# Assessing the Teaching Strategies and Academic Performance of the Intermediate Learners at Upper Kajatian Elementary School: Pupils' Perspective

Husin S. Sali[1], Abdel J. Amilhamja
[1] School of Graduate Studies, Sulu State College, Jolo 7400, Philippines
*Corresponding author: gs@sulustatecollege.edu.ph

*ABSTRACT***.** This study assessed the extent of use of teaching strategies applied by teachers and the level of academic performance of intermediate learners at Upper Kajatian Elementary School. It employed a descriptive-correlational research design involving 100 student-respondents selected through purposive sampling. Data were treated using frequency, percentage score, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The study examined teaching strategies in terms of collaborative learning, differentiated instruction, and use of technology in learning, as well as academic performance in terms of comprehension, critical thinking, and overall performance, while considering respondents' demographic profiles such as age, gender, and grade level. Findings revealed that most respondents were female students aged 12 years old and above and enrolled in Grades V and VI. Results indicated that both the teaching strategies applied by teachers and the academic performance of learners across all domains were favorably perceived, consistently receiving an "Agree" rating. Moreover, no specific group of respondents showed a significantly better perception of teaching strategies and academic performance. A very high positive significant correlation was observed between teaching strategies and academic performance. This supports Robert M. Gagné's Theory of Instruction, which suggests that diverse teaching strategies enhance attention, recall, guidance, and cognitive retention, thereby improving academic performance. It is further reinforced by Benjamin Bloom's Taxonomy, which posits that sophisticated strategies aligned with higher cognitive domains help learners master complex content and improve performance. Overall, the study emphasizes the importance of advanced scaffolding techniques and adaptive teaching strategies in addressing diverse learning paces and promoting higher-order thinking skills for better academic achievement.

*KEYWORDS: Teaching Strategies, Academic Performance, Collaborative Learning, Differentiated Instruction, Technology Integration, Intermediate Learners*

***ARTICLE DETAILS***
*JEAS-00126; Received: February 25, 2026; Accepted: March 15, 2026; Published: April 5, 2026*
***CITATION:***
*Sali, Husin S., Amilhamja, Abdel J. (2026). Assessing the Teaching Strategies and Academic Performance of the Intermediate Learners at Upper Kajatian Elementary School: Pupils' Perspective. Journal of Education and Academic Settings, 3(1). DOI: 10.62596/xp02ce07*


## Introduction

Teaching strategies play an important role in improving the academic performance of learners, particularly at the intermediate level. Assessing these strategies is essential in ensuring effective teaching and learning implementation and in monitoring the progress of both teachers and learners. Globally, innovative and interactive teaching methods such as collaborative learning,

inquiry-based instruction, formative assessment, differentiated instruction, and the use of digital tools have been recognized for promoting deeper learning and improving student achievement (Grossman & Fraefel, 2024; Xu et al., 2025; Goodwin & Rouleau, 2023). In addition, teacher preparation and the integration of technology further enhance the effectiveness of teaching strategies (Sargent & Murphy, 2024).

In the Philippines, researchers emphasized that collaborative, constructivist, inquiry-based, integrative, and reflective teaching strategies significantly improve student engagement, knowledge construction, and communicative competencies among learners (Marasigan et al., 2019). However, despite the growing shift toward student-centered approaches such as blended learning, project-based learning, and inquiry-based learning, many teachers still rely on traditional methods like lectures and rote memorization (Pascua & Romero, 2020).

The implementation of the Matatag Curriculum beginning School Year 2024–2025 further highlighted the need for effective teaching strategies and assessment practices. The curriculum emphasizes foundational skills, decongested content, and age-appropriate learning outcomes, requiring teachers to adapt instructional strategies that support mastery and holistic learner development (Department of Education, 2023). Similarly, a study conducted in Sulu, Philippines found that teachers frequently utilized instructional strategies, classroom practices, individualized support, student engagement, and assessment and feedback practices, although the study focused more on the extent of strategy use rather than its relationship with academic performance (Adilon & Sabdani-Asiri, 2024).

