

Junior and Senior Technical Vocational Education Teachers' Performance and Teaching Styles: A Comparison

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Abstract: The study was generally conducted to compare the performance and teaching styles employed by the Junior and Senior Technical Vocational Education (TVE) teachers in the province of Apayao, Philippines as perceived by themselves, their students, their peers and their school heads. The data on teaching style were gathered using the Grasha- Riechman Teaching Styles Inventory, and were analyzed using the 5- point Likert Scale. The data on teaching performance were taken from their Individual Performance Commitment Review in SY 2016-2017. Descriptive statistics as well as T- test and Pearson Product Moment Correlation were used to test the relationship of the teachers' performance and teaching styles and the profile variables. Findings revealed that all the TVE teachers have an Average Very Satisfactory (AVS) teaching performance; however, the male TVE teachers show a higher performance compared to female TVE teachers. The Senior High School TVE teachers were found out that they are more likely to practice the five teaching styles compared to the Junior High School TVE teachers. Sex, family income, teaching experience and seminars/ trainings attended were found to affect the personal model, facilitator and delegator teaching styles of the TVE teachers. Meanwhile, the males were found to employ a more delegator teaching style than the female. Also, it was found out that the TVE teachers with lower family income and those with lesser number of seminars/trainings attended were more likely to be a personal model and a delegator. Furthermore, TVE teachers' teaching performance was affected by sex and trainings/seminars attended.

Keywords: Teaching performance, teaching styles, Technical-Vocation Education, Junior and Senior High School Teachers

1. Introduction

Education as defined by Nelson Mandela is the most powerful weapon that one can use to change the world. Malcom X, also quoted that education is the best passport to the future, for tomorrow brings to those who prepare for it today. In Webster dictionary, it likewise defined education as the knowledge, skill and understanding that anybody gets from attending a school, college or university. These definitions mean one thing, Education is a MUST.

Moreover, Arshad & Akramnaseem (2013) in their research work noted the importance of education for an individual's success in life, and that is to provide pupils the skills that prepare them physically, mentally and socially for the world of work in later life. Education is considered as a foundation of society, which brings sound economy, social prosperity and political stability. George Washington Carver also believed that the key to unlock the golden door of freedom is education. According to Dewey (1910), he said that education is the onward motion of all terminal points in the person which empower him to master his environment and fulfill his potential outcomes. There is a great role of education practitioners in promoting education and the effectiveness and efficiency depend on the performance and teaching styles employed by the teacher. Furthermore, Lee in Koh (1993) gives remark on this fact that if teachers have very satisfactory or nearly outstanding performance and employ variety of teaching styles in classroom instructions, then possible, quality education is achievable. These lines spell the important role of the teachers in the teaching –learning process for the optimum development of the learners and attainment of the ultimate goal of education.

Teachers play a vital role in children's life. Janelle Cox says, "the role of a teacher is clearly more than just planning and executing lesson plans; also, she is becoming the student's third parent." If we are going to count the number of hours that children spend with their teachers compare to their parents or guardians, it is possible that teachers have great influence on the attitude and behavior of the child. Children who lack a solid family foundation will really benefit from teachers that portray an image of confidence and accomplishment and help fulfill a child's need of a positive role model when the family may fail to provide such a figure.

In a research work conducted by Sanopao (2016), he made mention that there are many definitions of teaching given by different psychologists and theorists. Edmund Amidon defines teaching as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities. Similarly, B.O. Smith (2007), considers teaching as a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of classroom, physical characteristics of pupil etc.) and those that he can modify by way of asking questions or ideas.

Meanwhile, in the Philippine educational system, secondary schools offering the Strengthened Technical Vocational Education Program- Competency- Based Curriculum (STVEP- CBC) provides utmost development of the individual as a total person equipped with technical-vocational and academic competencies, proper work ethics and desirable values that will make the person economically-stable, responsible, law-abiding citizen, productive, and competitive in the world of work. Thus, STVEP teachers should be skills oriented and well- equipped with teaching styles to fully transfer the job skills for the learners.

The performance and teaching styles employed by the STVEP teachers greatly affect the knowledge, skills and attitude of the learners. This research was conducted to find out and compare performance and teaching styles of the Junior and Senior Technical Vocational Education high school teachers in the province of Apayao.

