

Teaching-Learning Styles Alignment to Academic Performance : Adaptive Strategic Instructional Program

¹Ruby Jade T. Amodia, ²Marilyn M. Miranda

Cebu Technological University

¹rubyjade.talaba@deped.gov.ph, ²marilynmiranda1258@gmail.com

Article Details:

Received: 26 May 2026

Revised: 30 May 2026

Accepted: 2 June 2026

Published: 25 June 2026

Corresponding Email:

rubyjade.talaba@deped.gov.ph

Recommended Citation:

Amodia, R. J. T., Miranda, M. M. (2026). Teaching-Learning Styles Alignment to Academic Performance : Adaptive Strategic Instructional Program. The International Review of Multidisciplinary Research. 1 (8), 174-178.
<https://doi.org/10.67167/vertex.547>

Index Terms:

doctor of education, teaching-learning styles alignment: basis for adaptive strategic instructional program quantitative research method, CTU Main Campus, Cebu City, Philippines

Abstract. This research determines the alignment between the teaching-learning styles in relation to the academic performance among the select Grade 10 secondary schools in Bantayan Island, Division of Cebu Province during the school year 2025-2026 as basis in the Adaptive Strategic Instructional Program. The method used in this study is descriptive – quantitative with a total number of respondents of 100 of whom were 20 teachers and 80 students. Research findings serve as a basis for improving classroom practices and developing more responsive and adaptive instructional programs that cater to the diverse needs of learners. The significant relationship between the manifestation of teaching styles and students' learning styles, and between students' academic performance and their learning styles, particularly in lesson discussions, oral recitations, and project-making. The overall pattern of results shows that both teaching and learning styles significantly influence students' performance, but the strength of these relationships varies by activity type. However, the variation in strength also reveals that not all instructional approaches equally support all types of learners. The relatively weaker relationship of visual learning in lesson discussion suggests that some learners may not be fully engaged when instruction does not align with their preferred learning mode. Similarly, differences in the effectiveness of teaching styles indicate that relying on a single instructional approach may limit the potential to maximize students' performance. These observations highlight the need for a more integrated and flexible instructional approach that combines multiple teaching strategies and incorporates diverse learning activities. Additionally, designing activities that integrate visual, auditory, read/write, and kinesthetic elements can enhance students' engagement and improve overall performance. Based on the findings it is highly recommended that Adaptive Strategic Instructional Program is highly recommended.

Introduction

Teaching styles are the methods and principles instructors use to deliver curriculum, ranging from teacher-centered approaches like lecturing to student-centered methods like coaching or facilitation. The five main types include the Authority (lecturer), Demonstrator (coach), Facilitator (activist), Delegator (group), and Hybrid (blended) styles. Effective educators often mix these approaches to suit student needs and subject matter.

Globally, disparities in educational resources significantly impacted student engagement. For instance, UNESCO (2023) reported that unequal access to quality education contributed to disengagement and poor academic performance.

In the Philippines, students in rural and marginalized areas often faced outdated learning materials, insufficient textbooks, and under-resourced schools (UNICEF Philippines, 2020). These challenges undermined student motivation and participation. Despite increased awareness of the importance of engagement, comprehensive research on how instructional strategies and learning preferences affected diverse learners remained limited. Without targeted interventions, disengagement continued to drive poor academic outcomes and high dropout rates.

Every teacher has her or his own style of teaching. And as traditional teaching styles evolve with the advent of differentiated instruction, more teachers are adjusting their approach depending on their students' learning needs.

Faculty teaching styles are diverse, ranging from teacher-centered, authoritative, and demonstrator methods to student-centered, facilitator, and delegator approaches. These styles are chosen based on the subject, class size and learning goals to enhance student engagement, with many faculty using a hybrid or blended approach to meet diverse learner needs. Effective teaching is a cornerstone of education, shaping students' learning experiences and academic success.

In Davao City, the academic performance of senior high school students was affected due to learning difficulties (Berame, 2023). As well as in Davao de Oro, particularly in New Bataan, where students experienced challenges in their academic performance (Zata & Diaz, 2022). In Mawab Davao de Oro, particularly in Lorenzo Sarmiento Sr. National High School, some students had difficulties in achieving high academic performance because of some factors affecting their learning. With this, the researchers wanted to know if the learning style and teaching style influenced the academic performance of junior high school students.