Therefore, this study aims to assess the teaching strategies and academic performance of intermediate learners at Upper Kajatian Elementary School from the pupils' perspective. Specifically, it examines teaching strategies in terms of instructional strategies and classroom practices, individualized support and student engagement, and assessment and feedback practices. The findings of the study are expected to contribute to the promotion of quality education for intermediate learners at Upper Kajatian Elementary School and throughout the Philippines.

**Research Questions**

1. What is the demographic profile of the student-respondents in terms of:
    1.1. Age;
    1.2. Gender;
    1.3. Grade Level?
2. What is the extent of use of the teaching strategies applied by teachers at Upper Kajatian Elementary School in terms of:
    2.1. Collaborative Learning;
    2.2. Differentiated Instruction; and
    2.3. Use of Technology in Teaching?
3. What is the level of academic performance of intermediate learners at Upper Kajatian Elementary School in terms of:
    3.1. Comprehension;
    3.2. Critical Thinking; and
    3.3. Overall Academic Achievement?
4. Is there a significant difference in the level of use of the teaching strategies applied by teachers and the academic performance of intermediate learners when the data are categorized according to:
    4.1. Age;

4.2. Gender; and
4.3. Grade Level?

5. Is there a significant correlation between the level of use of teaching strategies and academic performance of intermediate learners at Upper Kajatian Elementary School?

## Literature

*Learner-Centered Teaching Strategies*

Educational research regularly demonstrates that pedagogical practices markedly affect students' academic achievement, especially among intermediate learners who gain from interactive and learner-centered education. Research on active learning, project-based learning, and cooperative learning indicates that strategies fostering cooperation, problem-solving, and engagement improve understanding, motivation, and academic performance (Cao, 2024; Freeman et al., 2014; Prince, 2004; Slavin, 2014). Moreover, metacognitive and self-regulated learning methods, including planning, monitoring, and reflection, enhance performance by enhancing learners' knowledge of their learning processes (Hattie & Yates, 2014; Zimmerman, 2002).

Furthermore, research indicates that inquiry-based, activity-based, and differentiated instructional methods enhance learners' understanding, critical thinking, and engagement (Darling-Hammond et al., 2019; Prince & Felder, 2006; Shurovi et al., 2025). Biggs and Tang (2011) emphasized that academic performance improves when teaching tactics, learning activities, and assessments are effectively aligned with instructional objectives. These findings indicate that learner-centered and well-organized teaching practices enhance academic performance in intermediate learners.

*Teaching Strategies and Academic Performance in the Philippine Context*

In the Philippine setting, numerous research studies affirm that learner-centered and interactive teaching practices enhance learners' academic achievement. Dela Cruz (2018) discovered that cooperative learning and visual aids markedly enhanced students' achievement, whereas Pañares et al. (2025) indicated that differentiated instruction and real-world scenarios were significantly correlated with academic performance, with engagement strategies closely associated with improved outcomes in Mathematics and Science. Peña and Doronio (2025) demonstrated that direct instruction, inquiry-based learning, collaborative learning, and technology integration markedly enhanced students' mathematics ability, evidenced by post-test scores increasing from "Fairly Satisfactory" to "Very Satisfactory."

Magsucang et al. (2020) observed that learner-centered practices augment learners' motivation, participation, and performance, whereas Villarente and Moral (2024) highlighted that varied instruction enhances reading comprehension in inclusive classrooms. Chavez et al. (2023) emphasized that guided learning support systems, including feedback and instructional materials, improve academic achievement, whereas Chavez and Lamorinas (2023) asserted that teaching efficacy relies on adaptability and alignment with learners' requirements. These studies repeatedly illustrate the efficacy of learner-centered techniques in enhancing academic achievement in Philippine classrooms.

*Implementation Challenges and Research Gap*

Despite the recognized advantages of successful teaching methodologies, numerous research studies indicate discrepancies in their use and results. Lucero (2021) discovered that despite the utilization of many instructional tactics, including lecture-discussion and group activities, students' academic performance remained comparatively poor, indicating that efficacy is contingent upon appropriate execution and alignment with students' requirements. Castro et al.