In the K to 12 Basic Education Program, secondary education is divided into two stages of schooling; the Junior High School (JHS) which includes Grade 7 to Grade 10 and the Senior High School (SHS) from Grade 11 to Grade 12. In the Junior high school under the STVEP- CBC, the offering of the specializations starts in Grade 8 and it's based on the interest of the students, needs of the community and the capability of the school to offer such specialization. The teaching strategies or instructions are flexible to accommodate related activities outside the school like practicum in the work environment. Schools are encouraged in this regard to enter into a partnership with local industries for the students' exposure and work experience. While Senior high school under the Technical Vocational- Livelihood Track , each senior high school student must choose one track to master and base his/her choice on how he/she wants to advance after completing high school or Grade 12. Career assessment and aptitude tests and an occupational interest inventory, on the contrary, will show the student's strengths and interests. Career advocacy programs will also help and guide them in choosing the right track for their selves.

The researcher believes that there is a great difference on the performance and teaching styles of TVE teachers in the Junior and Senior High Schools under the STVEP- CBC Program in Apayao. The main purpose of this research is to determine the Junior and Senior TVE teachers' performance and teaching styles as perceived by the TVE teachers themselves, their students, their peers and supervisors. After the comparison, the results would provide the recommendation for the improvement of the educational system in Schools Division Office of Apayao.

1.1 Statement of the Problem

Generally, this study was conducted to look into the performance and teaching styles of Junior and Senior TVE/ TVL teachers in Apayao which could serve as a basis in improving the teaching - learning process. Specifically, it sought answers the following questions:

1. What is the profile of the Junior and Senior TVE/ TVL teachers in Apayao in terms of: Sex, Age, Teaching Position, Length of Teaching Experience, Monthly Family Net Income, Highest Educational Attainment, Seminars/ Trainings Attended (Last 3 Years)
2. What is the performance of the Junior and Senior TVE/ TVL teachers in Apayao based on the Individual Performance Commitment and Review?
3. What are the teaching styles employed by the Junior and Senior TVE/ TVL teachers in Apayao as perceived by themselves, their students, their peers and their school head?
4. Is there a difference on the teaching styles employed by Junior and Senior TVE/ TVL teachers and the teaching styles as perceived by themselves, their students, their peers and their school head?
5. Is there a significant relationship on the performance of Junior and Senior TVE/ TVL teachers in Apayao when grouped according to profile variables?
6. Is there a significant relationship on the teaching styles of Junior and Senior TVE/ TVL teachers in Apayao when grouped according to profile variables?

2. Methodology

2.1 Research Design

This study utilized a descriptive correlation design focused on the teaching styles of the Junior and Senior TVE High School teachers in Apayao. To answer the research question posited in this study, relevant data were gathered using a well- designed questionnaire which were administered to all Junior and Senior TVE High School teachers, their Grades 10 and 12 students, their peers and Technical Vocational school heads in Apayao. The teachers were teaching Technical Vocational Education or Technical Vocational Livelihood subjects in the Junior and Senior TVE High School in Apayao like Food Processing, Commercial Cooking, Bread and Pastry Production, Agri- Crop Production, Organic Agriculture, Carpentry, Masonry and Tailoring. Also, it determined the relationship of their profiles and their performance and teaching styles.

2.2 Locale of the Study

This study was conducted to Secondary schools offering the Strengthened Technical vocational Education Program- Competency- Based Curriculum (STVEP- CBC) in the province of Apayao, Philippines. The schools included are Apayao National Industrial Agricultural High School in Calanasan, Apayao and Pudtol Vocational High School in Pudtol, Apayao.

2.3 Respondents and Sampling Procedures

The respondents of the study consisted all Junior and Senior TVE high school teachers in the identified schools in Apayao. Based from DepEd Memorandum No. 353 s. 2008, there are two secondary schools in Apayao under the Strengthened Technical vocational Education Program- Competency- Based Curriculum (STVEP- CBC). Hence, complete enumeration on the selection of samples was utilized for TVE teacher respondents.

