



Teaching Styles, Performance, and Development Needs of a Junior High School Faculty in Catholic Schools of the Philippines

Joseph G. Refugio*¹ , Sheila Bulfa Soledad-Dalumpines¹ 

¹St. Vincent's College Incorporated, Philippines

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Abstract

This study addresses a critical issue in the context of Catholic schools in Zamboanga del Norte, Philippines: the relevance of faculty development programs in preparing teachers to meet the demands of a rapidly changing educational environment and the new generation of learners. As the education landscape evolves, it is essential to design holistic and relevant faculty development initiatives to adequately prepare educators for new challenges, including those related to globalization and the VUCAD (Volatility, Uncertainty, Complexity, Ambiguity, and Digitalization) environment. The study specifically focuses on a population consisting of seven school administrators serving as principals, sixty-one teachers, and 1,188 Grade 9 and 10 students from seven Catholic schools. The research objective is to design an integrated and relevant faculty development program by examining teachers' teaching styles, performance, and professional development needs. A descriptive survey was employed to gather data from all the relevant stakeholders. The results revealed that Junior High School faculty consistently demonstrated six distinct teaching styles, with administrators and faculty perceiving these styles as always present, while students rated them as often demonstrated. Faculty performance was evaluated as very good, and while development needs were identified, they were considered occasional and not significantly detrimental to instructional effectiveness. The study concludes that faculty members exhibit competence and adaptability with minimal development needs. Based on these findings, this study proposes a faculty development program specifically designed to address Catholic high school educators' unique needs in the province.

Keywords: *Teaching Styles, Performance Needs, Development Needs*

INTRODUCTION

Catholic education has been a cornerstone of the Philippine educational landscape for nearly five centuries, deeply rooted in the country's Christian heritage. [Sarmiento \(2017\)](#) explores the emerging themes of Catholic education in the Philippines, highlighting how diverse Catholic educational institutions unify in their mission to bring Filipinos closer to Jesus. This study emphasizes the role of these institutions in fostering Catholic identity and their commitment to evangelization ([Sarmiento, 2017](#)). However, Catholic schools face pressing challenges, including the erosion of values, high teacher turnover, and declining enrollment, which threaten their ability to fulfill their mission effectively ([Catholic Education Association of the Philippines, 2013](#)).

Despite these challenges, Catholic schools have maintained a long-standing tradition of providing a holistic education that integrates faith, academic excellence, and cultural values ([Sumpaico, 2020](#)). In response to the rapidly evolving educational landscape shaped by globalization, digitalization, and artificial intelligence ([Lucilio, 2009](#)), teachers must continuously refine their teaching styles, enhance their professional competencies, and strengthen their commitment to faith-based education.

Recognizing the need for quality assurance, CEAP launched the Philippines Catholic School Standards (PCSS) in 2013, establishing defining characteristics and benchmarks for Catholic basic



education (Banusing & Bual, 2021). Bual and Madrigal (2018) found that diocesan Catholic schools generally meet these standards, demonstrating their adherence to quality education. However, sustaining and enhancing this quality requires a strategic focus on faculty development because teachers play a pivotal role in ensuring that Catholic schools maintain their high standards of education and evangelization.

Although existing studies highlight the importance of faculty development programs in enhancing teaching effectiveness (Lang et al., 2023; Zahedi & Bazargan, 2023), research focusing specifically on Catholic high school faculty remains limited. Alwaely et al. (2023) explored general aspects of teacher effectiveness but did not address Catholic educators' unique needs. Additionally, Lucilio (2009) underscores the necessity of structured faculty development in Catholic schools, yet there is a lack of research on how such programs should be designed based on Catholic high school teachers' specific needs.

This study addresses a critical gap by examining the teaching styles, performance, and development needs of junior high school faculty in Catholic schools in Zamboanga del Norte, Philippines. By identifying key areas for faculty growth, this research provides valuable insights into how professional development programs can be tailored to support Catholic school educators. A well-designed faculty development program will enable teachers to integrate their faith more effectively, refine their pedagogical approaches, and enhance their overall teaching performance. Ultimately, these improvements will contribute to enriching students' learning experiences and strengthening the long-term sustainability of Catholic education in the region.

