

Assessing English Teacher's Instructional Strategies at Mindanao State University-Sulu Senior High School

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ABSTRACT. This study examined the instructional strategies used by English teachers as perceived by senior high school students at Mindanao State University–Sulu Senior High School. It also explored the differences and relationships among these instructional strategies when respondents were grouped according to selected demographic variables. A descriptive–correlational research design was employed, involving 110 student-respondents who answered a structured questionnaire focused on three areas of instructional strategies: lecture-based, student-based, and assessment-based approaches. To analyze the data, the study utilized descriptive statistics, t-tests, analysis of variance (ANOVA), and Pearson correlation. The findings showed that English teachers frequently applied different instructional strategies in the classroom. Among these, assessment-based and lecture-based strategies were the most commonly observed, while student-based strategies were likewise practiced consistently. The results further revealed that students' perceptions of these instructional strategies did not significantly differ when grouped according to age, gender, grade level, and academic strand. This suggests that teachers-maintained fairness and consistency in their teaching practices across different groups of learners. Moreover, the correlational analysis indicated significant positive relationships among lecture-based, student-based, and assessment-based strategies, implying that these approaches complement one another and are often integrated during classroom instruction. The study concludes that effective teaching in the senior high school department is characterized by a balanced and coordinated use of instructional strategies that enhance content delivery, student participation, and continuous assessment. Based on the findings, recommendations were proposed for educational authorities, school administrators, teachers, students, and future researchers to further improve instructional practices in senior high school education.

Keywords: *Assessing, English, Instructional, Strategies, Senior*

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1. INTRODUCTION

English has long been recognized as one of the most essential subjects in the Philippine educational system. It serves not only as a medium of instruction but also as a vital tool for communication, academic success, employment opportunities, and global competitiveness. In

many academic institutions, proficiency in English is considered an important factor in learners' overall academic performance and future career readiness. Despite its importance, however, many Filipino students continue to experience difficulties in developing strong English language skills. Studies have shown that challenges in language proficiency are often linked to the methods and instructional strategies used in classroom teaching (Saldo et al., 2025; Lemana II, 2022; Barrientos, 2025; Chavez, 2022).

The teaching of English in the Philippines has long been shaped by historical, cultural, and pedagogical influences. Bernardo (2004) explained that the complexities surrounding English education in the country stem from both colonial history and evolving educational practices, which continue to affect students' language learning experiences. This idea was further supported by Guyud (2024), who emphasized that the long-standing issues in English as a Medium of Instruction still influence the effectiveness of English teaching in present-day classrooms. These realities highlight the continuing need to examine how English is taught and how instructional practices influence learners' engagement and understanding.

In response to the diverse learning needs of students, English teachers employ various instructional strategies to improve comprehension, participation, and communication skills. Talain and Mercado (2023) noted that effective instruction requires teachers to adapt their teaching approaches according to learners' abilities and classroom contexts. Among the commonly used approaches are lecture-based, student-based, and assessment-based instructional strategies. Lecture-based strategies focus on teacher-led discussions and direct instruction, where teachers act as the primary source of information. Student-based strategies encourage active participation, collaboration, inquiry, and learner autonomy. Meanwhile, assessment-based strategies utilize quizzes, feedback mechanisms, formative assessments, and performance tasks to monitor learners' progress and improve instruction (Levy-Feldman, 2025; Calubag et al., 2025; Chavez et al., 2023a).

The study is also anchored on the constructivist theory of learning proposed by Jerome Bruner (1966), which emphasizes that learning is an active and constructive process. According to Bruner, students learn more effectively when they connect new knowledge with prior experiences and actively participate in discovering concepts. Supporting this perspective, Ulit et al. (2020) found that many ESL teachers in the Philippines integrate constructivist practices such as collaborative activities, scaffolded instruction, and authentic assessments in English classrooms. These teaching practices encourage learners to become more engaged and independent in the learning process.

Several related studies have examined the effectiveness of different instructional strategies in English language teaching. Akolom et al. (2021), in their study conducted in Kenya, revealed that teachers who used interactive and student-centered methods such as role-playing, group work, and collaborative discussions observed higher levels of student participation and improved academic performance. Similarly, Baghoussi and El Ouchdi (2019) reported that student-centered strategies enhance critical thinking, creativity, and communication skills among secondary school learners.

