strategies, assessment procedures, and disciplinary methods in the classroom.

5) Significant Difference on the Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves with Respect tothe Different Aspects in Terms of Their Profile

Table 13 presents the result of the significant difference on the extent of disciplinary approaches of the teachers as perceived by themselves with respect to the different aspects in terms of their profile.

The table shows that with respect to the different aspects for teachers' perception on their disciplinary approaches, the probability values in terms of age, sex, civil status, length of service, educational attainment and in-service trainings attended, are greater than .05 level of significance. Thus, this means that the null hypothesis is accepted. However, when they are grouped according to their position title with respect to reward system, the obtained p-value is lower than .05 level of significance, thus, the null hypothesis is rejected.

This means that there is no significant difference on the extent of disciplinary approaches of the teachers as perceived by themselves with respect to the behavior modification, routine system and reward systemin terms of their age, sex, civil status, length of service, educational attainment and in-service trainings attended. Meanwhile, significant difference exists when they are grouped according to their position title with respect to reward system.

Table 13

Significant Difference on the Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Behavior Modification	1.910	.130	Accepted	Not Significant
Routine System	1.474	.223	Accepted	Not Significant
Reward System	.895	.445	Accepted	Not Significant
Sex				
Behavior Modification	2.991	.085	Accepted	Not Significant
Routine System	2.598	.109	Accepted	Not Significant
Reward System	.360	.549	Accepted	Not Significant
Civil Status				
Behavior Modification	1.486	.220	Accepted	Not Significant
Routine System	.815	.487	Accepted	Not Significant
Reward System	.658	.579	Accepted	Not Significant
Position Title				
Behavior Modification	.617	.605	Accepted	Not Significant
Routine System	.385	.764	Accepted	Not Significant
Reward System	3.818	.011	Rejected	Significant
Length of Service				
Behavior Modification	.898	.483	Accepted	Not Significant
Routine System	1.605	.161	Accepted	Not Significant
Reward System	.301	.912	Accepted	Not Significant
Educational Attainment				
Behavior Modification	.490	.743	Accepted	Not Significant
Routine System	.279	.891	Accepted	Not Significant
Reward System	2.095	.083	Accepted	Not Significant
In-Service Trainings Attended				
Behavior Modification	.79	.995	Accepted	Not Significant
Routine System	.392	.854	Accepted	Not Significant
Reward System	.347	.884	Accepted	Not Significant

This implies that teachers, no matter their personal profiles, recognize the value of these strategies in maintaining a positive and effective classroom environment and apply them with similar intent and consistency.However, based on teachers' position titles in relation to the use of reward systems indicates that a teacher's role or level of responsibility may influence how rewards are implemented in the classroom. For instance, classroom teachers may rely more heavily on reward systems to manage daily behavior and motivate pupils, while those in higher or supervisory positions might engage with these systems differently or less frequently. This further implies that one's position in the school structure can shape the way certain strategies are prioritized or practiced, highlighting the impact of job roles on disciplinary methods.This is somewhat in contradiction with the study of Aspiras (2020) that teaching styles of teachers with respect to authoritarian, authoritative, permissive and facilitator differ significantly when grouped according to age and length of service.

6) Action Plan to Enhance the Teaching Styles and Improve the Disciplinary Approaches of Public Elementary School Teachers

Based on the findings, an action plan is hereby proposed to enhance the teaching styles and improve the disciplinary approaches of public elementary school teachers.

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn and recommendations offered.

A. Summary of Findings

Based on the analysis and interpretation of data, the following findings are hereby summarized:

1) Profile of the Respondents in Terms of the Selected Variables

Majority of the teachers are 41 – 50 years old, female, married, Teacher I, below 5 years in the service, bachelor's degree holders and attended in-service trainings in division level.

2) Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect to the Different Aspects

Teachers always use teacher-centered, learner-centered, experiential and hybrid teaching styles when teaching pupils.