The primary objective of this study is to determine the teaching styles, performance quality, and professional development needs of high school faculty in Catholic schools in the Philippines. The study sought to answer the following questions: (1) What is the extent to which the teaching styles, as outlined by Rubin (1990), are manifested in the classroom by faculty members in Catholic high schools in Zamboanga del Norte as perceived by the administrators, faculty, and students. (2) What is the level of Junior High School Faculty's Teaching Performance as evaluated by the administrators, faculty, and students along the eight development needs dimensions. (3) What is the level of growth needs associated with the Development Needs of the Junior High School Faculty as perceived by the administrators, faculty and students? (4) Is there a significant difference between the Perceptions of Paired Groups Regarding the Junior High School Faculty's Teaching Styles? (5) Is there a significant difference between the Perceptions of Paired Groups Regarding the Teaching Performance of the Junior High School Faculty? (6) Is there a significant difference between the Perceptions of Paired Groups Regarding the Development Needs of the Junior High School Faculty? The perspectives of administrators, faculty members, and selected students are the basis for designing a comprehensive, holistic, relevant, and integrated high school faculty development program.

This research aims to empower Catholic educators to navigate the complexities of modern education while remaining true to their mission of faith-based learning and character formation. By addressing these challenges and focusing on continuous improvement, Catholic schools can uphold their mission and ensure that their educational offerings remain relevant and impactful in today's ever-changing landscape.

LITERATURE REVIEW

This study was based on the principle advanced by Brophy and Good's (2007) emphasized that teaching styles are not just about individual teacher preferences but are shaped by instructional goals, student needs, and classroom contexts. Brophy and Good's (2007) research suggests that teacher performance directly impacts student learning outcomes, making professional development essential for continuous improvement.

Key aspects such as the types of questions teachers ask, their responses to students, expectations, attitudes, classroom management techniques, teaching methods, and overall teaching behaviors play a crucial role in this effectiveness. Consequently, investigating teaching styles, teacher performance, and development needs is essential. The teaching style encompasses a teacher's distinct qualities that persist across various situations, regardless of content. A recent study identified four naturally occurring teaching style typologies among practicing teachers, highlighting the diversity in instructional approaches (Grasha, 2023).

Additionally, the Spectrum of Teaching Styles offers a comprehensive framework, ranging from teacher-centered to student-centered methods, each with unique implications for student learning (Pill et al., 2023). Thus, it is important to conduct studies on teaching styles, teacher performance, and development needs. Jimola (2024) investigated the teaching styles adopted by teachers in Nigeria and their impact on student achievement and attitude. The findings revealed that teachers predominantly used delegator, facilitator, and role model teaching styles. Notably, the study found a significant correlation between teachers' teaching styles and students' achievement, suggesting that teaching styles can influence student performance. Delegator and formal authority teaching styles were found to have the greatest impact on student achievement. The study highlights the importance of considering teaching styles in teacher training and development programs, particularly in the context of improving student performance. The study also suggests that junior high school faculty could benefit from professional development opportunities that focus on diversifying their teaching styles and exploring the effectiveness of different approaches to student learning.

Furthermore, existing literature highlights the crucial role of teacher competency in enhancing educational quality. Karacaoğlu's (2024) qualitative study explored teachers' self-perceptions and views on colleague qualifications, employing interviews with across diverse disciplines. Findings revealed a disparity between teachers' generally positive self-assessments and their critical evaluation of colleagues' qualifications, suggesting a potential disconnect between self-efficacy and objective competency levels. The study identified essential teacher competencies as encompassing both human-oriented qualities (communication, empathy, and student-centeredness) and technical skills (pedagogical knowledge, and contemporary teaching methods), although the former were more strongly emphasized. This highlights the need for comprehensive teacher training and professional development programs that address both interpersonal skills and pedagogical expertise to foster a highly qualified teaching force.

In line with the current study, the roles and responsibilities of teachers are increasingly complex. Traditional views of teacher performance, which focus solely on classroom behaviors, are inadequate for understanding the multifaceted nature of teaching. Tsui & Cheng (2000) introduced a multi-dimensional framework that expands teacher performance to include five dimensions: technical, human, political, cultural, and renewal. The implications of this framework suggest that school management practices should be reevaluated to enhance teacher effectiveness across these dimensions. By reviewing current structures and developing new strategies, school leaders, administrators, and policymakers can better support teacher performance in this changing environment, ultimately benefiting efforts to understand and improve teacher effectiveness.