(2024) observed that educators managing several or out-of-field subjects frequently encounter challenges in instructional preparation and material understanding, potentially undermining the quality of strategy execution in the classroom. Bondoc (2024) noted that current research frequently neglects to examine the impact of instructional practices on student performance from the learners' viewpoint.

While previous research demonstrates a robust correlation between teaching tactics and academic performance, few studies have investigated these strategies from the viewpoint of elementary students. Current research predominantly examines teachers' practices and instructional outcomes, resulting in a deficiency in knowing how intermediate learners assess the efficacy of classroom teaching strategies. This study aims to evaluate the teaching practices and academic performance of intermediate learners at Upper Kajatian Elementary School from the students' perspective.

## Methodology

*1. Research Design*

This study employed a quantitative descriptive research design to assess the teaching strategies and academic performance of intermediate learners at Upper Kajatian Elementary School (UKES). A self-devised questionnaire was utilized as the primary instrument for data gathering and was subjected to statistical analysis.

*2. Participants and Sampling*

The study was conducted at Upper Kajatian Elementary School during the School Year 2025–2026. The respondents consisted of 100 intermediate learners officially enrolled in Grades 4, 5, and 6, specifically from Sections A and B. The study utilized a purposive sampling design to select participants who possessed characteristics relevant to the study objectives. In addition, stratified random sampling by grade level was applied to ensure fair representation of the learners' groups. Ethical standards were strictly observed, including voluntary participation, informed consent, confidentiality, anonymity, and respect for respondents' rights and dignity.

Table 1. Distribution of Respondents

| Intermediate Learners in Upper Kajatian Elementary School | Number Of Respondents |
|---|---|
| 1. Grade 4-A | 10 |
| 2. Grade 4-B | 10 |
| 3. Grade 5-A | 20 |
| 4. Grade 5-B | 20 |
| 5. Grade 6-A | 20 |
| 6. Grade 6-B | 20 |
| **Total :** | **100** |

*3. Instruments*

Data were gathered using a structured survey questionnaire adapted from validated international and national tools, including works by Robert J. Marzano (2017), Hattie and Clarke (2018), and the Department of Education National Achievement Test (NAT) Competency Indicators. Items were modified to fit the context of intermediate learners at UKES. The questionnaire consisted of three parts: Part I gathered demographic information such as age, gender, and grade level; Part II assessed teaching strategies in terms of collaborative learning, differentiated instruction, and use of technology; and Part III measured learners' academic performance in comprehension, critical thinking, and overall academic achievement. Responses were measured using a 5-point Likert scale. To ensure validity, the instrument underwent content

evaluation by two qualified experts from the School of Graduate Studies specializing in education and research.

*4. Data Collection Procedure*

Prior to data collection, formal approval was secured from the Dean of Graduate Studies and the school principal of UKES. Upon approval, the researcher distributed information letters and explained the objectives of the study to the school administrators and teachers. The researcher personally administered and retrieved the questionnaires to ensure accuracy, completeness, and integrity of the data-gathering process. The survey was limited to intermediate learners officially enrolled at UKES.

*5. Data Analysis*

The gathered data were analyzed using descriptive and inferential statistical tools. Frequency and percentage distributions were used to describe the respondents' demographic profiles. Weighted mean and standard deviation determined the extent of teaching strategies applied by teachers, while descriptive interpretation assessed the level of academic performance of the learners.

Inferential statistics were also employed to determine significant differences and relationships among variables. An independent samples t-test examined differences according to gender, while one-way Analysis of Variance (ANOVA) determined differences based on age and grade level. Finally, Pearson Product-Moment Correlation Coefficient (Pearson's r) was utilized to determine the relationship between teaching strategies and academic performance among the identified sub-categories.

## Results

### *1. Demographic Characteristics of the Respondents*

Analysis of the sample's demographic profile (N = 100) shows that most respondents are aged 12 years old and above (61%), followed by those aged 10–11 years old (36%), and 9 years old and below (3%). In terms of gender, a higher proportion of the respondents are female (58%) compared to male (42%). Regarding grade level distribution, most respondents are in Grade VI (44%), followed by Grade V (40%), and Grade IV (16%).