3) Significant Difference on the Extent of Teaching Styles of the Teachers as Perceived by Themselves with Respect tothe Different Aspects in Terms of Their Profile

There is no significant difference on the extent of teaching styles of the teachers as perceived by themselves with respect to the teacher-centered, learner-centered, experiential and hybrid teaching styles in terms of their age,
civil status, position title, length of service, educational attainment and in-service trainings attended. Meanwhile, significant difference exists when they are grouped according to their sex with respect to learner-centered.

4) Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves with Respect to the Different Aspects

Teachers always usebehavior modification as part of their disciplinary approach when teaching their pupils.

5) Significant Difference on the Extent of Disciplinary Approaches of the Teachers as Perceived by Themselves with Respect tothe Different Aspects in Terms of Their Profile

There is no significant difference on the extent of disciplinary approaches of the teachers as perceived by themselves with respect to the behavior modification, routine system and reward systemin terms of their age, sex, civil status, length of service, educational attainment and in-service trainings attended. Meanwhile, significant difference exists when they are grouped according to their position title with respect to reward system.

B. Conclusions

Based on the findings, the following conclusions are drawn:

1) Teachers' age, civil status, position title, length of service, educational attainment and in-service trainings attended are not predictors ontheir teaching styles. However, their sex with respect to learner-centered is a predictor.
2) Teachers' age, sex, civil status, length of service, educational attainment and in-service trainings attended are not predictors ontheirdisciplinary approaches. However, their position title with respect to reward system is a predictor.

C. Recommendations

In the light of the findings, the following recommendations are hereby offered:

1) School administrators may provide continuous professional development that helps teachers further understand and integrate teacher-centered, learner-centered, experiential, and hybrid teaching styles, ensuring that instruction remains responsive to pupils' needs while also encouraging creativity and flexibility in teaching approaches.
2) School administrators may consider conducting mentoring between teachers of different sexes to explore the differences in implementing learner-centered approaches, and encouraging the adoption of effective strategies used across gender perspectives.
3) School administrators may revisit the roles and expectations of teachers with different position titles, especially those in leadership or non-classroom positions, and explore how reward systems can still be meaningfully implemented or supported, even if they are not directly managing a classroom.
4) Teachers may reflect on and balance their use of varied teaching styles to ensure they are not overly reliant on one approach, but rather, are adapting methods to suit the subject matter, learning objectives, and pupil diversity.
5) Teachers may continue to use behavior modification strategies such as positive reinforcement, modeling, and pupil self-monitoring, while also seeking innovative ways to reinforce positive behaviors and reduce disruptions in a respectful and constructive manner.
6) Teachers may collaborate to review and align their use of reward systems and disciplinary approaches, ensuring consistency across grade levels and roles, and making sure that pupils experience a unified and fair approach to behavior expectations.
7) The proposed action plan is recommended for implementation.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

8) Conduct of similar studies along this area using other variables may be done.