To address the technological dimension of effective teaching, Castillo et al. (2024) study of senior high school teachers in Biñan City revealed a strong positive correlation between TPACK proficiency and teaching effectiveness. High TPACK levels, particularly in content knowledge, significantly predicted teaching effectiveness. This highlights the importance of integrating technology effectively with pedagogical and content knowledge to enhance teaching outcomes, although the study also identified areas for improvement in technical skills, suggesting a need for targeted professional development. While focusing on senior high school, these findings are

relevant to junior high school contexts because they emphasize the crucial role of TPACK in effective teaching.

In addition to the study on teaching styles and teacher competency, several researchers have explored the unique challenges and needs of teachers working with Generation Z learners. [Dejacto et al. \(2023\)](#) conducted a phenomenological study exploring the challenges and coping strategies of intermediate teachers handling Generation Z learners in the Philippines. The study identified three main challenges: disruptive behaviors, the negative impact of technology, and poor academic performance. The study also emphasized the importance of ICT integration, appropriate discipline, teacher-parent partnerships, and enhancing ICT literacy as coping strategies. This study provides valuable insights into the unique challenges and needs of junior high school faculty members in adapting to the changing learning styles and needs of Generation Z learners. The findings suggest that professional development programs should address these challenges by equipping faculties with the skills and resources to effectively manage disruptive behaviors. [Kilag et al. \(2023\)](#) further highlighted the importance of high school education by conducting a qualitative study in the Philippines. The study identified four key themes: collaborative teaching and learning, holistic support for students, innovative teaching and learning approaches, and emphasis on student assessment and evaluation. The study found that successful practices often involved a combination of these elements, creating a dynamic and supportive learning environment. The findings suggest that professional development programs should focus on promoting collaboration, providing holistic support, embracing innovative teaching methods, and using various assessment tools to improve student learning outcomes.

[Amirova \(2020\)](#) explores the concept of teacher professionalism, aiming to understand its dynamic nature and the factors that contribute to or inhibit it. Through semi-structured interviews with 10 participants, the research revealed that teacher professionalism is not static but rather a flexible phenomenon that evolves with ongoing professional development. Most participants emphasized the importance of continuous learning and staying updated with educational innovations, with nine out of ten recognizing professional development as integral to effective teaching. Additionally, meeting learners' needs and possessing deep subject knowledge are identified as key characteristics of professionalism, alongside the necessity of ICT skills for modern teaching. Factors contributing to professionalism include commitment to teaching and access to various professional development opportunities. The first area in which research is concerned is teaching styles. Teaching is viewed as a broad dimension or personality type that encompasses the teacher's stance, behavior patterns, mode of performance, and attitude toward the self and others.

Building upon these established understandings of teaching styles, a recent study by [Narciso et al. \(2023\)](#) offers valuable insights into the effectiveness of various pedagogical approaches in the context of environmental change. To effectively address the challenges of environmental change, teachers must adapt their teaching styles. This study examined how well teachers used diverse methods to create engaging learning experiences, highlighting the discrepancy between current practices and best approaches. Results indicated frequent use of various teaching styles and generally excellent to excellent teaching performance. To further improve areas that require attention, the study recommends a seminar workshop focusing on core principles and practical application, supplemented by regular 360-degree performance evaluations to ensure ongoing adherence to best practices.

Many educators have delineated teaching styles in descriptive terms. Additionally, the Spectrum of Teaching Styles offers a comprehensive framework, ranging from teacher-centered to student-centered methods, each with unique implications for student learning ([Pill et al., 2023](#)). This statement highlights the diversity of teaching styles and the importance of categorizing them for effective instruction. Many educators have described teaching styles in descriptive terms to

better understand how different approaches impact student engagement, learning outcomes, and overall classroom dynamics. The ability to classify these styles allows educators to identify effective strategies that align with student needs, subject matter, and educational goals. One of the most widely recognized models for categorizing teaching styles is the Spectrum of Teaching Styles, which presents a continuum from teacher-centered to student-centered instruction. This framework, as discussed by [Pill et al. \(2023\)](#), acknowledges that different teaching styles offer unique advantages depending on the context.

RESEARCH METHOD

This study employed a quantitative-descriptive research survey design to assess the extent to which various teaching styles are demonstrated, evaluate teachers' performance levels, and determine professional development needs. The descriptive approach involved conducting surveys to explore key aspects of teachers' instructional methods, while the term "survey" refers to a systematic investigation aimed at identifying prevailing conditions in the field ([Barberos et al., 2024](#)).

