

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

**ISSN: 2583-7672 (Online)**

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – II Issue-IV (July – August) 2024

Frequency: Bimonthly



## The Study focuses on the Correlation Between Teaching Styles and Students' Reading Comprehension

**John Anthony V.Encio<sup>1\*</sup>, Myrna B.Sario,EdD<sup>2</sup>**

<sup>1,2</sup> Assumption College of Nabunturan, Philippines

| **Received:** 20.07.2024 | **Accepted:** 25.07.2024 | **Published:** 01.08.2024

\***Corresponding author:** John Anthony V.Encio  
Assumption College of Nabunturan, Philippines

### Abstract

**Aims:** The purpose of this study is to investigate the correlation between teaching styles and students' reading comprehension in both the control and experimental groups.

**Place and Duration of Study:** The study was conducted in 2023-2024 among 80 Trento National High School Grade 7 pupils, divided into a control and experimental group.

**Methodology:** In this study, respondents were identified by purposive sampling. The researcher created a questionnaire to collect the pretest and posttest data. To examine the raw data collected from respondents, this study used the mean, standard deviation, and t-test. They utilized a t-test to see if the experimental group's students' scores were significantly different from the control group's before and after the intervention.

**Results:** The results show that the teacher's teaching techniques have a considerable impact on students' reading comprehension, which in turn affects their academic success. Furthermore, the results showed that both the control and experimental groups improved their posttest scores compared to their pretest scores. However, the t-test's high score shows that there is enough evidence to reject the null hypothesis. Furthermore, the data show that teachers' teaching approaches have a direct impact on students' reading comprehension in terms of achieving high academic performance

**Conclusion:** Based on the results of this study, the researcher came to the conclusion that the use of teaching styles and reading comprehension had a significant and positive effect on the students' level of understanding. Moreover, students' attitudes towards the subject, whether weak, positive, or relational, influenced their reading comprehension. They assume that a positive attitude will aid students in achieving higher grades. Moreover, those who achieve better academic grades tend to display a positive attitude.

**Keywords:** Teaching Styles, Students' Reading, Comprehension, Quasi-experimental Design

## INTRODUCTION

Reading habits play an important part in shaping students' reading comprehension skills. Habits refer to the frequency, length, and nature of learners' reading activities (1). Furthermore, reading comprehension is the ability to grasp, analyze, and draw meaning from written words in addition to decoding them. It is a comprehensive cognitive process that includes drawing connections, inferring, and critically analyzing the material offered in a book; hence, the development of strong reading comprehension skills is essential for academic achievement and lifetime learning (2).

Reading is a sophisticated cognitive process in which a reader converts written symbols or messages into sounds, whereas reading comprehension is an active process of extracting meaning from a text and digesting it thoroughly and effusively. The method for teaching reading comprehension is dynamic, energetic, and comprehensive, incorporating reading materials to extract meaning from the text (3). Additionally, reading comprehension necessitates communication between the reader and the text. During the reading process, the reader utilizes effective reading comprehension tactics to extract meaning from the text by relying on prior knowledge. As a result, specific indications designed to apply effective reading strategies and guidelines can help weak readers improve their reading comprehension abilities (4).

To develop their reading comprehension skills, students must employ a range of techniques. These strategies involve activating prior knowledge, making predictions, visualizing, asking questions, drawing conclusions, and assessing comprehension. In other words, skilled readers can use these techniques in a variety of ways to broaden their understanding of the subject. Furthermore, reading comprehension is crucial to student progress. Teachers and parents who are concerned about their children's education boost morale, motivation, and academic success. Reading is one of the most powerful sources of learning, reading books, articles, and newspapers is certainly a crucial component of intellectual engagement (6).

The teacher's teaching styles have a significant impact on classroom teaching styles, instructor experience, and student learning (7). The teacher defines teaching styles as the types of activities they employ to achieve the lesson's goals, which are a visible manifestation of their teaching styles. Teaching styles can be defined in terms of the types of learning they promote in classrooms (8); thus, effective teaching styles include expert, formal authority, personal model, facilitator, delegator, controller, organizer, assessor, and participant. In order to educate effectively, the instructor should strive to use appropriate teaching approaches, methods, and unique behaviors. Teaching style is a combination of the teacher's temperament, approach, method, and all other aspects of the teaching process (9).