On the other hand, some studies pointed out the limitations of purely lecture-based instruction. Dietrich and Evans (2022) argued that traditional lecture methods often reduce opportunities for learner interaction and communicative practice. Likewise, the Lecture Method Guide (2023) explained that excessive reliance on lectures may limit student engagement and active participation in language learning activities. Despite these concerns, lecture-based instruction remains widely used because it allows teachers to efficiently deliver content, especially in large classes or time-constrained settings.

Assessment-based instructional strategies have also been recognized as important components of effective English teaching. Ghimire and Aryal (2020) emphasized that formative and performance-based assessments help teachers identify students' strengths and weaknesses while providing timely feedback that supports language development. In recent years, educational practices have increasingly shifted toward more learner-centered and assessment-integrated approaches, reflecting the global movement toward inclusive and interactive education (Baghoussi & El Ouchdi, 2019; Chavez & Lamorinas, 2023).

Although many studies have explored instructional strategies in English teaching, there remains limited local research focusing on how these strategies are practiced and perceived in senior high school settings in the Bangsamoro and Sulu context, particularly at Mindanao State University–Sulu Senior High School. Most existing studies concentrate on either student-centered learning or assessment practices in broader educational contexts, leaving a gap in understanding how lecture-based, student-based, and assessment-based strategies complement one another within English classrooms in MSU–Sulu Senior High School. Furthermore, there is limited evidence regarding whether students' perceptions of these instructional strategies differ according to demographic variables such as age, gender, grade level, and academic strand.

This gap in the literature prompted the researcher to conduct the present study entitled “Assessing English Teachers’ Instructional Strategies at MSU–Sulu Senior High School.” Specifically, the study aimed to determine the level of English teachers’ instructional strategies in terms of lecture-based, student-based, and assessment-based approaches, as perceived by senior high school students. It also sought to examine whether significant differences and relationships exist among these instructional strategies when respondents are grouped according to selected demographic variables.

The findings of this study are expected to provide valuable insights into the instructional practices employed by English teachers and how these strategies contribute to effective classroom learning. The study may also help school administrators, teachers, and educational stakeholders identify strategies that best support student engagement, language development, and academic achievement. Moreover, the results may serve as a basis for improving English instruction, strengthening pedagogical practices, and guiding future research in English language education within senior high school settings and the broader Philippine educational context.

2. METHODS

2.1 Research Design

This study utilized a descriptive-correlational research design to assess the instructional strategies used by English teachers at Mindanao State University–Sulu Senior High School. A researcher-made questionnaire was used to gather data on the students' profiles and their perceptions of lecture-based, student-based, and assessment-based instructional strategies (Gamboa & Quicho, 2025). The descriptive method allowed the researcher to describe the existing teaching practices without manipulating any variables, while the correlational approach helped determine the relationships between instructional strategies and students' demographic profiles. This design also enabled the collection of organized and measurable data that supported the analysis of patterns and relationships among the variables studied.

2.2 Participants of the Study

The study was conducted at Mindanao State University–Sulu, specifically in the Senior High School Department. The university, located at the Capitol Site near the Provincial Capitol in Jolo, Sulu, is recognized as one of the major higher education institutions in the area. It consists of eleven colleges and several academic departments, including the Laboratory High School. For this study, the researchers focused on senior high school students as the target respondents. The participants were purposively selected from the Senior High School Department of Mindanao State University–Sulu to evaluate the instructional strategies used by English teachers. Out of the total student population of 538, a sample of 110 students participated in the study.

Respondents of the Study

Grade 11	TOTAL	SAMPLE
GAS	137	30
STEM	124	25
TOTAL	261	55

Grade 12	TOTAL	SAMPLE
GAS	151	25
STEM	147	30
TOTAL	298	55
OVER ALL TOTAL	559	110

2.3 Sampling Procedure

In this study, the researcher used random sampling to select the participants from the Senior High School Department of Mindanao State University–Sulu. This method ensured that all students had an equal chance of being chosen, which helped minimize selection bias. Data were collected through a survey questionnaire that gathered the students’ profiles and assessed the instructional strategies used by English teachers. A total of 110 students were selected from the overall population of 559 students across different strands and sections.