The study's respondents included the entire population of relevant stakeholders: seven (7) school administrators serving as principals, sixty-one (61) teachers, and 1,188 Grade 9 and 10 students from seven (7) Catholic schools. Data was collected using three structured and developed questionnaires: the Teaching Style Inventory, the Teacher Performance Evaluation, and the Faculty Development Needs Inventory. The reliability of these instruments was assessed using Cronbach's Alpha, which yielded high-reliability coefficients. The collected data were analyzed using statistical methods in MS Excel.

The Teacher Performance Evaluation Instrument was used to measure the quality of the faculty member's performance in the eight teaching competencies. A question regarding the administrators' and students' evaluation of teachers is asked on each competency. The Development Needs Inventory was used to identify specific competencies that teachers need to enhance to improve instructional effectiveness. Each question in this inventory corresponds to one of eight key teaching competencies.

To ensure a precise interpretation of the scales used in the three instruments, the weighted mean of each item was calculated. The researchers then assigned a hypothetical mean range to facilitate the analysis. Additionally, to test the null hypothesis described in this study, Fisher's t-test was applied to compare mean differences between matched paired groups of respondents.

FINDINGS AND DISCUSSION

Junior High School Faculty Teaching Styles

The first question sought to address in this study is the extent to which the teaching styles, as outlined by [Rubin \(1990\)](#), are manifested in the classroom by faculty members in Catholic high schools in Zamboanga del Norte as perceived by the administrators, faculty, and students.

Table 1. Summarized Data on the Teaching Styles of Junior High School Faculty
N = 1256

Teaching Styles	Administrators N = 7		Faculty N = 61		Students N = 1188		Item Average	
	μ	Scale	μ	Scale	μ	Scale	μ	Scale
Explanatory	4.23	A	4.23	A	4.12	0	4.20	0
Inspiratory	4.17	0	4.16	0	4.04	0	4.12	0
Informative	4.17	0	3.78	0	3.86	0	3.94	0
Corrective	4.10	0	4.14	0	3.84	0	4.03	0

Teaching Styles	Administrators N = 7		Faculty N = 61		Students N = 1188		Item Average	
	μ	Scale	μ	Scale	μ	Scale	μ	Scale
Interactive	4.00	O	4.34	O	3.90	O	4.08	O
Programmatic	3.98	O	3.94	O	3.73	O	3.88	O

Legend: *A = Always manifested *O = Often Manifested. * μ = population mean

As shown in Table 1, The findings of this study clearly show that the extent to which the junior high school faculty of the catholic schools manifested the six teaching styles identified by [Rubin \(1990\)](#) was perceived by all groups of respondents were often manifested by the junior high school faculty, except for the explanatory style were perceived by both administrators and faculty as always. The junior high school faculty members of the Catholic schools could adjust and balance their teaching styles to the diverse teaching-learning situation. This was supported by [Mohanna et al. \(2007\)](#) "Developing Your Teaching Style: Increasing Effectiveness in Healthcare Teaching" which discusses the significance of teachers gaining insight into their preferred teaching styles to enhance flexibility in providing learning opportunities, which is crucial for effective teaching.

Junior High School Faculty Teaching Performance

The second research question was to ascertain the Junior High School Faculty's Teaching Performance as evaluated by the administrators, faculty, and students along the eight development needs dimensions.

Table 2. Summarized Data on the Teaching Performance of Junior High School Faculty
N = 1256

Development Needs	Administrators N = 7		Faculty N = 61		Students N = 1188		Item Average	
	μ	Scale	μ	Scale	μ	Scale	μ	Scale
Communication Competence	4.12	VG	3.98	VG	4.42	E	4.17	VG
Teaching Skills	3.88	VG	3.96	VG	4.14	VG	3.99	VG
Application of Psychology	3.69	VG	3.62	VG	3.73	VG	3.75	VG
Classroom Management	3.77	VG	3.96	VG	3.80	VG	3.84	VG
Appropriate Teaching Methodology	3.69	VG	3.70	VG	3.70	VG	3.70	VG
Instructional Materials	2.84	G	2.98	G	3.15	G	2.99	G
Test Construction and Interpretation	3.87	VG	4.19	VG	3.80	VG	3.95	VG
Rapport with Students	3.76	VG	4.13	VG	3.64	VG	3.84	VG
General Average	3.70	VG	3.84	VG	3.80	VG	3.78	VG

Legend: *E = Excellent * VG = Very Good * G = Good * μ = population mean.