Table 2: Demographic Profile of the Respondents

| Demographic Variable | Number of Respondents (n=100) | Percentage (%) |
|---|---|---|
| **Age** | | |
| 9 years old and below | 3 | 3% |
| 10 to 11 years old | 36 | 36% |
| 12 years old and above | 61 | 61% |
| **Gender** | | |
| Male | 42 | 42% |
| Female | 58 | 58% |
| **Grade Level** | | |
| Grade IV | 16 | 16% |
| Grade V | 40 | 40% |
| Grade VI | 44 | 44% |

### *2. Extent of Use of Teaching Strategies Applied by Teachers*

Overall analysis of the respondents' assessment of teaching strategies at Upper Kajatian Elementary School indicates a consistently high extent of use across all three domains, each interpreted as "Agree." As shown in Table 3, Collaborative Learning obtained a composite mean

of 3.972 (SD = .48660), with students most strongly agreeing that they learn effectively when working with classmates (M = 4.32, SD = .73691). Teachers were also noted to actively engage learners in group activities (M = 4.04, SD = .94195) and facilitate better understanding through group discussions (M = 3.92, SD = .78727).

Similarly, Differentiated Instruction yielded a composite mean of 3.968 (SD = .52779), also rated as "Agree." The highest-rated indicator reflects teachers' use of varied strategies to address individual learning needs (M = 4.08, SD = .90654), followed by its motivational effect on learners (M = 4.07, SD = .96667) and the provision of ability-appropriate tasks (M = 3.96, SD = .76436)

In terms of Use of Technology in Teaching, the strategy obtained a slightly higher composite mean of 3.996 (SD = .52569), likewise interpreted as "Agree." The most prominent indicator highlights that audio-visual materials make learning more interesting (M = 4.41, SD = .68306), followed by teachers' use of technology to clarify lessons (M = 4.13, SD = .93911) and the contribution of online resources to better understanding (M = 3.88, SD = .76085).

Table 3: Extent of Use of Teaching Strategies Applied by Teachers at Upper Kajatian Elementary School

| Statements | Mean | Standard Deviation (S.D.) | Descriptive Interpretation |
|---|---|---|---|
| **Collaborative Learning** | **3.972** | **.48660** | **Agree** |
| 1. I actively participate in group activities organized by the teacher. | 4.04 | .94195 | Agree |
| 2. Group discussions help me understand lessons better. | 3.92 | .78727 | Agree |
| 3. I learn effectively when working with my classmates. | 4.32 | .73691 | Agree |
| 4. Collaborative tasks encourage me to share my ideas. | 3.72 | .96484 | Agree |
| 5. I gain new knowledge from my peers during group work. | 3.86 | .76568 | Agree |
| **Differentiated Instruction** | **3.968** | **.52779** | **Agree** |
| 1. My teacher uses different strategies to meet our individual learning needs. | 4.08 | .90654 | Agree |
| 2. I receive tasks suited to my learning ability. | 3.96 | .76436 | Agree |
| 3. Lessons are adjusted based on our strengths and weaknesses. | 3.88 | .87939 | Agree |
| 4. I understand topics better when the teacher uses varied approaches. | 3.85 | .89188 | Agree |
| 5. Differentiated instruction motivates me to learn | 4.07 | .96667 | Agree |
| **Use of Technology in Teaching** | **3.562** | **.90919** | **Agree** |
| 1. The teacher uses technology to explain lessons clearly. | 4.13 | .93911 | Agree |
| 2. Audio-visual materials make learning more interesting. | 4.41 | .68306 | Agree |
| 3. Online resources improve my understanding of lessons. | 3.88 | .76085 | Agree |
| 4. Technology-based activities help me perform better in class. | 3.87 | .87219 | Agree |
| 5. I become more engaged when technology is used in teaching. | 3.70 | .91563 | Agree |

*Legend*: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

### *3. Level of Academic Performance of Intermediate Learners*

Overall analysis of the respondents' assessment of academic performance at Upper Kajatian Elementary School indicates a consistently high level across all three domains, each interpreted as "Agree." As shown in Table 4, Comprehension obtained a composite mean of 3.882 (SD = .47998), with students most strongly agreeing that they can easily understand lessons taught by the teacher (M = 4.29, SD = .92436). They also reported being able to summarize key points after discussions (M = 3.99, SD = .68895) and connect new information with prior knowledge (M = 3.81, SD = .82505).