Methodology

Design

This study utilized a descriptive-quantitative research design to determine the alignment between teaching-learning styles and the academic performance of Grade 10 students among selected secondary schools in Bantayan Island, Division of Cebu Province, during the School Year 2025–2026. The respondents consisted of 20 teachers and 80 Grade 10 students, with a total of 100 participants selected from participating schools. Data were gathered through survey questionnaires that assessed the manifestation of teaching styles, students' preferred learning styles, and their academic performance in activities such as lesson discussions, oral recitations, and project-making. The data collected were analyzed using appropriate statistical tools to identify significant relationships among variables. The findings served as the basis for the proposed Adaptive Strategic Instructional Program aimed at improving classroom instruction and addressing the diverse learning needs of students through flexible and learner-centered teaching approaches.

Environment.

The study was conducted in selected Grade 10 secondary schools in Bantayan Island under the Division of Cebu Province during the School Year 2025–2026. These schools provide a diverse learning environment where teachers and students interact through various instructional approaches and classroom activities. The research setting reflects a typical public secondary school environment where learners possess different learning preferences, such as visual, auditory, read/write, and kinesthetic styles. Teachers in these schools employ varied teaching strategies in lesson discussions, oral recitations, and project-making activities to improve students' academic performance. The schools were chosen because they offer a suitable environment for examining the relationship between teaching styles, learning styles, and students' achievement. The findings from this setting served as a basis for developing an Adaptive Strategic Instructional Program that promotes flexible, learner-centered, and responsive classroom instruction for diverse learners.

Respondents

The respondents of the study consisted of 100 participants from selected Grade 10 secondary schools in Bantayan Island, Division of Cebu Province, during the School Year 2025–2026. The participants were composed of 20 teachers and 80 Grade 10 students who were directly involved in the teaching and learning process. The teachers served as respondents in identifying the manifestation of different teaching styles used in classroom instruction while the students served as respondents in identifying their preferred learning styles and academic performance in activities such as lesson discussions, oral recitations, and project-making. The selection of both teachers and students allowed the researcher to gather comprehensive data on the alignment between teaching approaches and learners' needs. Their responses contributed significantly to understanding how instructional practices influence students' performance and served as the basis for the proposed Adaptive Strategic Instructional Program.

Research Instrument

The study utilized an adapted questionnaire as the primary research instrument to gather relevant data from the selected teachers and Grade 10 students in Bantayan Island secondary schools. The questionnaire focused on identifying the manifestation of teaching styles, students' preferred learning styles, and their academic performance particularly in lesson discussions, oral recitations, and project-making activities. The instrument included indicators related to visual, auditory, read/write, and kinesthetic learning styles to determine the alignment between teaching approaches and learners'

preferences. According to Taherdoost (2021), questionnaires are widely used in quantitative research because they provide organized, reliable, and measurable data from a large number of respondents. To ensure the validity and reliability of the instrument, it underwent expert validation and revisions before its final administration to the respondents included in the study.

Data Collection Procedure

The data collection procedure of the study began with securing permission from the school heads and concerned authorities of the selected secondary schools in Bantayan Island, Division of Cebu Province. After the approval was granted, the researcher personally administered the validated survey questionnaires to the 20 teachers and 80 Grade 10 students who served as respondents of the study. The purpose of the research and the instructions for answering the questionnaire were clearly explained to ensure honest and accurate responses. The questionnaires focused on teaching styles, students' learning styles, and academic performance particularly in lesson discussions, oral recitations, and project-making. After retrieval, the responses were carefully checked, organized, and tabulated for statistical analysis. The gathered data was treated with confidentiality and used solely for academic purposes to ensure ethical and reliable conduct of the research study.

Data Analysis

The data gathered from the questionnaires were carefully organized, tabulated, and analyzed using appropriate statistical tools to determine the relationship between teaching styles, learning styles, and students' academic performance. Descriptive statistics such as frequency counts, percentages, and weighted mean were used to describe the respondents' profiles and the manifestation of teaching and learning styles. Inferential statistical tools were also applied to identify the significant relationship between variables, particularly in lesson discussions, oral recitations, and project-making activities. The analysis revealed that both teaching and learning styles significantly influence students' academic performance, although the level of influence varies depending on the activity type. The results of the analysis served as the basis for proposing the Adaptive Strategic Instructional Program aimed at improving classroom instruction and learner engagement.

Results and Discussion

Results

The results of the study revealed a significant relationship between the manifestation of teaching styles and students' learning styles, as well as between students' learning styles and their academic performance. Findings showed that teaching and learning styles greatly influenced students' performance in lesson discussions, oral recitations, and project-making activities. However, the strength of these relationships varied depending on the type of classroom activity. The study also found that some learners were less engaged when the instructional approach did not match their preferred learning style, particularly among visual learners during lesson discussions. Moreover, relying on only one teaching approach was found to limit students' learning potential. These results emphasized the importance of using flexible and varied teaching strategies that incorporate visual, auditory, read/write, and kinesthetic activities to improve learner participation, engagement, and academic performance.