Inside the classroom, teachers play an important role in their students' lives. Their role isn't just to teach; their teaching style reflects the behaviors and environment they create in the classroom. Students' success is not solely determined by their grades, but also by the method of achieving them—whether they demonstrated interest or learned merely for the sake of learning. As a result, the psychological experience of being among others in a pleasant setting is just as important in the classroom. Teaching styles are important environmental and social aspects of satisfying the need for belonging in the classroom, which promotes motivation and performance (10). One of the challenges for teachers is to develop effective teaching tactics and methodologies that enhance learning

activities and improve students' academic achievement. A competent teacher must modify his or her conduct in order to build skills and positive character that will help them achieve their goals for themselves and the community. When teachers link their teaching approaches with students' learning styles, students will absorb more information, retain more knowledge, and perform better (11).

Matching teaching styles to students' learning styles is an important component in determining teaching styles. There can be a gap between how a teacher conveys knowledge and how a student absorbs it, which can lead to a variety of issues while this issue can divert students' attention from the lecture, making it difficult for teachers to engage them successfully. Furthermore, they suggest that a misalignment between teaching styles and students' learning styles can lead to challenges with comprehension and retention, because the teaching technique may not be consistent with every student's cognitive preference (12).

## Theoretical Background

This study will serve as an anchor for the Dunn and Dunn Learning Styles Inventory (1979) (Fan and Ye, 2007), which employs a complete learning style model. The inventory measures environmental, emotional, sociological, physiological, and psychological preferences as they affect learning. The Dunn and Dunn Learning Styles Inventory is one of the best learning styles inventories that focuses on students' learning preferences, similar to the VAKT learning styles model, in order to develop a perfect learning environment. The Dunn & Dunn Learning Styles Theory is a curriculum that identifies each student's preferred learning style. The Dunn and Dunn Learning Style Model posits that five aspects of the environment influence a student's learning style: sound, light, temperature, and patterns; emotions (motivation, persistence, responsibility, and structure); sociology (self, spouse, friends, team, and teachers); physiology (perception, food, time, and movement); and psychology (global or analytic; left-brain or right brain; and impulsive or reflective (13).

They conceptualized the learning styles inventory as a way to identify teaching styles and assess students' reading comprehension. Educators and students developed many of these learning style theories to become more effective learners, which served as the inspiration for this study. In addition, students learning in their natural way can result in increased academic accomplishment, improved basic skills, improved self-esteem, and a love of learning because it has a positive impact on their reading comprehension (14). Moreover, this theory focuses on the process of learning rather than the content, and it varies from student to student. Even within the same educational environment, not all students acquire knowledge at the same level or quality. Furthermore, processing new information is crucial for efficient learning.

## Research Objectives

This study aims to determine the level of teaching style and reading comprehension in the academic year 2023-2024 at Trento National High School. Specifically, this paper will seek to answer the following questions:

1. What is the level of teaching style that the respondents use in their reading lessons?
  - 1.1. environment
  - 1.2. emotional

- 1.3. sociological
- 1.4. physiological
- 1.5. psychological
2. What is the student's reading comprehension level based on?
  - 2.1. pretest
  - 2.2. posttest
3. Is there a significant relationship between the respondents' teaching style and students' reading comprehension?
4. Is there a difference between the pretest and posttest results in the control group?
5. Is there a difference between the results of the pretest and the posttest in the experimental group?

### Statement of Null Hypothesis

There is no significant relationship between the respondents' teaching style and students' reading performance. This was tested at 0.05 margin error.

### METHODS

This chapter provides a description of the methodology that the researcher will use in this study. This section will present the research design, research setting, respondents and sampling methods, research instruments, data collection methods, and statistical tools.

### Research Design

In this study, the researcher uses a quantitative quasi-experimental design. The quasi-experimental design, at its core, is a research method in which the researcher does not randomly assign participants to experimental or control groups. While it lacks the rigor of a true experimental design, it provides a more profound structure than observational studies. The researcher uses it when studying a new issue or when the data collection process presents challenges (15). Moreover, quasi-experimental research designs examine whether there is a causal relationship between independent and dependent variables. Simply defined, the independent variable is the variable of influence and the dependent variable is the variable that is being influenced. In other words, the independent variable is expected to bring about some variation or change in the dependent variable (16).

### Location of Study

The study took place at Trento National High School, located in Trento, Agusan del Sur. The school, one of the public high schools in the region, has become a partner in the study of the municipal administration's realization of its mission, vision, and purpose.

### Research Instruments

The researcher developed a questionnaire for the study. The curriculum guide and the learning competencies set by the Department of Education provide the basis for this. All test materials will include 20 items in both the pre-test and post-test, covering the lessons for initial marking. Prior to test construction, we create a Table of Specification (TOS) to evenly distribute test items based on the competencies covered for the scoring period.