Similarly, Critical Thinking yielded a composite mean of 3.910 (SD = .45427), also rated as "Agree." The highest-rated indicator shows that students can analyze and evaluate information

effectively (M = 4.14, SD = .80428), followed by their ability to generate creative solutions during activities (M = 4.06, SD = .86246) and compare and contrast ideas across topics (M = 3.86, SD = .86480).

In terms of Overall Academic Achievement, the composite mean was 3.904 (SD = .48282), likewise interpreted as "Agree." Students expressed confidence in their academic performance (M = 3.90, SD = .84686), reported performing well in quizzes and examinations (M = 3.87, SD = .82456), and actively participating in classroom activities (M = 3.81, SD = .82505).

Table 4: Level of Academic Performance of Intermediate Learners at Upper Kajatian Elementary School

| Statements | Mean | Standard Deviation (S.D.) | Descriptive Interpretation |
|---|---|---|---|
| **Comprehension** | **3.882** | **.47998** | **Agree** |
| 1. I can easily understand the lessons taught by the teacher. | 4.29 | .92436 | Agree |
| 2. I can summarize key points after a discussion. | 3.99 | .68895 | Agree |
| 3. I can answer comprehension questions correctly. | 3.71 | .89098 | Agree |
| 4. I can explain the main ideas of the lesson. | 3.61 | .86334 | Agree |
| 5. I can connect new information with what I already know. | 3.81 | .82505 | Agree |
| **Critical Thinking** | **3.910** | **.45427** | **Agree** |
| 1. I can analyze and evaluate information effectively. | 4.14 | .80428 | Agree |
| 2. I can solve complex problems based on the lesson. | 3.72 | .86550 | Agree |
| 3. I can compare and contrast ideas from different topics. | 3.86 | .86480 | Agree |
| 4. I can think of creative solutions during activities. | 4.06 | .86246 | Agree |
| 5. I can evaluate the strengths and weaknesses of arguments. | 3.77 | .85108 | Agree |
| **Overall Academic Achievement** | **3.904** | **.48282** | **Agree** |
| 1. I can maintain good grades in all subjects. | 3.80 | .91010 | Agree |
| 2. I actively participate in classroom activities. | 3.81 | .82505 | Agree |
| 3. I can perform well in quizzes and exams. | 3.87 | .82456 | Agree |
| 4. I am confident about my academic performance. | 3.90 | .84686 | Agree |
| 5. I strive to improve my academic results consistently. | 3.80 | .81910 | Agree |

*Legend*: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

### *4. Differences in the Level of Use of Teaching Strategies and Academic Performance Based on Demographic Profiles*

To determine whether significant differences exist in the level of use of teaching strategies and academic performance of intermediate learners when grouped according to demographic profile, inferential analyses were conducted. As presented in Table 5, the results revealed no significant differences across age, gender, and grade level, as indicated by the obtained F-ratios, t-values, and corresponding p-values ($p > 0.05$).

Specifically, when grouped according to age, the findings showed no significant difference, indicating that learners' perceptions of teaching strategies and academic performance remain consistent regardless of age variation. Thus, the hypothesis stating no significant difference when grouped according to age is accepted.

In terms of gender, the results likewise revealed no significant difference in both teaching strategies and academic performance, implying that male and female respondents share similar perceptions. Hence, the hypothesis stating no significant difference when grouped according to gender is accepted.

Similarly, when categorized according to grade level, no significant difference was found, indicating consistency in learners' responses across different grade levels. Therefore, the

hypothesis stating no significant difference when grouped according to grade level is also accepted.