2.4 Research Instrument

A questionnaire was used as the primary instrument to gather the data needed for this study. The researcher selected this instrument because it was appropriate for addressing the study’s objectives in assessing the instructional strategies used by English teachers at Mindanao State University–Sulu Senior High School Department. The questionnaire consisted of two parts. The first part focused on the students’ demographic profile, including age, gender, grade level, and strand. The second part dealt with the students’ assessment of the English teachers’ instructional strategies, particularly lecture-based, student-based, and assessment-based strategies. The research instrument was adapted from the study of Supian (2022), which was originally based on the works of Bolkan and Griffin (2017) and Francisco and Celon (2020).

2.5 Data Gathering Procedure

Before gathering the data, the researcher secured approval from the Dean of the School of Graduate Studies and obtained permission from the Director of the Senior High School Department of Mindanao State University–Sulu. After approval, the researcher personally distributed and retrieved the questionnaires from the selected respondents. The respondents were assured that their answers would remain confidential and used only for research purposes. Assistance from SHS coordinators and class advisers was also sought during the data collection process. After retrieval, the data were coded, analyzed with the help of a statistician, and used in preparing the final draft of the study.

2.6 Ethical Considerations

This study followed ethical guidelines to ensure the protection, privacy, and welfare of all participants. Permission was obtained from the administration of Mindanao State University–Sulu Senior High School Department before data collection. Participation was voluntary, and respondents were informed that they could withdraw at any time without penalty. The respondents were given clear information about the study and assured that their responses would remain confidential and anonymous. No personal identifiers were included in the analysis or reporting. The data were collected in a safe and respectful environment, stored securely, and used solely for academic purposes.

3. RESULTS

Question 2. What is the level of Teachers’ Instructional Strategies in terms of 2.1 Lecture-Based Strategy, 2.2 Student-Based Strategy, and 2.3 Assessment- Based Strategy?

Table 2.1 Level of Teachers’ Instructional Strategies at Mindanao State University-Sulu Senior High School in the context of Lecture-Based Strategy

	Statements	Mean	S.D	Rating
1	My teacher identifies students’ starting point and set clear objectives for lessons.	4.23	.864	Often
2	My teacher designs differentiated learning plans and activities effectively to ensure students’ attainment of the learning objectives.	4.08	.940	Often
3	The teacher presents the lesson goals clearly at the start of the lecture.	4.43	.872	Often
4	Key points and summaries are highlighted during or at the end of the lecture.	3.99	1.113	Often
5	The teacher keeps students’ attention throughout the lecture.	4.15	1.006	Often
6	Students are encouraged to ask questions during the lecture.	4.26	.935	Often
7	The teacher gives real-life examples that help me understand the topic.	4.34	.998	Often
8	The lecture connects new ideas to things we learned before.	4.23	.874	Often
9	The teacher writes legibly or designs slides that are easy to read.	3.98	1.040	Often
10	The teacher explains difficult concepts in simple, understandable terms.	4.09	.934	Often
Total Weighted Mean		4.18	.64600	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00-1.49=Never

Table 2.1 The findings reveal that teachers at Mindanao State University–Sulu Senior High School frequently use lecture-based instructional strategies in their classes. This category obtained a weighted mean score of 4.18 and a standard deviation of 0.64600, which corresponds to the descriptive rating of “Often.” These results suggest that students commonly experience lecture-based teaching as part of their daily classroom learning. The relatively high mean indicates that this approach continues to be one of the primary teaching methods used by teachers, while the low standard deviation shows that students generally share similar perceptions regarding its consistent implementation. Among the indicators, several practices were rated “Often” by the student-respondents. These include teachers identifying students’ prior knowledge and setting clear lesson objectives, preparing differentiated learning activities that support the achievement of learning goals, emphasizing important points and summaries during or after discussions, and explaining complex ideas in a simple and understandable manner. These responses imply that teachers are not only relying on lectures to deliver content but are also making efforts to ensure that students understand the lessons effectively and remain guided throughout the learning process.