### Research Respondents

The respondents to this study consisted of eighty grade 7 students at Trento National High School of Agusan del Sur for the school year 2023-2024. In Grade 7, the school has fourteen (14) sections, and the researcher will only choose two sections to include in the study. The control group will consist of Grade 7 SPA Section

LINO BROCKA. The experimental group will be the Grade 7 SPA Section SPFL, consisting of 40 students. A total of 80 students participated in the study

**Table 1**

**Distribution of Respondents**

Group	Section	Number of Respondents
Control	LINO BROCKA	40
Experimental	SPFL	40
<b>Total</b>		<b>80</b>

### Research Procedure

After obtaining approval from the Panel of Examiners and the endorsement letter from Assumption College of Nabunturan-Post Graduate Studies, the researcher will collect data through the following methods: The researcher will prepare and send a letter to the Division of Schools Superintendent of Agusan del Sur, requesting permission to conduct studies in the identified school. Once approved, the latter will use it to obtain permission from school leaders and gain access to respondents. Then, the individual will personally conduct and administer both the pretest and posttest. The individual will give honest, clear, and complete instructions before administering the questionnaires.

### Statistical Data

The mean is the sum of all values in a data set divided by the total number of data sets. It represents the average value in a dataset. This provides insight into the location of the center value in a dataset-test statistical method that compares the means of two groups. It is an inferential statistic, which means it uses samples to draw conclusions about the population. When data sets follow a normal distribution and have unknown variances, use a t test. A large t value indicates that the two groups are significantly different, while a small t value indicates that the two groups are similar. We used the t-test for dependent samples to assess student achievement. By comparing two sets of observations from the same subjects under different conditions, the paired t-test serves as a statistical tool to determine the effect of an intervention. Its research significance is profound, offering insights into the effectiveness of an intervention, the impact of educational programs, and more. Additionally, the independent t-test, also referred to as the two-sample t-test, is an inferential statistical test to ascertain whether two unrelated groups exhibit statistically significant differences. They compare the means of a continuous dependent variable between two independent and unrelated groups. The test is appropriate when comparing the means of different populations.

### RESULTS AND DISCUSSION

The alignment of teaching styles with student reading comprehension is an important aspect of determining academic achievement. When there is a mismatch between how a teacher conveys knowledge and how a student absorbs it, it can lead to a variety of problems. Furthermore, they suggest that misalignment between teaching styles and students' reading comprehension might lead to challenges with comprehension and retention because the teaching strategy may not connect with each student's cognitive preferences (17).

**Table 2**  
The level of Teaching Style

Indicators	Mean	Interpretation
Environment	3.34	Highly significant
Emotional	3.55	Highly significant
Sociological	3.42	Highly significant
Physiological	3.48	Highly significant
Psychological	3.56	Highly significant
<b>Total</b>	<b>3.47</b>	<b>Highly significant</b>

Table 2 demonstrates that the environmental teaching style has an overall score of 3.34, which is considered highly significant, while the emotional component was 3.55, indicating its high significance. The sociologically overall mean of 3.42 for sociologically based teaching styles indicates a highly significant result. In addition, physiologically based teaching styles have an overall average of 3.48 and are considered highly significant. Furthermore, the psychological factors have an overall average of 3.56 and are highly significant descriptions. The overall mean of 3.47 indicates a high level of significance. Out of the five indicators, psychology achieved the highest mean of 3.56, indicating that the teacher employed creativity, appropriate planning, and appropriate teaching methodology to foster critical understanding of the text, facilitate each student's learning success, and offer guidance on academic tasks. performance

**Table 3 Pretest Scores**

Pre-test	No. of Students	Mean	Class Proficiency	Level of Competency
<b>Group A (Control)</b>	40	6.43	low	low skill level
<b>Group B (Experimental)</b>	40	6.90	low	low skill level

Table 3 shows the pretest mean scores. The control group scored 6.43, whereas the experimental group scored 6.90. This indicates that both the control group and the experimental group had low skill levels prior to the start of the intervention application. Most respondents from the control and experimental groups scored below the passing score because the pretest provides a way for teachers to gather key information about what students know and are able to do prior to instruction, as well as their interests and learning styles (18).