The student respondents consisted of 152 from Grade 10 and 106 from Grade 12, 16 TVE teachers and 4 Master Teachers from the Academic Department as peer- respondents' and their school head. In order to have a reliable representative group of students and peers, complete enumeration was utilized to gather the needed data.

2.4 Research Instruments

The data were gathered using teaching styles survey adapted from the study of Anthony Grasha and Sheryl Reichman (1996) (Grasha- Reichman Teaching Styles Survey) to compare the teaching styles employed by the Junior and Senior TVE teachers in Apayao. In analyzing the performance of Junior and Senior TVE teachers, the Individual Performance Commitment and Review Form (IPCRF) of the teachers for School Year 2016- 2017 was utilized.

There were three questionnaires used in the study, one for the teachers , one for the students and another one for the peers and school heads/supervisors. The first part is a personal profile of the teacher respondents; on the part two is the 40-item Grasha- Reichmann's Teaching Inventory Survey Questionnaire with 5-point Likert -type scale options: Strongly disagree (1), Disagree (2), Undecided (3), Agree (4),and Strongly Agree (5).

The teaching style inventory has the main purpose of determining the teaching style of the junior and senior high school teachers. They are either expert, formal authority, personal model, facilitator, and delegator. The teaching style inventory consists of a series of 40-item indicators that participants need to answer using a rating scale. The said instrument was validated by Grasha (1996) and was widely tested for its validity and reliability in other research applications (Coalition of Essential Schools, 2007).

2.5 Data Gathering Procedures

A letter requesting for the provision of Individual Performance Commitment and Review Form (IPCRF) of the teachers under study for school year 2016- 2017 was sent to the Schools Division Superintendent. Another letter to conduct the study and to administer the survey to all Junior and Senior TVE teachers, the Grade 10 of the Junior High School and the Grade 12 of the Senior High School were also sent to the Schools Division Superintendent and to the Secondary School Principals. Also, a letter of consent was given to the Junior and Senior TVE students and teachers prior to the survey.

The researcher personally administered the questionnaire. Few minutes were allotted in explaining the procedures to the student- respondents in answering. The researcher then, collected the survey questionnaires for analysis.

2.6 Data Analysis

Descriptive statistics such as frequency, percentage and weighted mean were used in this study to analyze the gathered data along the profile variables and a five-point scale was used to investigate the teaching styles employed by Junior and Senior TVE/ TVL teachers in Apayao.

Also, in the analysis of the data, T- test and Pearson Product Moment Correlation were used to test the relationship of the performance, teaching styles of the Junior and Senior High School TVE teachers and the profile variables. The scale of interpretation for the variables being measured to assess teaching styles of the JHS and SHS TVE teachers followed this range:

- 4. 20 – 5. 00: Strongly Agree
- 3. 40- 4. 19: Agree
- 2. 60- 3. 39: Undecided
- 1. 80 – 2. 59: Disagree
- 1. 0- 1. 79: Strongly Disagree.

3. Results and Discussion

3.1 Profile of the TVE Teacher-Respondents

Table 1 presents the demographic profile of the teacher- respondents. In terms of sex, out of 16 Technical Vocational Education teachers, there were 9 males or 56. 25% of the total population and 7 females or 43. 75% were involved in the study. This means that in Technical Vocational Education, there are more male TVE teachers teaching TVE subjects. This could be due to the fact that since in the Industrial Arts sector, TVE teachers teach Carpentry NC II and Masonry NC II, the dominance of male teachers in the study is not questionable.

As regards age of the TVE teachers, most of them (5 or 31. 25%) belong to the age bracket 41- 50 years old. There are 4 or 25. 00% each to the age bracket 31- 40 years old, and 51 - 60 years old, and there are 3 or 18. 75% who belong to the age bracket 21 – 30. The mean age is 42. This means that the TVE teachers are in the mid-adulthood stage. They are in the most productive years of their life in the educational arena.

Relative to teaching position, most of them are Teacher III with 37. 50% or 6 teachers, followed by Teacher II 2 with 31. 25% or 5 teachers from the total population. There are 4 or 25.00% who are Teacher I, and there is a lone faculty or 1.25% who is a Master Teacher 1.. The presence of just one TVE Master Teacher indicates the slow promotion scheme, the scarcity of plantilla items for higher teaching positions.