Table 5: Differences in the Level of Use of Teaching Strategies and Academic Performance of Intermediate Learners When Grouped According to Demographic Profile

| Demographic Grouping | Domains | Test Statistic (t / F) | p-value (Sig.) | Description |
|---|---|---|---|---|
| **Age** | | | | |
| *Use of Teaching Strategies* | | | | |
| | Collaborative learning | 2.156 | .121 | Not Significant |
| | Differentiated instruction | .861 | .426 | Not Significant |
| | Use of technology in teaching | .246 | .782 | Not Significant |
| *Academic Performance* | | | | |
| | Comprehension | .369 | .692 | Not Significant |
| | Critical thinking | .252 | .778 | Not Significant |
| | Overall academic performance | .065 | .937 | Not Significant |
| **Gender** | | | | |
| *Use of Teaching Strategies* | | | | |
| | Collaborative learning | -.508 | .613 | Not Significant |
| | Differentiated instruction | -1.020 | .310 | Not Significant |
| | Use of technology in teaching | -1.328 | .187 | Not Significant |
| *Academic Performance* | | | | |
| | Comprehension | .486 | .628 | Not Significant |
| | Critical thinking | .169 | .866 | Not Significant |
| | Overall academic performance | 1.276 | .205 | Not Significant |
| **Grade Level** | | | | |
| *Use of Teaching Strategies* | | | | |
| | Collaborative learning | .306 | .737 | Not Significant |
| | Differentiated instruction | .322 | .726 | Not Significant |
| | Use of technology in teaching | .109 | .897 | Not Significant |
| *Academic Performance* | | | | |
| | Comprehension | .190 | .827 | Not Significant |
| | Critical thinking | .698 | .500 | Not Significant |
| | Overall academic performance | .139 | .871 | Not Significant |

**Significance at alpha 0.05*

### *5. Correlation Between the Level of Use of Teaching Strategies and Academic Performance*

Pearson Product-Moment Correlation was used to determine the relationship between the level of use of teaching strategies and academic performance of intermediate learners. As shown in Table 5.1, there is a very high positive and significant correlation between teaching strategies and academic performance ($r = .709$; $p = .000$).

This indicates that increased use of teaching strategies is strongly associated with improved academic performance among learners, suggesting that teachers' instructional practices play a crucial role in student achievement at the intermediate level.

Therefore, the hypothesis stating that there is no significant correlation between the level of use of teaching strategies and academic performance is rejected.

Table 6. Correlation Between the Level of Use of Teaching Strategies and Academic Performance of Intermediate Learners at Upper Kajatian Elementary School

| Variables | Pearson *r* | Sig. | N | Description |
|---|---|---|---|---|
| **Use of Teaching Strategies** | | | | |
| Academic Performance | .709** | .000 | 100 | Very High Correlation |

** *Correlation Coefficient is significant at alpha .01 level*

## Discussion

The evaluation of intermediate learners at Upper Kajatian Elementary School indicates that the majority of respondents are aged 12 years and older, with a notably higher percentage of female students. The sample encompasses both Grade V and Grade VI students, demonstrating equitable representation across intermediate levels and implying that the results represent a standard profile of learners at this stage of basic education.

Results demonstrate a consistently elevated level of implementation of instructional strategies across all domains. Technology integration appeared as the foremost technique, with students indicating enhanced engagement corresponding to their visual and aural learning preferences. This corroborates studies showing technology-enhanced instructional methods improve learner engagement and instructional efficacy when well executed (Diamante et al., 2025). Collaborative learning subsequently indicated that learners gain advantages from peer interaction and group activities, aligning with Magno et al. (2024), which highlighted that interactive and learner-centered approaches augment involvement and motivation. Despite receiving the lowest rating, diversified instruction nevertheless demonstrates a favorable view, signifying teachers' commitment to accommodating unique learner requirements. These results indicate a predominantly learner-centered learning setting.

Concerning academic performance, results indicate a superior level across all metrics. Critical thinking has emerged as the most advanced domain, indicating learners' confidence in undertaking higher-order cognitive tasks. The overall academic performance received high ratings, indicating favorable self-assessments of academic capability and evaluation results. Comprehension, despite being the lowest, nonetheless signifies robust core knowledge of classroom instruction.