**Table 4**  
Posttest Scores

Posttest	No. of Students	Mean	Class Proficiency	Level of Competency
<b>Group A (Control)</b>	40	11.25	high	Average
<b>Group B (Experimental)</b>	40	13.23	high	Outstanding

Table 4 shows the post-test scores. The control group scored 11.25, whereas the experimental group scored 13.23. Table 2 shows the

respondents' levels of success in explicit teaching during the posttest. The transmuted grade equivalent of the control group's posttest performance was 87.50%, described as average. Conversely, in their posttest performance, the experimental group achieved an outstanding transmuted grade equivalent of 94.10%. The groups differed in terms of test scores, favoring the experimental group. The findings indicate that the performance of the control group significantly improved, from 56.43, which did not meet expectations, to 87.50%. On the other hand, the experimental group's reading performance in their posttest showed a significant improvement from 73% (not meeting expectations) to 94.10%, meaning that after giving the posttest, the student gained the knowledge required to successfully complete the course. And they reveal how much each student's knowledge increased and improved during the course (19).

**Table 5**  
PRETEST POSTTEST OF CONTROL

	Mean	t-value	p-value	Remarks
<b>Pretest</b>	6.23	-10.249	0.000	Significant
<b>Posttest</b>	11.25			

Table 5 shows the pre-test and post-test scores of the control group. They conducted a paired t-test to determine if there was a significant difference between the pretest and posttest scores of the control group. The average pretest score was 6.23, the average posttest score was 11.25, and the p-value was 0.000. This indicates that the students' learning has either increased or exceeded their previous learning. This indicates that the general attitude of the students towards the subject is very positive. Furthermore, the purpose of conducting a pretest-posttest experiment is to determine whether the manipulation you are examining has resulted in any changes in the participants. Since everyone is being manipulated in the same way, any changes you see across the group of participants are likely the result of the manipulation.

**Table 6**  
PRETEST POSTTEST OF EXPERIMENTAL

	Mean	t-value	p-value	Remarks
<b>Pretest</b>	6.90	-12.359	0.000	Significant
<b>Posttest</b>	13.23			

Table 6 displays the pretest and posttest scores of the experiment. They conducted a paired t-test to determine if the experimental group's pretest and posttest significantly differed, with a mean pretest of 6.90 and a mean posttest of 13.23; the p-value was 0.000. This indicates that students exposed to these teaching styles have a positive attitude towards the subject. This means that their experience with the intervention was excellent and facilitated an improvement in their learning. Therefore, conducting a pretest and posttest serves as an experimental method to evaluate the effectiveness of an intervention by comparing the changes in knowledge, attitudes, or skills before and after the intervention. On the other hand, the intervention helps students overcome learning barriers, develop new skills, and improve their overall academic performance.

**Table 7**  
**Post Test Mean Scores**

Posttest	Mean	t-value	p-value	Remarks
Control	11.25	-3.427	0.000	Significant
Experimental	13.23			

Table 7 shows the average score of posttests in the control and experimental groups. They conducted an independent t-test to determine if there was a significant difference between the posttests of the control and experimental groups. According to Table 2, the experimental group's performance is significantly higher than that of the control groups. Both the experimental group and the control group significantly improved their posttest scores compared to their pretest scores. Tested at the 0.05 level of significance, the t-test for the base sample showed no significant improvement in students' performance using the lecture method. Additionally, to measure a learner's final post-test performance, Each subsequent try at a post-test improves a learner's experience with the test. The ultimate post-test result is a reflection of what a student was able to accomplish during this changing experience.

## CONCLUSION

Based on the results of this study, the researcher came to the conclusion that the use of teaching styles as a teaching strategy had a significant and positive effect on the students' level of understanding. Moreover, students' attitudes towards the subject, whether weak, positive, or relational, influenced their reading comprehension. They assume that a positive attitude will aid students in achieving higher grades. Moreover, those who achieve better academic grades tend to display a positive attitude.

## RECOMMENDATION

The Department of Education's curriculum planners should intensify the use of performance teaching styles in students reading comprehension. The school should conduct seminars and workshops for teachers to acquire new skills and strategies. The school administrator is responsible for strengthening and supporting the teaching styles of the teachers, as well as supporting their programs and activities. Teachers should use teaching styles to capture students' attention, motivation, and excitement, as well as having lively discussions. Furthermore, teachers should provide clear reading comprehension instruction to students who have only experienced the lecture. Finally, future researchers should carry out related studies to explore alternative teaching styles for students' reading comprehension. Additionally, conducting further validation outside the school can expand the study's sample size.

## CONSENT

According to international or university standards, the authors acquired and preserved the materials with the respondents' signed agreement.

