

**TEACHERS' INSTRUCTIONAL MANAGEMENT STYLES, STUDENTS'
LEARNING STYLES AND PERFORMANCE
IN ARLING PANLIPUNAN**

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ABSTRACT

This study was conducted to determine the instructional management styles, students' learning styles and performance in Araling Panlipunan of secondary students in the third district of Camarines Sur, school year 2015-2106. Specifically, it answered the following questions: 1) What is the profile of the Araling Panlipunan teachers in terms of: a) age, b) gender, c) educational attainment, d) designation/position, e) number of years in teaching Araling Panlipunan, f) grade level taught and g) number of in-service trainings and seminars attended in Araling Panlipunan? 2) What are the instructional management styles employed by the Araling Panlipunan teachers? 3) What are the learning styles of secondary students? 4) What is the performance level of students in Araling Panlipunan? 5) Is there a significant relationship between: a) Instructional management styles and teacher profiles, b) instructional management styles and learning styles of students and c) instructional management styles and performance level of students?

The descriptive-correlational method was used in this study. To gather the data, a survey questionnaire was used, supported by interviews and validation of responses. The statistical tools that were used included weighted mean, percentage technique, chi-square test and Pearson product moment coefficient of correlation.

Findings revealed that majority of the teachers handling Araling Panlipunan are Dynamic Engagers followed by Supportive Instructors. This means that most of the teachers externally motivates their students by creating an atmosphere of excitement in learning the lesson. It was also revealed that the least preferred instructional management styles that the teacher use is resource expert. This is due to the lack of internal motivation among the students.

Furthermore, the study revealed that there is a significant relationship between instructional management styles and learning styles of students. This means that instructional management styles affect the learning styles of the students that may help them learn and perform well in the classroom and in their subject area (Smoak, 2007). The computed value of 0.924962 is greater than the tabular value of 0.232 at 0.05 level of significance with 71 degrees of freedom. This led to the rejection of the null hypothesis which means that there is a significant relationship between instructional management styles and the learning styles of the students.

Major conclusions include the following: 1) majority of the Araling Panlipunan teachers are with Teacher I position, only few of them are considering personal development such as obtaining a master's degree or doctoral degree; 2) the most dominant Instructional Management Styles of Araling Panlipunan teachers are the Dynamic Engager and Supportive Instructor; 3) the most dominant learning style is the tactile and the least preferred is the peer-oriented; 4) most of the students in the third district of Camarines Sur perform satisfactorily in Araling Panlipunan; and 5) there is a significant relationship between instructional management styles and students' learning styles and performance in Araling Panlipunan.