BIBLIOGRAPHY

[1] Calmorin, Laurentina P., Methods of Research and Thesis Writing with Statistics Computer Application. Manila: National Bookstore, 2020.
[2] Nolledo, Jose N., 1987 Philippine Constitution, Manila: National Bookstore. 2020.
[3] Ahmed, Sadaf Zamir et al., "Effectiveness of Teacher's Centered Approach on Student's Learning At University Level", Journal of Positive School Psychology, 2022.
[4] Aldajah, Saud., Haik, Yousha., and Moustafa, Kim. Compatibility of TeachingStyles with Learning Styles: A Case Study. European Journal of Educational Sciences, 2022.
[5] Alibakhshi, Goudarz et al., "Exploring the Consequences of Teachers' Self-Efficacy: A Case of Teachers of English as a Foreign Language", Asian-Pacific Journal of Second and Foreign Language Education, Volume 5, Article number: 23, 2020.
[6] Bartolome, Benzon V., "Authoritarian Teaching Style". Journal of Education, September, 2020.
[7] Code of Ethics for Teachers, Article XIV, Section 3, p. 2.
[8] DepEd Memorandum No. 004, s. 2022 on "Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers for School Year 2021-2022", Department of Education.
[9] Dominguez, Melanie M., "Teaching Styles and Learning Styles". Education Quarterly, September, 2022.
[10] Enriquez, Aaron Paul C. and Ofrin, Darwin D., "Experiential Teaching Approach and Performance of Students in Physical Education", International Journal of Innovative Science and Research Technology, Volume 8, Issue 6, June – 2023
[11] Grasha, Mary Jane, "Teaching Styles". Psychology Journal Vol. VI, 2021.
[12] Johnson, Philip N., "Transactional Teaching Style "Educators' Journal July, 2020.
[13] Philippine Constitution 1987, Article XIV, Section 1.
[14] Raagas, Asuncion, M., "Transformative Teaching". Journal of Education, September, 2022.
[15] Suarez, Leticia S., "Teaching Styles", The Modern Teacher, July 2020.
[16] Sudirtha, I. G., Widiana, I. W., & Adijaya, M. A. "The Effectiveness of Using Revised Bloom's Taxonomy-Oriented Learning Activities to Improve Students' Metacognitive Abilities", Journal of Education and e-Learning Research, 2022.
[17] Ulla, Mark B. and Perales, William Franco, "Hybrid Teaching: Conceptualization Through Practice for the Post COVID19 Pandemic Education", Frontiers Education, Vo. 7, 2022.
[18] Zimbardo, William G., "Transformative Teaching Style "Psychology Journal , Vol X, 2021.
[19] Amanyi, Kweshi, "Teachers Teaching Styles and Students Study Habits on Academic Achievement in Mathematics Among Junior High Schools", Ghana State University, 2021.
[20] Aspiras, Janet C., "Teaching Styles and Pupils' Performance in Selected Private Elementary Schools in Tanay, Rizal", Unpublished Masters' Thesis, Tomas Claudio Colleges, Morong, Rizal, 2020.
[21] Castillejos, Benilda V., "Teachers' Use of Reward System: Inputs for Students Motivation Enhancement", Cagayan State University – Andrews Campus Tuguegarao City, Cagayan, Philippines, 2022.
[22] Chang, Ya-Ching, "Students' Perceptions of Teaching Styles and Use of Learning Strategies", The University of Tennessee, Knoxville, 2021.
[23] Garcia, Rose Ann S. "Effects of Teaching Styles of Teachers on the Development of Grade Six Pupils", Unpublished Masters' Thesis, Tomas Claudio Colleges, Morong, Rizal, 2023.
[24] Hayati, Najmi, "Relationship of Teaching Style Towards to Elementary School Achievement of Students " Universiti Kebangsaan Malaysia, Malaysia, 2021.
[25] Nsiah, Regine Kwaw and Kwakye, Dennis Offei, "Teachers' Knowledge and Use of Behaviour Modification Strategies in Classroom Management: Does Gender Matter?", Department of Education, Enchi College of Education, Enchi, Ghana, 2024.
[26] Orr, Anne Murray and Mitton, Jennifer, "Learning Routines that Reflect Teachers' Asset-Based Pedagogies: Creating Breathing Spaces for Students", St. Francis Xavier University, Antigonish, Nova Scotia, Canada, 2023.
[27] San Andres, Aureen Vinky P., "Best Practices and Teaching Styles of Grade One Teachers in Public Elementary Schools in Cluster BCaMT, Division of Rizal", Unpublished Masters' Thesis, Tomas Claudio Colleges, Morong, Rizal, 2020.
[28] Shah, Mujeeb, "Effect of Teaching Styles of Teachers on Academic Achievement of Students Learning in General Science Subject at Elementary level in District Astore", Open University Islamabad, Pakistan , 2021.
[29] Villena, Marife G., "Teaching Styles of the Classroom Managers in one Basic Primary School in the Philippines", Lyceum of the Philippines University, Batangas City, 2021.
[30] Yazon, Alberto D., "Teacher's Educational Philosophy, Teaching Style and Performance", National University, 2020.
[31] Yuner, Berna, "Transformational Teaching in Higher Education: The Relationship Between the Transformational Teaching of Academic Staff and Students' Self-efficacy for Learning", University of Malaysia, 2020.
[32] Gross, Stefanie K., (2020), "Exploring Changes in New Teacher Self-Efficacy". Retrieved from https://nwcommons.nwciowa.edu/cgi/view content.cgi?article=1258&context= education_masters on January 28, 2025.

