

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

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**ABSTRACT.** This study evaluated the application of teaching strategies utilized by educators and examined the academic performance levels of intermediate learners at Upper Kajatian Elementary School. It utilized a descriptive-correlational research design with a sample of 100 respondents chosen through purposive sampling. Data were analyzed utilizing frequency, percentage score, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The research investigated instructional methods focusing on collaborative learning, differentiated instruction, and the integration of technology in education, alongside academic outcomes related to comprehension, critical thinking, and overall achievement, while also taking into account the demographic characteristics of participants, including age, gender, and grade level. Findings indicated that the majority of participants were female individuals aged 12 and older, currently attending Grades V and VI. Findings showed that the instructional methods utilized by educators and the academic achievements of students in all areas were positively viewed, consistently earning a "Agree" rating. Furthermore, there was no particular group of respondents that demonstrated a notably improved perception of teaching strategies and academic performance. A strong positive correlation was found between teaching strategies and academic performance. This aligns with Robert M. Gagné's Theory of Instruction, which indicates that varied teaching methods boost attention, recall, guidance, and cognitive retention, ultimately enhancing academic performance. Benjamin Bloom's Taxonomy further supports the idea that advanced strategies connected to higher cognitive levels assist learners in mastering intricate content and enhancing their performance. Overall, the study highlights the significance of sophisticated scaffolding methods and flexible teaching approaches in catering to varied learning speeds and fostering higher-order thinking skills to enhance academic success.

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

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## Introduction

Effective teaching strategies significantly enhance the academic performance of learners, especially at the intermediate level. Evaluating these strategies is crucial for guaranteeing the successful execution of teaching and learning, as well as for tracking the advancement of both

educators and students. Innovative and interactive teaching methods, including collaborative learning, inquiry-based instruction, formative assessment, differentiated instruction, and the integration of digital tools, have gained global recognition for their effectiveness in fostering deeper learning and enhancing academic achievement (Grossman & Fraefel, 2024; Xu et al., 2025; Goodwin & Rouleau, 2023). Furthermore, the preparation of educators and the incorporation of technology significantly improve the efficacy of instructional methods (Sargent & Murphy, 2024).

In the Philippines, it has been highlighted that teaching strategies that are collaborative, constructivist, inquiry-based, integrative, and reflective play a crucial role in enhancing engagement, knowledge construction, and communication skills among learners (Marasigan et al., 2019). Nonetheless, even with the increasing trend towards approaches that prioritize learners, such as blended learning, project-based learning, and inquiry-based learning, numerous educators continue to depend on conventional techniques like lectures and rote memorization (Pascua & Romero, 2020).

The introduction of the Matatag Curriculum starting in School Year 2024–2025 emphasizes the importance of employing effective teaching strategies and assessment practices. The curriculum focuses on essential skills, streamlined content, and suitable learning outcomes for different age groups, necessitating that educators modify their teaching methods to foster mastery and comprehensive development of learners (Department of Education, 2023). In a similar vein, research carried out in Sulu, Philippines revealed that educators often employed various instructional strategies, classroom practices, individualized support, student engagement, and assessment and feedback methods. However, the emphasis of the study was primarily on the frequency of strategy implementation rather than its correlation with academic performance (Adilon & Sabdani-Asiri, 2024).

Consequently, this research seeks to evaluate the instructional methods and academic achievements of intermediate students at Upper Kajatian Elementary School, focusing on the viewpoints of the pupils. It focuses on analyzing teaching strategies related to instructional methods and classroom practices, personalized support and learner engagement, as well as assessment and feedback techniques. The findings of the study aim to enhance quality education for intermediate learners at Upper Kajatian Elementary School and across 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 Daronio (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

<b>Intermediate Learners in Upper Kajatian Elementary School</b>	<b>Number Of Respondents</b>
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
<b>Total :</b>	<b>100</b>

### *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 (%)
<b>Age</b>		
9 years old and below	3	3%
10 to 11 years old	36	36%
12 years old and above	61	61%
<b>Gender</b>		
Male	42	42%
Female	58	58%
<b>Grade Level</b>		
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
<b>Collaborative Learning</b>	<b>3.972</b>	<b>.48660</b>	<b>Agree</b>
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
<b>Differentiated Instruction</b>	<b>3.968</b>	<b>.52779</b>	<b>Agree</b>
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
<b>Use of Technology in Teaching</b>	<b>3.562</b>	<b>.90919</b>	<b>Agree</b>
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
<b>Comprehension</b>	<b>3.882</b>	<b>.47998</b>	<b>Agree</b>
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
<b>Critical Thinking</b>	<b>3.910</b>	<b>.45427</b>	<b>Agree</b>
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
<b>Overall Academic Achievement</b>	<b>3.904</b>	<b>.48282</b>	<b>Agree</b>
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
<b>Age</b>				
<i>Use of Teaching Strategies</i>				
	Collaborative learning	2.156	.121	Not Significant
	Differentiated instruction	.861	.426	Not Significant
	Use of technology in teaching	.246	.782	Not Significant
<i>Academic Performance</i>				
	Comprehension	.369	.692	Not Significant
	Critical thinking	.252	.778	Not Significant
	Overall academic performance	.065	.937	Not Significant
<b>Gender</b>				
<i>Use of Teaching Strategies</i>				
	Collaborative learning	-.508	.613	Not Significant
	Differentiated instruction	-1.020	.310	Not Significant
	Use of technology in teaching	-1.328	.187	Not Significant
<i>Academic Performance</i>				
	Comprehension	.486	.628	Not Significant
	Critical thinking	.169	.866	Not Significant
	Overall academic performance	1.276	.205	Not Significant
<b>Grade Level</b>				
<i>Use of Teaching Strategies</i>				
	Collaborative learning	.306	.737	Not Significant
	Differentiated instruction	.322	.726	Not Significant
	Use of technology in teaching	.109	.897	Not Significant
<i>Academic Performance</i>				
	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
<b>Use of Teaching Strategies</b>				
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.)*

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