As to teaching experience, there are 4 or 25.00% of the total population whose length of teaching experience range from 20-25 years. There are also four who have been teaching for 5 years and below. Also, there are 3 or 18. 75% of the total respondents for each of the respondents who have been teaching for 6 to 10 and 16 to 20 years. Finally, there are 2 or 12. 50% who have been teaching for 11 to 15 years now. The mean number of years in teaching which is 11.25 years could mean that they have loved the profession, and for that decade of being a teacher in their field, they have acquired a mastery. This could mean that they are in the most fruitful year of their teaching career.

With respect to family net income, majority (11 or 68. 75%) have a net monthly income 21, 000. 00 to 30, 000.00 pesos. There are 4 or 25.00% of the respondents have net income of 31, 000.00 to 40, 000.00 pesos, while there is 1 or 6. 25% who had a family net income of 41, 000.00 to 50, 000.00 and another 1 or 6. 25% with a net income of 11, 000.00 to 20, 000.00 pesos. The average monthly net income is 30, 218.75 pesos. This means that the teacher respondents had financial capacities to support the basic needs of the family, for it is a bit higher than the average Filipino income based from the results of the 2015 Family income and expenditure survey conducted by Philippine Statistics Authority.

In terms of highest educational attainment, majority of the respondents (11 or 68. 75%) are Bachelor's Degree holder with MA units, 3 or 18. 75% are Master's degree holders and 2 or 12. 50% of the total population are Bachelor's degree holder. This could mean that TVE teachers in Apayao are willing to advance their studies as evidenced by their enrolment in their Masters degree and some even finished their graduate studies.

As regards the trainings and seminars attended related to the specialization for past three years, most of them (5 or 31. 25%) had attended only one training , 4 or 25. 00% had attended two trainings/ seminars. There are 3 or 18. 75% each of the respondents who had attended three trainings/seminars and five trainings/ seminars. There is only one or 6. 25 % had attended six trainings/ seminars in the past 3 years. This means that all the teachers had undergone seminars or trainings to enhance their skills towards their field of specialization in the past three years. However, the trainings given is not fairly distributed. The mean number of trainings attended which is 2. 69 or 3 trainings would call a need for the TVE teachers to attend trainings and seminars along their field of specialization for updates.

Table 1: Personal Profile of the Teacher- Respondents (N= 16)

Sex	Frequency	Percentage
Male	9	56.25
Female	7	43.75
Age		
21- 30	3	18.75
31- 40	4	25.00
41- 50	5	31.25
51- 60	4	25.00
<i>Mean Age = 42</i>		
Teaching Position		
Teacher I	4	25.00
Teacher II	5	31.25
Teacher III	6	37.50
Master Teacher I	1	1.25
Teaching Experience		
5 years and below	4	25.00
6 years to 10 years	3	18.75
11 years to 15 years	2	12.50
16 years to 20 years	3	18.75
20 years to 25 years	4	25.00
<i>Mean # years in teaching = 11.25 years</i>		
Monthly Family Net Income		
11,000.00- 20,000.00 pesos	1	6.25
21,000.00- 30,000.00 pesos	11	68.75
31,000.00- 40,000.00 pesos	4	25.00
41,000.00- 50,000.00 pesos	1	6.25
Mean Monthly Family Net Income= 30,218.75 pesos		
Highest Educational Attainment		
Bachelor's Degree	2	12.50
Bachelor's Degree with MA units	11	68.75
Master's Degree	3	18.75
Number of Seminars and Trainings Related to Specialization the last three years		
1	5	31.25
2	4	25.00
3	3	18.75
4	-	-
5	3	18.75
6	1	6.25
Mean No. of Trainings= 2.69 or 3 trainings		

3.2 Performance Rating of Junior and Senior High School TVE Teachers

Table 2 presents the performance rating of the Junior and Senior High School TVE teachers in Apayao. This rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

It can be seen in column 1 the numerical value and the corresponding performance in column 2. The respondents can be outstanding, very satisfactory or satisfactory. The very satisfactory rating is further classified as to High VS, Average VS or low VS to further identify the performance level/rating of the respondents. Based from the table, there are 3 or 18.75% each of the respondents both from Junior and Senior high School who belong to this bracket of performance rating. For the high very satisfactory rating, there are 3 or 18.75% from the junior high school and there are four in the senior high school. For the low VS rating there are again 3 from the junior high school.