Table 2 shows the factor average of the teachers' performance evaluation. All dimensions were rated very good, except for the use of instructional materials, which were rated good by all groups. The results revealed that the junior high school faculty of the catholic schools in Zamboanga del Norte exhibited a very satisfactory performance on their teaching job and were able to deliver instructions to higher levels of learning. These consistently high ratings across all dimensions of teaching styles indicate the strong performance of junior high school faculty in adapting to various teaching-learning situations. This adaptability reflects their commitment to delivering effective instruction to enable higher learning levels. [Andres et al. \(2021\)](#) studied teachers in Guimba, Nueva Ecija, and found that high adaptability correlates with very satisfactory teaching performance, facilitating effective multitasking and responsiveness to academic changes.

Junior High School Faculty Development Needs

The third set of research questions sought to address the development needs of the Junior High School Faculty as perceived by the administrators, faculty, and students. The following table presents the perceptions of the administrators, faculty, and students relative to the development needs of the Junior High School Faculty along with communication competence, teaching skills, application of psychology, classroom management, appropriate teaching methodology, use of instructional materials, test construction and interpretation, and rapport with students.

The perceptions of administrators, faculty, and students regarding the development needs of junior high school faculty in areas such as communication competence, teaching skills, classroom management, and student rapport are echoed in existing educational research. For instance, [Johnson \(2021\)](#) found that school administrators emphasized the importance of providing professional development in classroom management and instructional skills to novice teachers, highlighting these areas as critical for effective teaching.

Similarly, research by [Morris \(2024\)](#) indicated that school administrators recognized the need for targeted professional development to enhance teachers' instructional effectiveness, particularly in classroom management and instructional delivery. Collectively, these studies underscore the significance of developing competencies in communication, teaching skills, classroom management, and rapport with students, which aligns with the perceptions of administrators, faculty, and students in the context of junior high school education.

Table 3. Summarized Data on the Development Needs of the Junior High School Faculty of Catholic Schools

Development Needs	Administrators N = 7		Faculty N = 61		Students N = 1188		Item Average	
	μ	Scale	μ	Scale	μ	Scale	μ	Scale
Communication Competence	2.05	SN	2.83	OccN	2.57	SN	2.48	SN
Teaching Skills	2.18	SN	2.85	OccN	2.50	SN	2.51	SN
Application of Psychology	2.24	SN	2.80	OccN	2.56	SN	2.53	SN
Classroom Management	2.08	SN	3.13	OccN	2.54	SN	2.58	SN
Appropriate Teaching Methodology	2.36	SN	3.29	OccN	2.47	SN	2.71	SN
Instructional Materials	2.36	SN	3.13	OccN	2.66	SN	2.72	SN

Development Needs	Administrators N = 7		Faculty N = 61		Students N = 1188		Item Average	
Test Construction and Interpretation	1.95	SN	3.09	OccN	2.41	SN	2.48	SN
Rapport with Students	2.03	SN	3.05	OccN	2.51	SN	2.53	SN
General Average	2.10	SN	3.02	OccN	2.53	SN	2.55	SN

Legend: * SN = Seldom Needed. * OccN = Occasionally Needed * μ = population mean.

Data presented in Table 3 highlights the importance of considering multiple perspectives when designing faculty development programs. By incorporating feedback from administrators, faculty, and students, educational institutions such as the Diocesan Schools can create more comprehensive and effective strategies for enhancing teaching quality. The data revealed a discrepancy in the perceived development needs of administrators, faculty, and students. Although administrators and students view certain skills as seldom needed, faculty members identify them as occasionally required. This misaligned perception suggests a need for a more cohesive understanding and approach to addressing faculty development priorities. Administrators may need to reassess their understanding of faculty development to ensure that it is aligned with the actual requirements perceived by the faculty. This could involve more direct communication with teachers to bridge the gap in perceptions. Conversely, faculty members may benefit from more opportunities for self-assessment and reflection on their development needs. Understanding their requirements better can lead to more targeted professional growth initiatives. Furthermore, addressing any discrepancies between students' perceptions and faculty development priorities can enhance the overall learning experience. This study advanced the three null hypotheses for testing at the 0.05 level of significance and tested using the Fisher's T-Test of mean differences between the perceptions of paired groups regarding the teaching styles of junior high schools.