APPENDIX A

Letter of Permission to Conduct the Study

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

April 5, 2025

DORIS DJ. ESTALILLA, CESO V
Schools Division Superintendent
Deped Division of Rizal
Cabrera Road, Kaytikling
Taytay, Rizal

Madam:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to teachers in selected public elementary schools in Binangonan Sub-Office.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully Yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

APPROVED:

DORIS DJ. ESTALILLA, CESO V
Schools Division Superintendent
Division of Rizal

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

Republic of the Philippines
Department of Education
REGION IV-A - CALABARZON
SCHOOLS DIVISION OF RIZAL

1st Indorsement
07 April 2025

Respectfully referred to the Principals of Public Elementary Schools in Binangonan District the herein letter of **Ms. SHAINA PAULA D. CORDOVIN** from Tomas Claudio Colleges requesting permission to conduct her thesis titled "Teaching Styles and Disciplinary Approaches of Teachers in Public Elementary Schools", for your information and appropriate action with utmost consideration and strict compliance to DepEd Order No. 9, s. 2005 and ensure measures to secure consent to participate, adhere to strictest confidentiality and research ethics and provide the division with general results and recommendations of the study.

DORIS DJ. ESTALILLA, CESO V
Schools Division Superintendent

Attached: Letter to SDS
IL 2025 291
04072025

Address: DepEd Bldg. Cabrera Road Brgy. Dolores, Taytay, Rizal
Telephone No: 028 2475260 – 69
Email Address: rizal@deped.gov.ph
Website: https://depedrizal.ph

Doc. Ref. Code	PAWM-F-019	Rev	00
Effectivity	09.20.21	Page	1 of 2

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 16, 2025

RUBEN E. FALTADO III
Public Schools District Supervisor
District of Binangonan Rizal
Binangonan Sub-Office

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **""TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to teachers in public elementary schools in Binangonan Sub-Office Cluster 3.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

June 9, 2025

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

RUBEN E. FALTADO III
Public Schools District Supervisor
Binangonan Sub-Office

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue XII Dec 2025- Available at www.ijraset.com

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 16, 2025

LYN P. SANCHEZ
School Head
Binangonan Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed.D.
Thesis Adviser

Approved:

LYN P. SANCHEZ
School Head

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

June 13, 2025 **GRADUATE STUDIES PROGRAM**

April 5, 2025

MINNIE O. DOBLADA
School Head
Buhangin Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

APPROVED:

MINNIE O. DOBLADA
School Head

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 10, 2025

June 10, 2025

MERLINDA M. DEMASCO
School Head
Calumpang Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

MERLINDA M. DEMASCO
School Head

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

April 5, 2025

RENE N. CONCEPCION
School Head
Janosa Elementary School
SDO-Binangonan

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

APPROVED:

RENE N. CONCEPCION
School Head

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 10, 2025

MARITES A. DISCUTIDO
Head Teacher II
Libid Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

MARITES A. DISCUTIDO
Head Teacher II

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue XII Dec 2025- Available at www.ijraset.com

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 16, 2025

MARK AIRON C. BOLANTE
School Head
Libis Elementary School
SDO-Binangonan

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

MARK AIRON C. BOLANTE
School Head

©IJRASET: All Rights are Reserved

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

ARIEL DL. FERIDO
Head Teacher III
Limbon-Limbon Elementary School
SDO-Binangonan

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

ARIEL DL. FERIDO
Head Teacher III

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

BERNADETTE B. ALVA
School Head
Lunsad Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