Table 2.2 Level of Teachers’ Instructional Strategies at Mindanao State University-Sulu Senior High School in the context of Student-Based Strategy

	Statements	Mean	S.D	Rating
1	My teacher inspires students to collaborate with one another to improve learning.	4.46	.786	Often
2	My teacher encourages group discussions and collaborative activities in English.	4.12	.885	Often
3	My teacher allows peer-to-peer feedback on speaking and writing activities.	3.89	.922	Often
4	My teacher assigns group projects that enhance teamwork and English communication.	3.92	.987	Often
5	My teacher gives opportunities for students to choose topics for presentations or writing.	3.71	1.168	Often
6	My teacher uses real-life tasks (role-playing, debate, interviews) to enhance language use.	3.90	1.117	Often
7	My teacher provides different activities based on students’ skills level.	3.80	1.179	Often
8	The teacher creates social interaction among students by requiring students to work as a team	4.08	.949	Often
9	My teacher gives remedial support to struggling students.	3.72	1.235	Often
10	My teacher challenges advanced learners with higher order thinking tasks.	3.94	1.069	Often
Total Weighted Mean		3.95	.64548	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00- 1.49=Never

Table 2.2 The findings show the level of teachers’ instructional strategies among senior high school students at Mindanao State University–Sulu Senior High School in terms of student-based strategies. This category obtained a weighted mean score of 3.95 with a standard deviation of 0.64548, interpreted as “Often.” The results indicate that teachers frequently use student-centered approaches in their classroom instruction. The relatively high mean suggests that students are regularly involved in activities that encourage participation, cooperation, and active

engagement in the learning process. Meanwhile, the moderate standard deviation reflects that students generally share similar perceptions regarding the consistent use of these strategies. Several indicators were notably rated as “Often” by the student-respondents. These include teachers encouraging students to collaborate with one another to improve learning, allowing peer feedback during speaking and writing activities, challenging advanced learners through higher-order thinking tasks, and promoting teamwork through group activities and social interaction. These findings suggest that teachers value active student involvement and create learning environments where students can communicate, cooperate, and think critically. Such practices help students become more engaged and confident in participating in classroom activities while also strengthening their interpersonal and problem-solving skills.

Table 2.3 Level of Teachers’ Instructional Strategies at Mindanao State University-Sulu Senior High School in the context of Assessment- Based Strategy

	Statements	Mean	S.D	Rating
1	My teacher makes good use of questioning and feedback techniques so as to help students learn effectively	4.41	.860	Often
2	My teacher uses quizzes, tests, or short assessments to check our understanding of lessons.	4.61	.651	Always
3	My teacher provides constructive feedback on my speaking and writing outputs.	3.98	.967	Often
4	My teacher uses performance-based tasks (e.g. oral presentation, debates, essays) to assess learning.	4.29	.871	Often
5	My teacher uses assessment results to adjust lesson and activities according to students’ needs.	3.95	.952	Often
6	My teacher involves students in self-assessment or peer-assessment to reflect on their progress.	4.02	.977	Often
7	My teacher explains clearly the criteria or rubrics before assessing our tasks.	4.35	.861	Often
8	My teacher uses both formative and summative assessment to evaluate learning.	4.22	.839	Often
9	The teacher uses questions that enhances the higher-order-thinking skills	4.05	1.078	Often
10	The teacher consciously implements two or more learning activities as part of the assessment to enhance the learning	4.18	1.015	Often
	Total Weighted Mean	4.21	.60803	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Seldom; (1) 1.00-1.49=Never

Table 2.3 The findings present the level of teachers’ instructional strategies among senior high school students at Mindanao State University–Sulu Senior High School in terms of assessment-based strategies. This category obtained a weighted mean score of 4.21 and a standard deviation of 0.60803, which is interpreted as “Often.” The results indicate that teachers frequently incorporate assessment-based approaches into their classroom instruction. The high mean score suggests that quizzes, tests, and other assessment activities are regularly used to monitor and evaluate student learning. At the same time, the relatively low standard deviation shows that students generally have similar perceptions regarding the consistent use of these strategies. This further implies that assessment plays an important and stable role in the teaching and learning

process by providing continuous feedback and monitoring students' academic progress. Among the indicators, several items were notably rated as "Often" by the student-respondents. These include teachers effectively using questioning and feedback techniques to support learning, utilizing performance-based tasks such as oral presentations, debates, and essays to assess understanding, applying both formative and summative assessments in evaluating student performance, and implementing multiple learning activities as part of the assessment process to strengthen learning outcomes. These findings suggest that teachers do not only assess students for grading purposes but also use assessment as a tool to improve understanding, encourage participation, and enhance overall learning experiences in the classroom.