Table 4. Results of the Fisher's T-Test of Mean Differences between the Perceptions of Paired Groups Regarding Junior High School Faculty Teaching Styles

Styles Compared	Df	Administrators and Faculty				Administrators and Students			Faculty and Students		
		Critical t	Computed t	Interpretation	Decision	Computed t	Interpretation	Decision	Computed t	Interpretation	Decision
Explanatory	4	2.776	0	Not Significant	accepted	2.786227	Significant	Rejected	2.78917215	Significant	rejected
Inspiratory	4	2.776	0.0172439	Not Significant	accepted	0.2489891	Not Significant	Accepted	0.2180377	Not Significant	accepted
Informative	4	2.776	0.8174832	Not Significant	accepted	0.674496	Not Significant	Accepted	0.2144995	Not Significant	accepted
Corrective	4	2.776	0.0758643	Not Significant	accepted	0.5811811	Not Significant	Accepted	0.04906837	Not Significant	accepted
Interactive	4	2.776	3.530732	Significant	rejected	0.1903123	Not Significant	Accepted	3.7112519	Significant	rejected
Programmatic	4	2.776	0.0164755	Not Significant	accepted	0.6933752	Not Significant	Accepted	0.3744035	Not Significant	accepted

The results of the tests of the hypothesis showed that there were no significant differences between the perceptions of the administrators and those of the faculty regarding the latter's use of the explanatory style of teaching, as indicated by the computed t-value of 0. The findings indicate that in some teaching styles, there is an alignment between administrators, faculty, and students. For example, the explanatory style of teaching showed no significant differences in perceptions,

suggesting a shared understanding of this teaching approach. This alignment can be beneficial as it indicates a common understanding and appreciation of certain teaching styles, which can contribute to a cohesive educational environment. These findings can always be traced back to the administrators and faculty, who indicated that the latter always used the explanatory style of teaching. In contrast, the results also revealed significant differences in the perception of certain teaching styles, such as interactive styles. This discrepancy suggests different interpretations or evaluations of this teaching approach. Such discrepancies can highlight areas where communication and collaboration among groups are necessary to ensure consistent and effective implementation of teaching styles.

According to [Rubin's \(1990\)](#) teaching style, the explanatory style involves the teacher being in command of the subject matter and explaining specific aspects of the lesson. This alignment of perceptions suggests that both administrators and faculty have a shared acceptance of this teaching approach and recognize the importance of clarity and explanation in effective teaching. This alignment somehow aligns with [Brophy and Good's \(2007\)](#) emphasis on clear communication and content mastery as essential teaching behaviors. Furthermore, the non-significant results for the perceptions among the groups regarding the inspiratory, informative, and corrective styles likewise imply a common agreement on the faculty's ability to stimulate and engage students emotionally in the learning process, his ability to present information through verbal statements, and in providing feedback mechanism. These teaching styles align with [Rubin's \(1990\)](#) teaching style, in which the teacher delivers information for students to listen and follow instructions, analyze students' work, offer corrective advice, and foster motivation and enthusiasm among students. Moreover, [Brophy and Good's \(2007\)](#) theory of effective instructional strategies and content delivery supports the importance of informative teaching practices in engaging students and facilitating learning. This also underscores the significance of teachers inspiring and motivating students and providing constructive feedback and error correction, which are essential for promoting student learning and improvement. On the other hand, the significant difference in perceptions between administrators and faculty and between faculty and students for the interactive style indicates a discrepancy in their interpretations of this teaching approach. This style, as identified by [Rubin \(1990\)](#), involves facilitating dialog and questioning to develop students' activities and ideas. [Brophy and Good's \(2007\)](#) theory emphasizes interactive teaching behaviors that stimulate student involvement and critical thinking. The opposing perceptions suggest a need for communication and collaboration to ensure consistent understanding and implementation of interactive teaching methods.

By considering [Brophy and Good's \(2007\)](#) theory of effective teaching behaviors and [Rubin's \(1990\)](#) identified teaching styles, the results reflect a general alignment in perceptions regarding most teaching styles. This highlights the importance of educators' shared understanding and collaboration to enhance teaching practices and promote student engagement and learning.

Table 5. Results of Fisher's T-Test of Mean Differences between the Perceptions of Paired Groups Regarding the Teaching Performance of a Junior High School Faculty

Regarding the Teaching Performance of Junior High School Faculty											
Factors Compared	d	Critical t	Administrators and Faculty			Administrators and Students			Faculty and Students		
			Computed t	Interpretation	Decision	Computed t	Interpretation	Decision	Computed t	Interpretation	Decision
Communication Competence	6	2.447	0.1914935	Not Significant	Accepted	2.5575669	Significant	Rejected	2.4994842	Significant	Rejected
Teaching Skills	9	2.262	0.1030479	Not Significant	Accepted	0.2337982	Not Significant	Accepted	0.1819017	Not Significant	Accepted