No significant differences were observed in teaching strategies and academic performance when categorized by age and gender, suggesting uniform attitudes across these demographics. A notable disparity was identified when categorized by grade level, indicating a gap between Grade V and Grade VI students.

A correlation study demonstrates a strong positive association between teaching strategies and academic achievement, suggesting that a greater variety and frequency of instructional methods correlate with enhanced learner results. These findings demonstrate the importance of effective teaching methods in improving the academic performance of intermediate students at Upper Kajatian Elementary School.

## Conclusion

The results indicate that the student-respondents at Upper Kajatian Elementary School are primarily intermediate learners, predominantly female, aged 12 years and older, with a significant concentration in Grades V and VI. Educators typically exhibit a robust learner-centered methodology, transcending rote memorization by using technology, fostering collaboration, and employing customized instruction. Meanwhile, students demonstrate exceptional academic

achievement, marked by strong academic self-efficacy and a well-formed cognitive identity, signifying excellent assistance for both fundamental understanding and advanced cognitive skills.

The results indicate no significant differences in teaching tactics and academic achievement based on gender and grade level; however, a significant difference was noted when categorized by age. There exists a strong positive and significant association between teaching tactics and academic success, corroborating the hypotheses of Robert Gagné (1965) and Benjamin Bloom (1956). This confirms that effective instructional tactics boost cognitive learning processes and result in enhanced academic achievements, highlighting teachers' methodologies as a crucial factor in student accomplishment

To improve teaching methods and student outcomes, it is advised that administrators formalize the integration of educational technology and collaborative learning models. School leaders should facilitate professional development workshops focused on advanced scaffolding and adaptable teaching methodologies. Educators are urged to enhance the incorporation of higher-order thinking abilities and utilize differentiated instruction, including flexible grouping, to meet the varied needs of learners. Future researchers may expand the investigation to elementary levels and adjacent schools to attain a more comprehensive picture of academic progress.

*(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)*

**References**

Adilon, E. A., & Sabdani-Asiri, M. L. (2024). Teaching strategies of teachers in improving the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu. Journal of Education and Academic Settings, 1(1),

Biggs, J., & Tang, C. (2011). Teaching for Quality Learning at University (4th ed.). Berkshire: McGraw Hill, Open University Press.

Bloom, B. S. (Ed.). (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. David McKay Company.

Bondoc, R. S., Jr. (2024). ICT-Driven instructional and assessment strategies for physical education in the new normal. Environment and Social Psychology, 9(4). https://doi.org/10.54517/esp.v9i4.2155

Cao, Leyi. (2024). A study of project-based learning to intermediate EFL learners in reading class: Enhancing self-regulated learning of post-secondary students in Macao. Asian-pacific Journal of Second and Foreign language Education, vol. 9, Article 71.

Castro, F. L. T., Ventura, B. L. O., Estajal, R. S., Timpangco-Macario, J., Limen, M. V., Garil, B. A., & Chavez, J. V. (2024). Teachers handling multiple subject areas: Difficulties and adaptive attributes in the delivery of instructions. Environment and Social Psychology, 9(9). https://doi.org/10.59429/esp.v9i9.2520

Chavez, J. V., Adalia, H. G., & Alberto, J. P. (2023). Parental support strategies and motivation in aiding their children learn the English language. Forum for Linguistic Studies, 5(2). https://doi.org/10.59400/fls.v5i2.1541

Chavez, J., & Lamorinas, D. D. (2023). Reconfiguring assessment practices and strategies in online education during the pandemic. International Journal of Assessment Tools in Education, 10(1), 160-174. https://doi.org/10.21449/ijate.1094589

Darling-Hammond, l., Flook, L., Cook-Harvey, C., Barron, B., & Osher., D. (2019). Implication for educational practice of the science of lesrning and development. Applied Developmental Science, 24(2), 97-140.

Dela Cruz (2018). Teaching Strategies and Academic Achievement of Intermediate Pupils in Public Elementary Schools.

Department of Education. (2023). MATATAG Curriculum (Revised K to 10 curriculum).