BERNADETTE B. ALVA
School Head

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

April 5, 2025

JIMMY S. PAJARILLO
School Head
Malakaban Elementary School
SDO-Binangonan

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

APPROVED:

JIMMY S. PAJARILLO
School Head

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 10, 2025

June 10, 2025

AVA JANE P. ARALAR
School Head
PilaPila Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

Approved:

AVA JANE P. ARALAR
School Head

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

June 10, 2025

LILIBETH C. QUISQUINO
Head Teacher I
Pinagdilawan Elementary School
SDO-Binangonan

Dear Ma'am:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ph. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

Approved:

LILIBETH C. QUISQUINO
Head Teacher I

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 13, 2025

April 5, 2025

EUGINE G. PLEGARIA
School Head
Sapang Elementary School
SDO-Binangonan

Dear Sir:

Greetings in the name of public service and commitment!

I have the honor to request permission from your good office a permit to conduct a study regarding my approved thesis proposal entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS",** in partial fulfillment of the requirements for the degree Master of Arts in Education which I am presently pursuing at Tomas Claudio Colleges.

The study requires the administration of the questionnaire-checklist to the teachers in your school.

Rest assured that the data to be obtained will be treated with utmost confidentiality.

Anticipating your kind consideration and most favorable action on this matter.
Thank you very much and God bless!

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

APPROVED:

EUGINE G. PLEGARIA
School Head

APPENDIX B

Letter to the Respondents

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal

GRADUATE STUDIES PROGRAM

June 14, 2025

Dear Respondents,

Good day!

The undersigned is conducting a study entitled **TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS.**

In this regard, may we request your assistance to answer the attached questionnaire-checklist.

Rest assured that your response will be treated with utmost confidentiality as mandated by Data Privacy Act of 2012.

Thank you and God bless.

Respectfully yours,

SHAINA PAULA D. CORDOVIN
Researcher

Noted:

ROSA A. SAN GABRIEL, Ed. D.
Thesis Adviser

EVA R. DE ROSAS, Ph. D.
Dean, Graduate Studies Program

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue XII Dec 2025- Available at www.ijraset.com

APPENDIX C
QUESTIONNAIRE-CHECKLIST

TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARYSCHOOLS

General Directions: Please accomplish this questionnaire-checklist very carefully and honesty. The information you supply will be treated with utmost confidentiality and anonymity.

PART I. Profile of the Respondents

Name: _____ (Optional)

Age

( ) 61 years and above
( ) 51-60 years old
( ) 41-50 years old
( ) 31-40 years old
( ) 21-30 years old

Sex

( ) Male
( ) Female

Civil Status

( ) Single
( ) Married
( ) Separated
( ) Widow

Position Title

( ) Master Teacher II
( ) Master Teacher I
( ) Head Teacher III
( ) Head Teacher II
( ) Head Teacher I
( ) Teacher III
( ) Teacher Il
( ) Teacher I

Length of Service: (Include the teaching experience in the previous station whether public or private)

( ) 26 years and above ( ) 21-25 years ( )16-20 years
( ) 11-15 years ( ) 6-10 years ( ) 5 years and below

Educational Attainment

( ) Ph.D./Ed.D
( ) with Ph.D./ Ed.D units
( ) MAT/MAEd
( ) with MAT/MAEd units
( ) Bachelor's Degree

In-service Training Attended

( ) International Level
( ) National level
( ) Regional Level
( ) Division Level
( ) District Level
( ) School Level

©IJRASET: All Rights are Reserved

Part II. Extent of Teaching Styles of Teachers in Public Elementary School in Binangonan District
Directions: Please rate each item based on your perception on the extent of your teaching styles using the given scale as follows:

5 - Always
4 - Often
3 - Sometimes
2 - Seldom
1 - Never

Teacher- Centered As a teacher, I…	5	4	3	2	1
provide clear explanations, definitions, and illustrations of the new material.					
guide the pupils in the learning process.					
provide feedback to help pupils understand the material.					
monitor and correct pupils' work.					
evaluate the pupils' understanding of the material.					
break down the information into steps.					
let my pupils practice new skills independently.					
connect the lesson to real-world situations and applications.					
set rules and academic goals that pupils understand.					
evaluate pupils' performance.					