It implies that while all the teacher respondents had a performance rating of Very Satisfactory as shown in the computed mean of 4.04, the Senior High School TVE teachers have a bit higher performance rating than the Junior High School Teachers as shown in the table.

Table 2: Performance rating of JHS and SHS TVE teachers

Numerical Values	Performance		JHS		SHS		TOTAL	
			F	%	f	%	F	%
4.5 to 5.0	Outstanding		-	-	-	-	-	-
3.5 to 4.49	Very Satisfactory	HIGH VS (4.18- 4.499)	3	18.75	3	18.75	6	37.5
		AVERAGE VS (3.84- 4.17)	3	18.75	4	25.00	7	43.75
		LOW VS (3.50- 3.83)	3	18.75	-	-	3	18.75
2.5 to 3.49	Satisfactory		-	-	-	-	-	-

Mean Performance = 4.04 = Average Very Satisfactory (AVS)

3.3 Summary of Teaching Styles of JHS and SHS TVE Teachers

Table 3 shows the summary of the teaching styles of the Junior and Senior High School TVE teachers as perceived by themselves, their students, peers and school head. Looking at the overall weighted mean, the Senior High School TVE teachers are more likely to assume the expert teaching style as shown from the weighted mean of 4.64 which received the highest mean as compared to other teaching styles. This is followed by Delegator teaching style with a mean of 4.58; next is the personal model with mean of 4.55; next is the formal authority with a mean of 4.54 and last is the facilitator teaching style with mean of 4.52.

On the other hand, among the Junior high School teachers, they are also perceived by the four groups of respondents to be exemplifying the Expert Teaching Style weighted mean of 4.47 being the highest among the other teaching styles. This is followed by Personal model with a mean of 4.40; followed by delegator teaching style with a mean of 4.35, then the facilitator with a mean of 4.32 and lastly is the formal authority with a mean of 4.29.

It is noticeable that from the table, in all the five teaching styles, the Senior High School TVE teachers had a higher weighted mean than those of the Junior High School TVE teachers. However, the descriptive value is Strongly Agree, meaning to say, the four groups of respondents perceived the TVE teachers both in the Junior High School and Senior High School to be having these Teaching styles: Expert, Personal Model, Delegator, Facilitator and Formal Authority.

The result of the study is similar to the findings in the study of Domingo (2016) who found that expert teaching styles ranked first among the other teaching styles with an overall mean of 4.19 and the least is delegator with a mean of 3.99 interpreted as “agree” among the Dance Educators in the Philippines. In another study, Magulod (2016) pointed out that the pre-service elementary teachers are more likely to assume expert teaching style with mean of 4.11 and the least is formal authority teaching styles with a mean of 3.84. In contrast, in the study of Diaz et. al. (2010), the pre dominant teaching styles of the Public school sector in Chile is facilitator teaching style and in the private sector is formal authority teaching style.

Table 3. Summary of teaching styles of JHS and SHS TVE teachers

Teaching Styles	Junior High School TVE Teachers	Descriptive Value	Senior High School TVE Teachers	Descriptive Value
Expert	4.47	Strongly Agree	4.64	Strongly Agree
Formal Authority	4.29	Strongly Agree	4.54	Strongly Agree

Personal Model	4. 40	Strongly Agree	4. 55	Strongly Agree
Facilitator	4. 32	Strongly Agree	4. 52	Strongly Agree
Delegator	4. 35	Strongly Agree	4. 58	Strongly Agree

3.4 Difference on the JHS and SHS Teaching Styles

Table 4 shows that there exists a difference on the on the five teaching styles of the Junior and Senior High School TVE teachers as perceived by themselves, their students, their peers and school head. Results show that TVE teachers from the Senior High School had a higher mean in all the teaching styles than TVE teachers of the Junior High School. The Senior High School TVE teachers are more likely to assume the Expert (4. 64), delegator (4. 58), personal model (4.55), formal authority (4. 54) and facilitator (4. 52) teaching styles than the Junior High school TVE teachers.