Diamante, R. E. J., Martin, A. B., Berry, E. B., Chavez, J. V., Calzada, K. P. D., & Dimzon, S. D. (2025). Developing trust and confidence in the delivery of Ai-Oriented teaching strategies among Non-ICT expert teachers. Environment and Social Psychology, 10(8). https://doi.org/10.59429/esp.v10i8.3851

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences of the United States of America, 111(23), 8410-8415.

Gagné, R. M. (1965). The conditions of learning and theory of instruction. Holt, Rinehart & Winston.Available online (preview info):

Goodwin, B., & Rouleau, K. (2023). The new classroom instruction that works: The best research-based strategies for increasing student achievement. ASCD.

Grossman, P., & Fraefel, U. (Eds.). (2024). Core practices in teacher education: A global perspective. Harvard Education Press. Retrieved from

Hattie and Yates (2014). Effectiveness of Learning Strategy Instruction on Academic Performance.

Hattie, J., & Clarke, S. (2018). Visible learning: Feedback.

Lucero, A. I. (2021). Instructional strategies of teachers and academic performance of intermediate learners in Araling Panlipunan. International Journal of Research Publication and Reviews, 2(3), 336-342. Retrieved from

Magno, J. M., Indal, R. S., Chavez, J. V., Garil, B. A., & Reyes, R. B. D. (2024). Alternative Teaching Strategies in Learning Filipino Language among Dominant English Speakers. Forum for Linguistic Studies, 6(4), 404–419. https://doi.org/10.30564/fls.v6i4.6742

Magsucang, G., Bacuna, S. M., Cannon, R., Piamonte, E., Tintin, J., & Barza, J. (2020). Effectiveness of teacher's teaching strategies on academic performance of selected Grade 12 General Academic Strand students in Bestlink College of the Philippines. Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research, 2(1).

Marasigan, N. (2019). Teaching Methods and Strategies Used by the Public Elementary School Teachers and their Implications to Instructional Supervision. https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/7123

Marzano, R. J. (2017). The new art and science of teaching (Revised and expanded ed.). Solution Tree Press.

Pañares, M. M., Pogoy, Q. J., Gonzales, M. F., Avenido, M., & Fajardo, D. (2025). Analyzing the impact of teacher strategies on student performance. Journal of Contemporary Research in Social Sciences, 7(2), 148–155. https://doi.org/10.55214/2641-0249.v7i2.11504

Pascua, J., & Romero, (2020). Teaching styles and academic achievement of Filipino learners: Traditional vs. student-centered approaches [Study summary]. International Journal of Novel Research and Development. Retrieved from

Peña, R. M. J. L. D., & Doronio, R. G. (2025). An experimental study on mathematics teaching strategies and academic performance of students. International Journal of Research and Innovation in Social Science, IX(VII), 1188–1193. https://doi.org/10.47772/ijriss.2025.90700097

Prince, M. (2004). Does active learning work? A review of the research. Journal of Engineering Education, 93(3), 223–231. https://doi.org/10.1002/j.2168-9830.2004.tb00809.x

Prince, M. J., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. Journal of Engineering Education, 95(2), 123–

Sargent, D. L., & Murphy, K. M. (Eds.). (2024). Transforming teacher preparation through identity, development, and effective technologies. IGI Global.

Shurovi, M., Yahaya M. F., Hajimia, H., & Hasan, M. K. (2025). A systematic literature review of ESL/EFL learning strategies and learner motivation. International Journal of Learning, Teaching and Educational Research, 24(1), Article 13.

Slavin, R. E. (2014). Cooperative learning in elementary schools. Education 3-13, 43(1), 5–14. https://doi.org/10.1080/03004279.2015.963370

Villarente, M. D., & Moral, R. V. (2024). Teaching strategies and their effects on reading comprehension performance of junior high school students in inclusive classroom setting. EIKI Journal of Effective Teaching Methods, 2(1).

Xu, Z., Yang, J., Zhang, H., & Liu, T. (2025). The impact of teachers' teaching strategies on students' deep learning in online learning environments: The mediating role of learning interaction. Frontiers in Education, 10, Article 1680937.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into practice, 41(2), 64-70