Learner-Centered As a teacher, I…	5	4	3	2	1
grasp the needs, interests, and learning styles of my pupils.					
value the diversity of my pupils.					
use positive instructional practices to help pupils understand the lesson.					
make sure the pupils are involved in the learning process through activities, discussions, and collaborative work.					
encourage my pupils to engage in the discussion.					
let my pupils learn from each other through group projects, discussions, and peer feedback.					
create a positive learning environment where my pupils feel comfortable expressing their views.					
let my pupils learn through hands-on experiences and real-world applications.					
practice a balance, firmness and fairness towards my pupils.					
encourage my pupils to reflect on their learning and engage in various forms of assessment.					

Experiential As a teacher, I…	5	4	3	2	1
assign tasks to my pupils that will develop their critical					

thinking.					
let my pupils work on the tasks independently or in groups.					
provide opportunities for my pupils to ask questions.					
allow my pupils to look for resources that will support to complete their task.					
actively involve my pupils in the learning process, rather than passively receiving information.					
engage them in hands-on activities and real-world applications that can make learning more engaging and relevant.					
let my pupil' set goals, develop plans, and solve problems.					
develop knowledge as well as practical skills, critical thinking, and problem-solving abilities.					
let them analyze what they learned and connect it to their existing/prior knowledge.					
make sure learning is connected to real-world situations and contexts.					

Hybrid As a teacher, I used hybrid teaching style to…					
differentiate instruction **based on students' learning needs.**					
combine synchronous and asynchronous learning activities.					
encourage active participation both online and in-person.					
provide flexibility for students' schedules and learning pace					
foster collaboration among students in both formats					
deliver content more efficiently using digital platforms.					
track and assess student progress through online tools.					
support students with varied technological access and skills.					
improve my own teaching strategies and adaptability.					
enhance student engagement through interactive tools and methods.					

Part III. Extent ofDisciplinary Approaches of Teachers in Public Elementary School in Binangonan Dsitrict

Directions: Please rate each item based on your perception on the extent of your disciplinary approach using the given scale as follows:

5 - Always
4 - Often
3 - Sometimes
2 - Seldom
1 - Never

Behavior Modification As a teacher, I…	5	4	3	2	1
use praises through verbal affirmations, positive gestures by saying "very good, good job", or tapping the shoulder of my pupils.					

use time-out to my pupils who show disruptive behavior to calm down.					
use positive reinforcement to associate positive behavior.					
demonstrate desired behaviors for my pupils to imitate.					
consider the diversity of behavior on my pupils and setting fair modification.					
Withhold rewards to reduce or eliminate an undesirable behavior.					
let my pupils track their own behavior to become more aware of it and make changes.					
involve the parents in reinforcing positive behavior at home.					
establish clear expectations, routines, and rules, and foster a sense of community and respect.					
build trust and rapport to create a more positive and effective learning environment.					

Routine System As a teacher, I…	5	4	3	2	1
let my pupils familiarize themselves with classroom routine and procedure.					
create a routine structure of learning environment, which helps pupils know what to do and how to behave in different situations.					
display routines visually to help pupils remember them.					
enforce to give classroom routine for my pupils to minimize disruption.					
set a routine to easily facilitate teaching and learning.					
acknowledge and reinforce pupils who follow routines.					
set classroom routines to establish rules and procedures that will help my pupils learn effectively and efficiently.					
establishing a routine for gaining my pupils attention and prevent classroom disruptions.					
set clear procedures in every group activity to maximize learning time.					
adjust routines as needed to meet the needs of my pupils and the curriculum.					