Administrators and Faculty						Administrators and Students			Faculty and Students		
Application of Psychology	9	2.262	0.0925225	Not Significant	Accepted	0.0339202	Not Significant	Accepted	0.0877224	Not Significant	Accepted
Classroom Management	7	2.365	0.389462	Not Significant	Accepted	0.699188	Not Significant	Accepted	0.3054971	Not Significant	Accepted
Appropriate Teaching Methodology	11	2.201	0.0067154	Not Significant	Accepted	0.0071814	Not Significant	Accepted	0	Not Significant	Accepted
Instructional Materials	9	2.262	0.0760005	Not Significant	Accepted	0.1586991	Not Significant	Accepted	0.1070602	Not Significant	Accepted
Test Construction and Interpretation	9	2.262	0.2189932	Not Significant	Accepted	0.0551437	Not Significant	Accepted	0.3267977	Not Significant	Accepted
Establishing Rapport with Students	6	2.447	0.3508251	Not Significant	Accepted	0.1271069	Not Significant	Accepted	0.6013288	Not Significant	Accepted
All Factors	7	2.365	0.0958814	Not Significant	Accepted	0.0716225	Not Significant	Accepted	0.0284411	Not Significant	Accepted

As shown in the table, there were generally no significant differences between the perceptions of the administrators and those of the faculty, between the perceptions of the administrators and those of the students, or between the perceptions of the faculty and the students regarding the quality of performance of the junior high school faculty, taking into consideration all the competencies required of high school faculty. The nonsignificant results indicate a consensus and agreement among groups regarding faculty performance across various dimensions. This consensus suggests a shared understanding and positive evaluation of faculty performance in these areas. Moreover, the non-significant results validate and reinforce the positive perceptions align across different groups within the educational setting, thereby signifying consistent recognition of the faculty's strengths and effectiveness in key areas essential for quality teaching and learning. Likewise, consistent perceptions of faculty performance may enhance trust and collaboration among administrators, faculty, and students. Therefore, when stakeholders share a common view of faculty capabilities, a sense of unity and mutual respect is fostered within the school community (Calabrese, 2006), promoting a supportive and harmonious educational environment.

Table 6. Results of Fisher's T-Test of Mean Differences between the Perceptions of Paired Groups Regarding the Development Needs of Junior High School Faculty

Factors Compared	Administrators and Faculty					Administrators and Students			Faculty and Students		
	d	Critical	Computed	Interpretation	Decision	Computed	Interpretation	Decision	Computed	Interpretation	Decision
Communication Competence	7	2.365	2.55937	Significant	Rejected	1.183272	Not Significant	Accepted	2.5019529	Significant	Rejected
Teaching Skills	9	2.262	2.29146	Significant	Rejected	0.4486177	Not Significant	Accepted	2.6678723	Significant	Rejected

				Administrators and Faculty		Administrators and Students			Faculty and Students		
Application of Psychology	7	2.365	2.9027563	Significant	Rejected	1.0409601	Not Significant	Accepted	2.924327	Significant	Rejected
Classroom Management	9	2.262	2.9390359	Significant	Rejected	0.4323491	Not Significant	Accepted	2.298108	Significant	Rejected
Appropriate Teaching Methodology	9	2.262	2.365876	Significant	Rejected	0.50835765	Not Significant	Accepted	2.9454986	Significant	Rejected
Instructional Materials	6	2.447	2.47816	Significant	Rejected	0.1943101	Not Significant	Accepted	2.8058064	Significant	Rejected
Test Construction and Interpretation	7	2.365	2.9993896	Significant	Rejected	0.9934488	Not Significant	Accepted	2.446774	Significant	Rejected
Rapport with Students	6	2.447	3.1782027	Significant	Rejected	1.3614626	Not Significant	Accepted	2.498476	Significant	Rejected
All Factors	7	2.365	2.440669	Significant	Rejected	0.7794338	Not Significant	Accepted	2.9288076	Significant	Rejected

The third null hypothesis of this study revealed that there are no significant differences in the perceptions of the extent of the need for development in teaching competencies between the administrators and the faculty; the administration and the students; and the faculty and the students. Considering the results of the test of the hypothesis, the researcher noted that the null hypothesis was rejected when applied to the differences in administrators' and high school faculty's perceptions and to junior high school faculty and students' perceptions of faculty development needs. The null hypothesis was accepted when applied to the differences in administrators' and students' perceptions of faculty development needs.