It was found out that all the teaching styles are significant using the T- test with a minimal variance. The formal authority teaching style having the highest t- computed value of 3. 46 implies that the Senior TVE teachers intensively apply this style in class discussion and other activities in the school. However, there is a minimal difference on the t- computed of Delegator, Personal Model, Facilitator and Expert teaching styles with 3. 28, 2.63, 2.49 and 2.38 respectively.

With this, it can be said that the Senior High School TVE teachers are more expert, delegator, personal model, formal authority and facilitator than Junior High School TVE teachers. This is due to the score given by the TVE teachers, their students, their peers and school heads in the five point likert scale of Grasha- Riechmann Teaching Styles Inventory (TSI).

One interesting revelation of this study is the consideration that not all teachers employ one teaching style and one is predominant over the others. Based on the result, it is a query under what level/s taught did expert, formal authority, personal model, facilitator and ‘delegator’ teaching styles became significantly different. For the past years, a number of researchers reported certain findings regarding teaching styles in the diverse academic levels. Davis-Langston (2012) study revealed that there was no significant relationship between educators and their teaching styles in the elementary levels. Meyer-Looze (2011) research exposed that there was a low relationship between high school teachers and the ‘delegator’ teaching style ($r = 0.020$) in the high school levels. Diaz et al. (2011) reported that public high school teachers use more of a ‘facilitator’ teaching style, while, private high school teachers demonstrate more of a ‘formal authority’ teaching style. Aguda et al. (2009) exposed that the ‘facilitator’ is the most common teaching style used in the tertiary level content based subjects. Razak et al. (2007) divulged that ‘expert’, ‘personal model’, and ‘delegator’ teaching styles were the predominant teaching styles of the high school levels teachers.

Also, according to Diaz et al. (2011), most of the high school teachers who employ these styles expect to occur in larger classes. It appears that personal model and delegator teaching styles usage depends on the learning environment. Support discussion was given by Razak et al. (2007) that ‘personal model’ and ‘delegator’ teaching styles are more teacher-initiated in nature. In line with the research- based statements, Grasha (1996) mentioned that “hands-on” of personal model teaching style and delegating task like small-group activity, discussions, and the like will help facilitate learning in a large number of students. Land (n.d.), wrote that teaching preschool and elementary requires the teacher to take on the role of facilitator because it is more of a “student-centered” style. This is also coherent to the findings of Grasha (1996) that ‘facilitator’ teaching style’ is more a student- centered style that fosters autonomous learning, initiative, and encourages students to make decisions based on their criteria and thinking. Since elementary level emphasizes exploration, the ‘facilitator’ teaching style is more likely to be utilized.

Table 4: Difference of JHS and SHS teaching styles

Teaching Style	Groups	Mean	Variance	t-computed	t-critical	Remarks
EXPERT	SHS	4.64	0.01	2.38	2.14	Significant
	JHS	4.47	0.03			
FORMAL AUTHORITY	SHS	4.54	0.01	3.46	2.14	Significant
	JHS	4.29	0.03			
PERSONAL MODEL	SHS	4.55	0.01	2.63	2.14	Significant
	JHS	4.40	0.02			
FACILITATOR	SHS	4.52	0.00	2.49	2.14	Significant
	JHS	4.32	0.05			
DELEGATOR	SHS	4.58	0.01	3.28	2.14	Significant
	JHS	4.35	0.03			

3.5 Comparison on Teaching Styles when Grouped according to the Different Groups of Respondents

As gleaned from table 5, not one among the different teaching styles was found to be significant when grouped according to the evaluators or the four groups of respondents. This is based from the computed mean difference which are all lower than the critical values at .05 level of significance. This means that the perception of the students, peers, school heads and themselves are the same as to their teaching styles.