Reward System As a teacher, I…	5	4	3	2	1
give tangible rewards like stickers, small prizes, extra playtime etc. to encourage desired behavior.					
use to motivate my pupils and foster a positive learning environment.					
give rewards to increase pupils' participation.					
recognize pupils' exemplary performance and good behavior by giving certificates or rewards.					
set specific behavioral goals that pupils need to achieve to earn rewards.					

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

encourage my pupils to engage in learning activities and strive for success.					
maintain positive classroom norms.					
let my pupils understand what behaviors or achievements are rewarded.					
acknowledge and celebrate my pupils' accomplishments, boosting their confidence and motivation.					
reinforce desired behaviors and reduce disruptive actions.					

APPENDIX D

Certificate of Content Validation

TOMAS CLAUDIO COLLEGES
Taghangin, Morong, Rizal
GRADUATE STUDIES PROGRAM

CERTIFICATE OF CONTENT VALIDATION

This is to certify that the following persons have content validated the researcher-made questionnaire of **MS. SHAINA PAULA D. CORDOVIN** for the study entitled, **"TEACHING STYLES AND DISCIPLINARY APPROACHES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS"**

Name	Position	Signature	Date
1. Dr. Rosa A	Guidance Designate		3-10-25
2. Dr. Paula Cristin Jade C. Peñaranda	Statistician		3-14-25
3. Dr. Pitsberg B. De Rosas	Prof. Lecturer		3-12-25
4. Dr. Ruel G. Manalo	Prof. Lecturer		3-15-25
5. Dr. Eva R. De Rosas	Dean		3-17-25
6. Ava Jane P. Aralar	Principal I		03-20-25
7. Priscila D. Mabasa	Master Teacher II		03-24-25
8. Shirley C. Paran	Guidance Counselor		3-26-25

APPENDIX E

Certificate from the Statistical Center



TOMAS CLAUDIO COLLEGES

Higher Education Pioneer in Eastern Rizal

Taghangin, Morong, Rizal 1960 Philippines

Tel. Nos.: (02) 234-5566 / 234-5503 / 234-5431 • Telefax: (02) 653-1111

COLLEGE STATISTICAL CENTER

CERTIFICATION

This is to certify that the research entitled **"Teaching Styles and Disciplinary Approaches of Teachers in Public Elementary Schools"** of **SHAINA PAULA D. CORDOVIN** has undergone correct statistical analysis with the use of SPSS Customer ID: 249, Version 25.0 and passed the anti-plagiarism test from this office.

The accuracy/correctness of the processing of data and application of appropriate statistical tools are under the supervision of **DR. DR. JOY SG. CRUZ** as Statistician/Expert.

This certification has been issued for oral defense requirement of the researcher/s.

Given this 27th day of September, 2025 at Taghangin, Morong, Rizal.

JANET C. FERNANDO, MAEd
OIC, College Statistical Center (CSC)