The findings of this study offer significant insights into the perceptions of administrators, faculty, and students regarding the professional development needs of junior high school faculty in Catholic schools in the Philippines. The alignment in stakeholder perceptions highlights a shared recognition of the importance of strengthening communication skills, teaching methodologies, and psychological applications in instruction—core competencies essential for fostering holistic, faith-based education that aligns with the Catholic Church's mission of integral human formation ([Congregation for Catholic Education, 2013](#)). This underscores the role of faculty not only as educators but also as moral and spiritual guides who must effectively communicate and engage with students in ways that promote both academic excellence and values-based education.

This study revealed a strong alignment among stakeholders in recognizing faculty competence in classroom management, pedagogical strategies, and instructional material use, while also identifying opportunities for targeted professional growth. These findings support [Lang et al. \(2023\)](#) and [Zahedi and Bazargan \(2023\)](#), emphasizing the need for continuous training in differentiated instruction and resource optimization to address diverse student needs.

Additionally, the study highlighted a shared recognition of the need to enhance faculty expertise in assessment design and interpretation, which is consistent with [Morris \(2024\)](#), who highlighted assessment literacy as essential for student success. Given the Catholic education

system's emphasis on formative assessment and holistic student evaluation, training in assessment practices is crucial for ensuring meaningful and ethically grounded evaluations.

An unexpected finding was the nonsignificant difference in perceptions regarding faculty-student rapport. While this suggests widespread acknowledgment of positive teacher-student relationships, it also points to a gap in structured mentorship initiatives within Catholic schools. Supporting previous research by Dai (2024), and Zimoha (2023), this underscores the need for faculty mentoring and pastoral care programs to enhance relational teaching approaches and student engagement.

Furthermore, pastoral care emerged as a fundamental pillar of Catholic education, strengthening faith integration, student well-being, and faculty leadership. Consistent with Topliss and Leber (2023), the study identified four critical elements of pastoral care: aligning its modern definition with Catholic identity, supporting spiritual development through sacramental programs, fostering leadership-driven dialog on student welfare, and implementing structured training for new educators. These insights reaffirm the need for pastoral initiatives to strengthen Catholic identity and ensure holistic, values-driven education.

CONCLUSION

Based on the findings of this study, the junior high school faculty exhibited a well-balanced approach to teaching, demonstrating versatility and adaptability in their teaching styles. These styles were effectively aligned with the varying needs of the teaching-learning environment, which enabled them to foster a conducive and dynamic classroom atmosphere. The results also revealed that the faculty's performance across multiple aspects of the teaching-learning process reflected a high level of competence and proficiency.

Furthermore, the study found that faculty members' professional development needs were minimal, suggesting that their current capabilities were sufficiently strong to support their instructional responsibilities. However, although no major development gaps were identified continuous professional growth is always beneficial.

An interesting insight from this study is that the faculty's balanced teaching strategies, despite minimal development needs, still demonstrate the importance of having a relevant and holistic professional development program. Such a program, tailored to the specific needs of junior high school faculty, would further enhance their skills and ensure that they remain responsive to evolving educational demands.

LIMITATION AND FURTHER RESEARCH

This study primarily relied on self-reported data from teachers, which may introduce unintentional bias because perceptions of teaching styles, performance, and development needs were not independently validated. Additionally, the study focused solely on faculty-related factors, excluding the potential influence of Catholic schools' organizational resources such as funding, instructional materials, and institutional culture. These limitations may have affected the generalizability of the findings and provided an incomplete picture of the factors shaping teacher effectiveness.

To address these limitations, future research should incorporate multi-method approaches, such as classroom observations, student feedback, and an analysis of student learning outcomes, to provide a more objective and comprehensive assessment of teaching effectiveness. Expanding the scope of participants to include parents and school administrators could also provide valuable insights into the broader impact of teaching styles and instructional quality.

Moreover, future studies should explore the role of organizational resources in teacher performance and examine how factors such as funding availability, professional development

programs, and school culture influence instructional effectiveness. A qualitative approach, such as in-depth interviews and case studies, could provide a deeper understanding of specific teaching styles and how they align with student learning needs. Additionally, a longitudinal study that tracks teachers' professional growth over time could help identify key influences on sustained instructional excellence and the long-term impact of faculty development initiatives.

By broadening methodological approaches and participant diversity, future research can offer a more nuanced and holistic understanding of teacher effectiveness in Catholic schools, ultimately informing evidence-based strategies for continuous improvement.

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