This research study aimed to identify the predominant teaching styles of teachers and the predominant learning styles of pupils in the public elementary schools of the Division of Laoag City. If the pupils’ learning styles have significant relationships with the teaching styles of teachers, then they should be fully aware of these variations and adapt their plan and techniques accordingly. Correlations were computed between the teaching styles of teachers and the learning styles of pupils. In the study, the teaching styles of the teachers are based on Grasha’s Teaching Style Model (1996) which are the Expert, Formal Authority, Personal Model, Facilitator, and Delegator. The learning styles of pupils refer to the Grasha – Reichman Learning Style Model (1996) which are the Independent, Avoidant, Collaborative, Dependent, Competitive, and Participant.

This research study utilized the survey method in collecting data. The Grasha’s Teaching Style Survey (1996) was used to gather data on the teaching styles of the teacher while Grasha – Reichman Student Learning Style Survey (GRSLSS) (1996) was used to gather data on the learning styles of the pupils. The respondents were composed of 35 HKS VI teachers and 1078 HKS VI pupils of the 32 public elementary schools of the Division of Laoag City. Correlational analysis of the study revealed that the Formal Authority and Personal Model were the predominant teaching styles of the HKS VI teachers while the predominant learning styles of pupils were Collaborative and Competitive learning styles. The standard scale system made by Grasha (1996) was used in determining the predominant learning styles of pupils. The Pearson Product Moment Correlation Coefficient using the SSPS – Statistical Package for Social Sciences was utilized to find out the relationship of teaching styles and learning styles. Data clearly revealed that pupils learn best through collaboration with their peers and competition with the other groups. It was found out in the study that there was a significant relationship between Personal Model
teaching style and Collaborative and Competitive learning styles. Negative correlations were also revealed in some of the teaching and learning styles although no correlation was found significant.

Having these results, teachers should consider administering the teaching style and learning style surveys regularly. Their knowledge of their pupils’ learning style preferences can help them in preparing class activities, choosing appropriate techniques and strategies and having deep sensitivity to the pupils’ varied learning styles within the classroom.

Further research should be conducted in different perspective to make generalizations and conclusion applicable to the teaching – learning situation.