## ETHICAL APPROVAL

The researchers followed and adhered to all of the study's requirements, including the assessment methodology and standardized metrics. Participation must be voluntary, private, secret, and with consent. They strictly adhered to the Assumption College of Nabunturan Ethics Review Committee's standards for organizational, location, and technological issues. The researchers received certification for conducting the investigation.

## REFERENCES

- Baba, J., & Affendi, F. R. (2020). Reading Habit and Students' Attitudes towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam. *Asian Journal of University Education*.
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher*, 7
- Hussain, Mohamad Noh Mustafah, Mohamad, Maslawati (2023). Enhancing Reading Comprehension for Underprivileged Malaysian ESL Secondary School Students: A Module Development. <https://doi.org/10.1051/shsconf/202418201006>
- Adora, Romina, Arsua, Erica.et.al (2024). Reading comprehension and students' academic performance in English. *International Journal of Science and Research Archive*. <http://dx.doi.org/10.30574/ijrsra.2024.11.2.0523>
- Labajo, Hyaceint (2023). Influence of Reading Habits on the Reading Comprehension Among Grade Three Learners. *World Journal on Education and Humanities Research*
- Inayat, Awaisha (2020). Influence of Teaching Style on Students' Engagement, Curiosity and Exploration in the Classroom. *Journal of Education and Educational Development*. DOI: <http://dx.doi.org/10.22555/joeed.v7i1.2736>
- Ridwan, H,Sutresna, I, Haryeti (2019). Teaching styles of the teachers and learning styles of the students. <https://iopscience.iop.org/article/10.1088/1742-6596/1318/1/012028/pdf>
- Rosal, Mark Anthony, Echaure, Jessie (2021). Teachers' Teaching Styles, Students' Learning Styles and Level of Competencies of Children With Special Needs in Secondary Public Schools of Zone Iv, Division of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. <https://ijmaberjournal.org/index.php/ijmaber/article/view/205>
- Amasha, Marcel, Assadi, Nabil (2024). Teaching Styles and Self-Efficacy as Burnout Predictors among Teachers in Arab Schools in Israel. *International Journal of Instruction*. [https://www.ejii.net/dosyalar/iji\\_2024\\_2\\_10.pdf](https://www.ejii.net/dosyalar/iji_2024_2_10.pdf)
- Carbonel, L.P. (2021). Learners' preferred teaching styles in the new normal: an impact analysis. Unpublished action research. Talavera Senior High School, Talavera Nueva Ecija.
- Ariem, J. G. & Cabal, E. M. (2021). Science teachers' teaching styles, students' learning styles, and their academic performance in the secondary public schools of Zambales. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2(10), 951 – 959.
- Linca, Florentina, Matel, Florentina Lavinia (2024). Learning Styles and Academic Performance Among Students. <http://dx.doi.org/10.2478/raft-2024-0006>
- Owein, Ahmad, Daouk Carma (2016). Effects of the Dunn and Dunn Learning Styles Model on Reading Comprehension and Motivation: A Case Study in Innovative Learning. *International Journal for Talent Development and Creativity*.

<https://files.eric.ed.gov/fulltext/EJ1301509.pdf>

14. Arip, Mohammad Aziz Shah Mohamed, Subarayan, Kalaiarasi,et.al (2016). Construction, Validity and Reliability of Learning Style Inventory Dunn and Dunn (IGPDD).Academic Journal of Interdisciplinary Studies. Doi:10.5901/ajis.2016.v5n3p35
15. Rogers, John, Revesz, Andrea (2019). Experimental and Quasi-Experimental Designs. [https://www.researchgate.net/publication/334250281\\_Experimental\\_and\\_quasi-experimental\\_designs](https://www.researchgate.net/publication/334250281_Experimental_and_quasi-experimental_designs)
16. Loewen, S., & Plonsky, L. (2016). *An A-Z of applied linguistics research methods*. London: Palgrave Macmillan.
17. Barberos, M.T., Gozalo, A., Padayogyog, E. (2018). The Effect of the Teacher's teaching Style on Students' Motivation. <https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching>
18. Alwaely, Suad, Abdalkareem, Alqudah,et.al (2023). The Impact of Teacher Evaluation on Professional Development and Student Achievement. <http://dx.doi.org/10.24857/rgsa.v17n7-022>
19. Dimitrov, Dimitar, Rumrill, Philipp (2023). Pretest-Posttest Designs and Measurement of Change. [https://www.researchgate.net/publication/10826237\\_Prest-Posttest\\_Designs\\_and\\_Measurement\\_of\\_Change](https://www.researchgate.net/publication/10826237_Prest-Posttest_Designs_and_Measurement_of_Change)