Question 3. Is there a significant difference in the level of instructional strategy of teachers when data are grouped according to students' demographic profile in terms of: 3.1 age, 3.2 gender, 3.3 grade level, and 3.4 Academic strand?

Table 3.1 Difference in the level of Teachers' Instructional Strategies at Mindanao State University-Sulu Senior High School when data are grouped according to students' demographic profile in terms of age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Lecture-Based Strategy	Between Groups	.377	2	.189	.447	.641	Not Significant
	Within Groups	45.110	107	.422			
	Total	45.488	109				
Student-Based Strategy	Between Groups	6.544	2	3.272	9.008	.000*	Significant
	Within Groups	38.869	107	.363			
	Total	45.414	109				
Assessment- Based Strategy	Between Groups	2.074	2	1.037	2.903	.059	Not Significant
	Within Groups	38.223	107	.357			
	Total	40.297	109				

* Significant at alpha 0.05

Table 3.1 The table shows the differences in Teachers' Instructional Strategies when respondents are grouped according to age. Results reveal that, except for the Student-Based Strategy aspect, the F-values and probability values are not significant at the 0.05 level. This means that students, regardless of age, generally have similar perceptions of their teachers' instructional strategies. Hence, age does not significantly influence how students at MSU-Sulu Senior High School perceive Teachers' Instructional Strategies. Therefore, the hypothesis stating that there is no significant difference when grouped according to age is accepted.

Table 3.2 Difference in the level of Teachers' Instructional Strategies at Mindanao State University-Sulu Senior High School when data are grouped according to students' demographic profile in terms of gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
	Male	4.1192	.69509	-.11180	-.905	.367	Not Significant

Lecture-Based Strategy	Female	4.2310	.59977				
Student-Based Strategy	Male	4.0308	.67112	.14629	1.189	.237	Not Significant
	Female	3.8845	.61922				
Assessment- Based Strategy	Male	4.1981	.67111	-.01399	-.120	.905	Not Significant
	Female	4.2121	.55126				

* Significant at alpha 0.05

Table 3.2 The table presents the differences in the level of Teachers' Instructional Strategies when respondents are grouped according to gender. The results show that all t-values and probability values are not significant at the 0.05 level, indicating that male and female students generally share similar perceptions regarding their teachers' instructional strategies. This suggests that gender does not significantly influence how students at MSU-Sulu Senior High School evaluate or perceive Teachers' Instructional Strategies. Therefore, the hypothesis stating that there is no significant difference in the level of Teachers' Instructional Strategies when grouped according to gender is accepted.

Table 3.3 Difference in the level of Teachers' Instructional Strategies at Mindanao State University-Sulu Senior High School when data are grouped according to students' demographic profile in terms of Grade Level

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Lecture-Based Strategy	Grade 11	4.1561	.63394	-.05530	-.438	.662	Not Significant
	Grade 12	4.2114	.66968				
Student-Based Strategy	Grade 11	4.0379	.69786	.21061	1.691	.094	Not Significant
	Grade 12	3.8273	.54104				
Assessment- Based Strategy	Grade 11	4.1833	.68715	-.05530	-.466	.642	Not Significant
	Grade 12	4.2386	.47063				

* Significant at alpha 0.05

Table 3.3 The table presents the differences in the level of Teachers' Instructional Strategies when respondents are grouped according to grade level. The findings show that all t-values and probability values are not significant at the 0.05 level, indicating that Grade 11 and Grade 12 students generally have similar perceptions of their teachers' instructional strategies. This suggests that grade level does not significantly influence how students at MSU-Sulu Senior High School perceive Teachers' Instructional Strategies. Therefore, the hypothesis stating that there is no significant difference in the level of Teachers' Instructional Strategies when grouped according to grade level is accepted.