Discussion

The findings of the study indicate that the alignment between teaching styles and students' learning styles plays an important role in improving students' academic performance. The significant relationship observed in lesson discussions, oral recitations, and project-making activities suggests that learners perform better when instructional approaches match their preferred ways of learning. However, the varying strength of the relationships also shows that a single teaching strategy may not effectively address the needs of all learners. The weaker connection between visual learning and lesson discussions implies that some students may experience difficulty in engaging with lessons that do not support their learning preferences. These findings emphasize the importance of using flexible, varied, and learner-centered teaching approaches inside the classroom. Integrating visual, auditory, read/write, and kinesthetic activities can help increase student participation, motivation, and understanding. Therefore, the proposed Adaptive Strategic Instructional Program is essential in promoting more responsive and inclusive instruction.

Conclusion and Recommendations

The study shows that there is a meaningful alignment between teaching styles and students' learning styles that significantly affects the academic performance of Grade 10 students in selected secondary schools in Bantayan Island. The

findings confirm that learners perform better in lesson discussions, oral recitations, and project-making when instructional strategies are aligned with their preferred learning modes. However, the variation in the strength of these relationships suggests that no single teaching approach is sufficient to address the diverse needs of all learners. Some students, particularly visual learners, may become less engaged when instruction does not match their learning preferences. This highlights the importance of using varied and flexible teaching strategies in the classroom. Therefore, integrating multiple learning modalities such as visual, auditory, read/write, and kinesthetic approaches is essential. The study ultimately supports the implementation of the Adaptive Strategic Instructional Program to enhance student engagement and improve learning outcomes.

Acknowledgement

I would like to express my sincere gratitude and appreciation to my research adviser, Dr. Marilyn M. Miranda, for her invaluable guidance, patience, and unwavering support throughout the completion of this study. Her expertise in research and dedication to academic excellence greatly helped me in shaping and improving the direction of this work. I am truly thankful for her constructive feedback, insightful suggestions, and continuous encouragement, which motivated me to overcome challenges during the research process. I also appreciate her time and effort in carefully reviewing my work and ensuring that the study meets academic standards. Without her guidance, this research on the alignment of teaching-learning styles and students' academic performance would not have been successfully completed. Thank you very much, Dr. Miranda, for sharing your knowledge and for being an inspiring mentor throughout this journey.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

References

- Alignment/Matching: Evidence suggests that aligning teaching styles with student preferences (e.g., VAK model) enhances engagement and performance.
- Ayllón, S., et al. (2019). "Influence of teaching styles of higher education teachers on student engagement." *Higher Education Research & Development*.
- Dahleez, K. A. (2021). "The Impact of Matching Learning-Teaching Styles on Students' Achievement Scores." *International Journal of Instruction*.
- Echaure, J. (2021). "Learning Styles and Teaching Styles as Factors Affecting Students' Engagement of Learners with Learning Disabilities." *International Journal of Research and Innovation in Social Science (IJRISS)*.
- Isra, S., & Mufid, A. (2022). Research on alignment between teaching styles and student learning preferences.
- Key Models: Seminal works include Kolb (1984) on experiential learning, and Coffield et al. (2004) for critical reviews of learning styles.
- Macalisang, D. (2024). "Teaching Styles and Pupils' Learning Styles: Their Relationship with Pupils' Academic Performance." Sprin Publisher.
- Mismatch Effects: Discrepancies can lead to reduced motivation and poor academic outcomes.
- Modern Approaches: Contemporary studies focus on using AI and digital tools to address diverse learner needs.
- Newton, P. M., & Salvi, A. (2020). "How Common Is Belief in the Learning Styles Neuromyth, and Does It Matter? A Pragmatic Review." *Frontiers in Education*.
- Pedagogical Application: Silver et al. (2000) offer insights into integrating styles with multiple intelligences.
- Rahmah, A. (2023). Studies on the impact of teaching style alignment on learning effectiveness.
- Sarmiento, L. S. (2024). "Learning Style and Teaching Style as Determining Factors in Academic Performance of Senior High School." *IJRISS*.

Teaching/Learning Styles: Fundamental models developed by Felder & Silverman (1988, 1995), Grasha (1994, 1996), and Reid (1995).
Tonkaboni, et al. (2022). Research on VAK learning styles model alignment.
Zhang, Y. (2023). Studies on teaching styles and students engagement.

Appendices

No appendices are attached to this study.