Table 5: Comparison on teaching styles as perceived by the different groups of respondents

Teaching Styles	Self- Evaluation	Other Evaluators	Mean Difference (I-J)	Sig.	Remarks
Expert	Self	Students	.00429	1.000	NS
	Self	Peers	.21571	.354	NS
	Self	School Head	.01571	.999	NS
Formal Authority	Self	Students	-.14286	.694	NS
	Self	Peers	.02000	.999	NS
	Self	School Head	-.05429	.975	NS
Personal Model	Self	Students	.02143	.998	NS
	Self	Peers	.34429	.051	NS
	Self	School Head	.15857	.591	NS
Facilitator	Self	Students	-.04286	.980	NS
	Self	Peers	.32429*	.036	NS
	Self	School Head	.14286	.582	NS
Delegator	Self	Students	.02286	.997	NS
	Self	Peers	.23429	.261	NS
	Self	School Head	.02143	1.000	NS

* The mean difference is significant at 0. 05 level.

3.6 Relationship on the Performance of Junior and Senior TVE Teachers in Apayao when grouped according to Profile Variables

Table 6 shows the relationship on the performance of the Junior and Senior High School TVE teachers when grouped according to the profile variable. The table revealed that there is no significant relationship on the performance of the Junior and Senior High School TVE teachers when grouped according to the profile variables.

This means that the sex, age, teaching position, teaching experience, family income , highest educational attainment and seminars attended have nothing to do with the performance of the junior and senior TVE teachers in Apayao. Furhter, it means that regardless of the identified profile variables, their performance in the class is the same.

The findings negate the results of the study conducted by the following researchers. Pinca (2015) found out that male mobile teachers (ALS teacher) perform better than the female teachers. Houger (2006) said that training is the only way in developing organizational intellectual property through building employees competencies. Rahmanet.al(2011) also found out that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, and classroom management. Moreover, in the study of Swart et al. (2005) elaborated that training is a means in dealing with skill deficits and performance gaps as a way of improving employee performance. According to same source, bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. Nassazi (2013) suggested that training and development have an impact on the performance of employees with regards to their jobs.

Table 6: Relationship on the Performance and Profile Variables

Profile Variables	Mean	t- computed	Probability Value	Remarks
Sex				
Male	4.13	.766	.396	NS
Female	3.93			
Age				
21 – 30	4.10	1.973	.172	NS
31 – 40	3.79			
41 – 50	4.25			

51 – 60	4.07			
Teaching Position				
Teacher I	3.84			
Teacher II	4.00	.903	.468	NS
Teacher III	4.13			
M T I	4.20			
Teaching Experience				
10 – below				
11 – 20	3.94			
21 – 30	3.81	.464	.639	NS
	4.14			
Family Income				
11,000 – 20,000	4.18			
21,000 – 30,000	4.02	2.053	.160	NS
31,000 – 40,000	4.23			
41,000 – 50,000	3.58			
Educ'l Attainment				
BS Degree	4.12			
With MA units/ MA graduate	3.98	1.153	.346	NS
	4.23			
Seminars Attended				
1 – 2	4.14			
3 – 4	4.11	2.18	.097	NS
5 – 6	3.78			

3.7 Relationship of TVE Teachers' Teaching Styles and the Profile Variables

Table 7 shows the relationship on the teaching styles of Junior and Senior TVE teachers when grouped according to profile variables. As clearly seen in the table, there are three variables that were found to be significant on the personal model teaching style of the teacher, there is one personal profile that is significant to facilitator teaching style, and there are also three profile variables found to be significant on the delegator teaching style of the TVE teachers.

Sex, length of teaching experience and seminars training attended were found to be significant in the Delegator Teaching Style of the TVE teachers. It means that sex has something to do with the teacher being a delegator. Based from the data, the male High School TVE teachers are a more delegator than female High school TVE teachers. The result differs from the study of Grasha (1996) who found out that women are more likely to use the facilitator or delegator teaching styles that emphasizes relating to students as a guide, consultant, or resource as opposed to transmitting knowledge, setting goals, and providing feedback as compared to male.

On the other hand, the result is in contrast with Larenas et.al (2010), who found out that gender has no influence on the teaching styles since it is possible to observe that both males and females are likely to have the same predominant teaching styles.

In terms of the length of teaching experience of the Junior and Senior High School TVE teachers, it can be explained that the more teaching experiences of the high school TVE teachers have, the more delegator that these teachers are.