Table 3.4 Difference in the level of Teachers' Instructional Strategies at Mindanao State University-Sulu Senior High School when data are grouped according to students' demographic profile in terms of Academic strand

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
	STEM	4.2327	.71932	.10909	.885	.378	Not Significant

Lecture-Based Strategy	GAS	4.1236	.56469				
Student-Based Strategy	STEM	4.0273	.69321	.14727	1.199	.233	Not Significant
	GAS	3.8800	.59111				
Assessment- Based Strategy	STEM	4.2909	.62636	.17091	1.482	.141	Not Significant
	GAS	4.1200	.58227				

* Significant at alpha 0.05

Table 3.4 The table presents the differences in the level of Teachers' Instructional Strategies when respondents are grouped according to academic strand. The results show that all t-values and probability values are not significant at the 0.05 level, indicating that students from both STEM and GAS strands generally share similar perceptions of their teachers' instructional strategies. This suggests that academic strand does not significantly influence how students at MSU-Sulu Senior High School perceive Teachers' Instructional Strategies. Therefore, the hypothesis stating that there is no significant difference in the level of Teachers' Instructional Strategies when grouped according to academic strand is accepted.

4. DISCUSSION

The findings of the study provide important insights into the Teachers' Instructional Strategies at MSU-Sulu Senior High School and how these strategies are perceived by senior high school students. Based on the demographic profile, most respondents were 17 years old and female, while grade level and academic strand were evenly distributed. This balanced representation strengthens the reliability of the responses gathered from the participants.

In terms of the level of Teachers' Instructional Strategies, the results revealed that teachers frequently use assessment-based, lecture-based, and student-based strategies in classroom instruction. Among these, assessment-based and lecture-based strategies were the most commonly observed, indicating that teachers still rely on structured discussions, classroom explanations, and regular assessment activities to facilitate learning. At the same time, the consistent use of student-based strategies suggests that teachers also encourage student participation and engagement in the learning process. This combination reflects a balanced teaching approach where traditional instruction is complemented by interactive learning experiences. The findings support the ideas of John Hattie, who emphasized the importance of assessment and feedback in improving student achievement, as well as the observations of the Organisation for Economic Co-operation and Development regarding the continued effectiveness of lecture-based instruction in secondary education.

The study further showed that demographic variables such as age, gender, grade level, and academic strand do not significantly affect students' perceptions of Teachers' Instructional Strategies. This implies that students generally experience and evaluate instructional practices in a similar manner regardless of their background. Such findings indicate that teachers apply instructional strategies fairly and consistently across different groups of students. The absence of significant differences also suggests that the teaching approaches used by teachers are inclusive and adaptable to diverse learners.

Moreover, the findings revealed significant positive relationships among lecture-based, student-based, and assessment-based strategies. The strong correlations indicate that these

instructional approaches are interconnected rather than used separately. Teachers who effectively use lectures also tend to integrate student participation and assessment activities in their classes. This demonstrates that effective teaching does not rely on a single method alone, but rather on the combination of various strategies that support student learning and engagement. The findings align with the concept of constructive alignment introduced by John Biggs and Catherine Tang, which emphasizes the importance of aligning teaching methods, learning activities, and assessments to achieve better educational outcomes.

Overall, the study highlights that Teachers' Instructional Strategies at MSU-Sulu Senior High School are implemented in a balanced and consistent manner. The integration of lecture-based instruction, student-centered activities, and assessment practices contributes to a more effective learning environment that supports students regardless of their demographic characteristics.

5. CONCLUSION

In conclusion, the study found that Teachers' Instructional Strategies at MSU-Sulu Senior High School are implemented in a consistent and balanced manner across different groups of students. Regardless of age, gender, grade level, or academic strand, students generally shared similar perceptions of their teachers' instructional practices, indicating fairness and inclusivity in classroom instruction. The findings also showed that teachers effectively combine lecture-based, assessment-based, and student-based strategies to support learning, engagement, and continuous evaluation. Furthermore, the strong relationship among these strategies suggests that teachers integrate different instructional approaches to create a more effective learning environment. Overall, the study highlights that the use of varied yet connected teaching strategies contributes to meaningful and equitable learning experiences for senior high school students.

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