EVA R. DE ROSAS, Ph.D
Dean, Graduate Studies Program

EDUARDO P. GARROVILLAS, DPM
Research Director

APPENDIX F
Gantt Chart of Activities

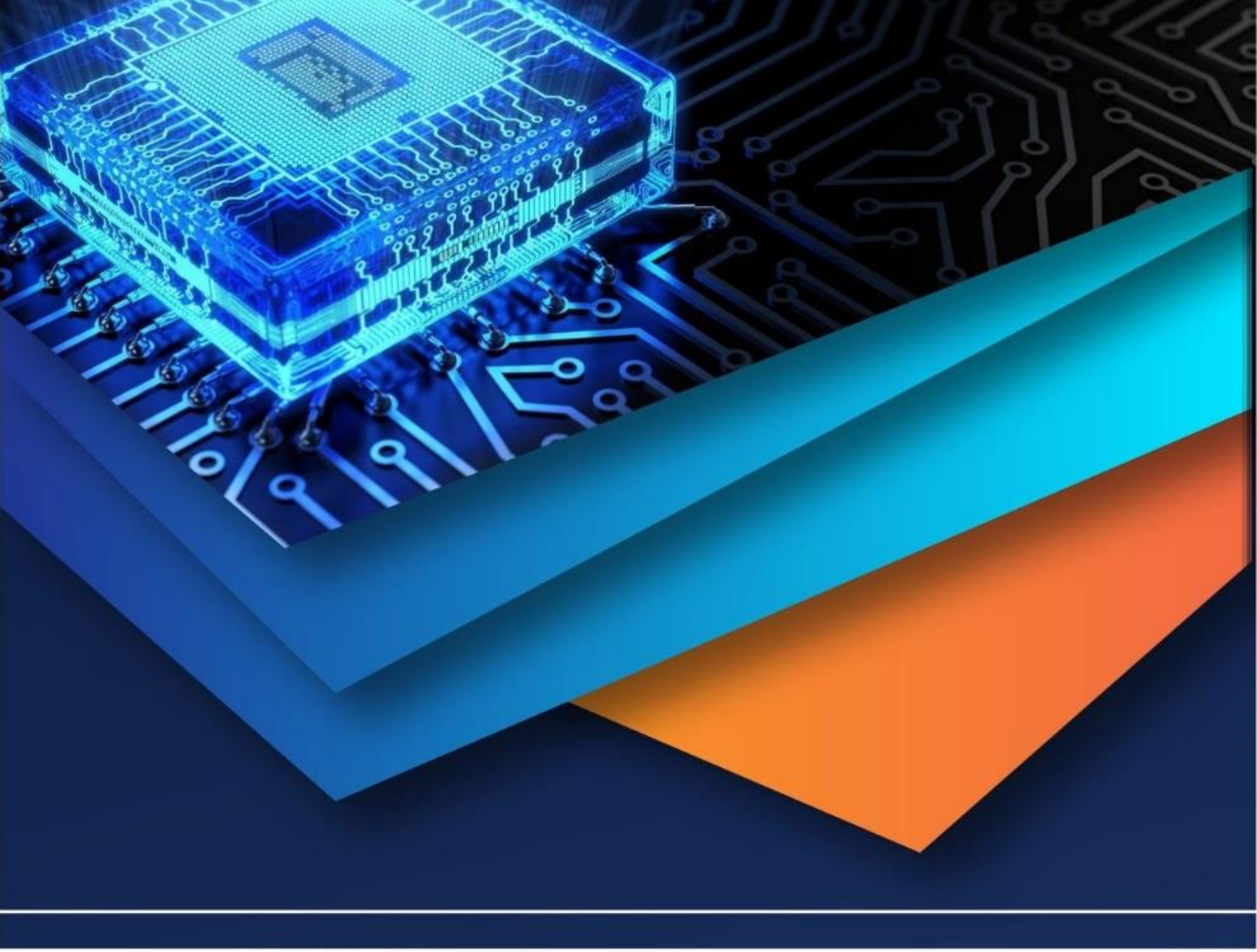
Activities	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
	2024						2025							
1. Submission of Proposed Titles														
2. Title Defense														
3. Preparation of Chapters 1, 2, and 3														
4. Search for Related Literature and Studies														
5. Colloquium														
6. Preparation and validation of Questionnaire-Checklist														
7. Permission to Conduct the Study														
8. Administration of Questionnaire-Checklist														
9. Retrieval of Questionnaire-Checklist														
10. Tallying, Tabulation and Analysis of the Questionnaire-Checklist														
11. Submission of Data to the Statistical Center														
12. Revision of Chapters 1, 2, and 3														
13. Preparation for Chapters 4 and 5														
14. Final Oral Defense														
15. Revision of Chapters 1-5														
16. Anti-Plagiarism														
17. Final Printing of the Manuscript														

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 13 Issue XII Dec 2025- Available at www.ijraset.com

18. Book Binding														⇨
19. Submission of Hardbound Copies														⇨

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)