The finding affirms the study of Herrera and Carballo (2010) who found that 35 and above years of teaching are more likely to assume Expert, Facilitator, Formal Authority and Delegator teaching styles.

However, in the study of Mazumder et. Al (2014), there was no correlation between the number of years of teaching and teaching and teaching styles. Also, the study of Domingo (2012), revealed that there were no significant differences between the years of related experience and dance expertise and teaching styles of Dance Educators in the Philippines.

In terms of the number of trainings or seminars attended, there is also a significant relationship along delegator teaching style. In as much as the computed value is negative, it means that the Junior and Senior High School TVE teachers with less number of trainings or seminars tend to be more delegator. Domingo (2012) found out the opposite in his study saying that there is no correlation between level of seminars and the teaching styles of Dance Educator in the Philippines.

The table also reveals that the length of teaching experience has something to do with the facilitator teaching style of the TVE teachers. This means that the longer their teaching experience is, the more facilitator

the teachers are. These teachers just set teaching goals and methods, give course activities, allows students to make choices and spend time consulting with students.

Likewise, the table shows significant relationship of monthly family income, length of teaching experience and trainings/seminars attended along Personal Model teaching styles of the Junior and Senior High School TVE teachers. This means that the higher the monthly income of the TVE teachers, the less personal model they become since the computed value is negative. In the study of Domingo (2016), he noted that there is no relationship on the family income and personal model teaching styles of dance instructor in the Philippines. Magulod (2016) revealed in his study that those who belonged to have a lower monthly income tend not to be a personal model but to be facilitator in teaching style. It is also evident from the table that the longer their teaching service is, the more personal model they became. This could be due to the numerous experiences that they have had in the teaching profession as evidenced in their long stay in the TVE teaching. Trainings and seminars was found to be negatively correlated with personal model. This means that the more trainings that the TVE teachers had, the less they tend to be personal model and vice versa.

Table 7: Relationships of Teachings Styles and Profile Variables

Profile Variables	Expert	Formal Authority	Personal Model	Facilitator	Delegator
Grade level	0.231	0.273	0.303	0.379	0.375
Sex	-0.405	-0.060	-0.097	-0.198	-0.414*
Age	-0.061	-0.073	0.045	0.073	0.343
Teaching Item Position	-0.354	-0.126	0.001	0.255	0.276
Length of Teaching Experience	0.140	0.320	0.452*	0.473*	0.449*
Monthly Family Income	-0.173	0.179	-0.496*	-0.209	0.109
Highest Educational Attainment	0.103	0.295	0.109	0.085	0.293
Trainings/ Seminars Attended	-0.398	-0.210	-0.568*	-0.626	-0.486*

r-criticalvalue at .05 = 0.41(*= significant)

4. Conclusions and Recommendations

4.1 Conclusions

The Junior and Senior High School TVE teachers in Apayao, Philippines are Very Satisfactory in the Performance of the duties. These TVE teachers are seen to have a variety of teaching styles. While it is true that the four groups of respondents (students, peers, school heads and themselves) strongly agree that the TVE teachers exemplify the Expert, Formal authority, Personal model, Facilitator, and Delegator teaching styles, the Senior High School (SHS) TVE teachers are a more of an expert, formal authority, personal model, facilitator, and delegator than the Junior High School (JHS) TVE teachers. Males are more delegator than females. The more trainings that the TVE teachers have attended, the less they become a delegator and a personal model. The more the monthly family income of the TVE teachers, the less they tend to be a personal model. The longer their stay in the teaching profession, the more they are delegator, personal model, and facilitator.

4.2 Recommendations

Based from the findings and conclusion, the following recommendations are offered:

1. The Junior and Senior High School TVE teachers in Apayao are encouraged to finish their graduate studies and to attend more trainings/seminars related to their education preparation.
2. The Junior and Senior TVE teachers must maintain their Very Satisfactory performance.
3. TVE teachers in the Senior high school and junior high school have to continue adopting varied teaching styles to meet the demands of changing times and of varied learners.
4. Researchers who conduct studies related to current work may include other variables not included in the study.

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