TEACHING STYLES MAY IMPROVE STUDENTS’ ACHIEVEMENT

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Many curricula and different programs of the Department of Education have been tried and tested, but still many schools failed to achieve a satisfactory students’ achievement and impresssive school performance. Experts seem to be tireless in conducting their studies about students’ achievement and increased school performance, about paradigm shifts on the implementation of another curriculum, classroom management, teaching styles and students’ learning styles.

At present, the K to 12 Basic Education Curriculum is being implemented. Although the curriculum is new, we cannot conclude yet if this curriculum will be successful.

There are many factors attributed to student’s achievement, like students’ behavior, disciplinary problems; classroom management, strategies and approaches and other aspects. One factor that is brought into limelight is the teaching styles of teacher used to students. The teacher might be authoritative, He or she may be a submissive one, a delegator. It is good if the teacher is a facilitator who simplify his or her lesson for students to understand lesson easily.

Teachers must re-examine or revisit their teaching styles and the achievement of the students to develop effective learning and teaching. Teaching styles of teachers has been proven to be a crucial factor closely related to a number of variables in the classroom such as motivation of the student, performance, effectiveness and achievement.

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The Trends in International Mathematics and Science Study (TIMMS) has observed different teaching styles of teachers: 1) Simplified Teachers in this group tend to use a number of teaching techniques in their lesson plan. 2) Learn, repeat and check. The dominant method is listening to the teacher and then having students work independently to apply the principles learned. Moderate frequency of testing 3) Routine independence. Students often work independently or in small groups, with less emphasis on the use of textbooks or listening to teachers. Time is largely spent on solving routine, not complex problems 4.) Restrained diversity similar to the test-centric diversity category but with greater

Reliance on textbooks diversity and less use of quizzes and tests. 5.) Test-centric diversity. Teachers incorporate a range of techniques in nearly every lesson. More than a third of teachers use written tests or quizzes in every lesson. Textbooks are less likely to be used as the basis of instruction.

If teachers will explore different teaching styles, he might find varied ways to improve achievement of learners.

References:

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