

## RESEARCH ARTICLE

# Teaching strategies of teachers in improving the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu

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**ABSTRACT.** This descriptive-correlational study determined the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in terms of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices during the School Year 2023-2024. With 100 samples taken through non-probability sampling method via purposive sampling, and with the use of weighted mean, standard deviation, t-test for independent samples, One-way ANOVA, and Pearson's r, this study reveals the following findings: 1) Teacher-respondents involved in this study are mostly female, married, within 31 years old & above, and mostly have 5 years & below of length of service; 2) On the average, teaching strategies to improve the academic performance of pupils are frequently used by teachers; 3) Generally, except for age, other variables such as gender, civil status, and length of service do not influence the ways how elementary school teachers assessed the extent of teaching strategies to improve the academic performance of pupils; 4) Group of teacher-respondents who generally perceived the extent of teaching strategies used by teachers to improve the academic performance of pupils in terms of Instructional Strategies and Classroom Practices as Frequently Used may probably be the same group of teacher-respondents who perceived the extent of teaching strategies used by teachers to improve the academic performance of pupils in terms of Individualized Support and Student Engagement and Assessment and Feedback Practices as Frequently Used, respectively; and 5) This particular study tends to support Constructivist Learning Theory (Piaget, 1970) which emphasizes the importance of active student engagement and hands-on learning experiences.

**KEYWORDS:** *Classroom Practices; Instructional Strategies; Individualized Support; Student Engagement; Technical Education; Academic Performance.*

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## Introduction

Effective educators regularly assess their own performance in order to determine how effectively their lessons are working, and when necessary, they make the necessary adjustments to make things better. They keep an eye out to see if students are learning as much as they should, if class time is being used effectively, and if the classroom atmosphere is enjoyable and conducive to learning. If they observe something that needs work, they take a methodical approach to figuring

out what the issue is, looking for answers, and either changing their own behavior or assisting their students in changing their behavior, all in an effort to boost academic achievement.

The child is at the center of the educational process in elementary school since he is the subject being shaped. His goal is to grow into a responsible and valuable member of the community. His growth takes into account all facets of human development, including the moral, social, and physical. As a learner, the child has to be led, supported, watched over, and directed in order to make sure that the desired results—be they the development of self-concept, academic success, or values—are realized in their lives.

The school plays an extremely important part in this quest since it offers an opportunity to improve the child's knowledge and abilities in internalizing values. In order for students to fulfill these needs and grow into contributing members of society, the curriculum should be sufficiently relevant in the classroom. The school should have enough supplies of necessary materials, qualified teachers, and other tools to optimize student learning and give the kids' educational experiences purpose and significance.

Certainly, even in the case that adequate human and material resources are supplied, not every student in school possesses the physical and mental readiness for every learning competency. Some children's ability to attain the intended educational results is hampered by other environmental circumstances. Numerous educators concur that a child's ability to successfully learn and assimilate all educational ideals is greatly influenced by their surroundings, particularly their household. One possible explanation for students' subpar academic performance is low motivation. In this sense, the instructor needs to be imaginative enough to create lesson plans and apply teaching techniques that will appeal to students and pique their interest in learning. According to Besleck's (1976) theory, if the right teaching techniques are used, exposing a youngster to things that spark his interest may result in better academic performance.

Some students demonstrated negative attitudes about learning in the classroom, which led to subpar performance, even with all sorts of aid available. Teachers investigate solutions that could address these students' shortcomings in their capacity as representatives of knowledge and truth. Effective teachers use a variety of interventions, such as face-to-face counseling or dialogue with inattentive students, home visits for students who attend class irregularly, and remedial reading for slow readers. While some teachers engage in interventions as part of their professional responsibilities, this is not the case for all of them.

Some elementary school students in Talipao District, Ministry of Basic, Higher, and Technical Education, have negative attitudes toward studying in the classroom and do badly on exams. This is (one) of the primary causes of Talipao District's poor performance in the national exam. The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), to which Sulu belongs, typically exhibits poor performance on the National Elementary Assessment Test (NEAT), indicating that this issue needs to be taken seriously. The purpose of this study is to close that gap. This study was conducted to find out the teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu.

### **Research Questions**

This study explored the teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu. Specifically, it answered the following queries below, upon its completion.

1. What is the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu, in the context of:
  - 1.1 Instructional Strategies and Classroom Practices;
  - 1.2 Individualized Support and Student Engagement; and
  - 1.3 Assessment and Feedback Practices?
2. Is there a significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of:
  - 2.1 Age;
  - 2.2 Gender;
  - 2.3 Civil Status; and
  - 2.4 Length of Service?
3. Is there a significant correlation among the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu?

### **Literature**

Teachers must gather information from a variety of sources, including annual state assessments, interim district and school assessments, data on student performance in the classroom, and other pertinent data, in order to develop a deeper understanding of the learning requirements of their students. Teachers can uncover performance patterns by aggregating data by classroom, curriculum area, or assignment type using a district-wide data system. An investigation into the impact of shifting the medium of instruction (MOI) on the academic achievement of Secondary One Level pupils was conducted by Chung (1996). Following six (6) achievement assessments administered using varying instructional media, he concluded that schools emphasizing the usage of particular MOI yield higher student performance. Students of all skill levels perform at their best in all subjects—with the exception of English—when schools use the Chinese MOI. Pupils who are thought to be able to study in English do well in English MOI on Chinese, English, and Mathematics, but not so well on Science, Geography, or History.

Salome (1983) carried out research on the Iriga City Division's guiding program profile. The majority of the guidance counselors in elementary and secondary schools were found to be properly prepared. The school guidance program continued to provide guidance services, but its execution was hindered by a lack of funding, poor facilities, and insufficient training for guidance counselors in-service. De Vicente (1984) evaluated the program's management, structure, and efficacy of the various services it provided. Principals, guidance coordinators, and the PAASCU assessments were consulted in order to collect data. Principals' and counselors' conclusions. Only parent calls, teacher conferences, and interviews were conducted as part of the guidance services. The program was introduced with issues such as inadequate funding and overworked staff.

Analyze data and formulate theories regarding how to enhance student learning. Teachers can determine the strengths and weaknesses of both individual students and the class as a whole by interpreting the data. Teachers can create theories about what influences students' learning and how to enhance education to support all students' success as they analyze the data. This is the part

of the instructional improvement cycle where it is critical for teachers to take a step back and ask why.

The degree to which course content, achievement assessments, and the continuity of a curriculum series across grade levels are all in line with school curricular objectives is known as curriculum coordination (Hallinger, 1983). "School leaders in effective schools are knowledgeable about and deeply involved in the school's curricular program," according to Murphy, Elliot, Goldring, and Porter (2006). Principals oversee and support the curriculum; they uphold the highest standards of instruction; and they address issues as they arise (Chapman & Mongon, 2008). Activities including communication between the administrator and instructors about classroom procedures are referred to as supervising and evaluating instruction (Hallinger, 1983). It is a job function that most frequently relates to the principal's leadership role in the classroom. The principal of an efficient school often visits the classrooms (Hallinger & Murphy, 1987).

The degree to which principals take ownership of creating a methodical and thorough testing program is known as monitoring student development. The staff as a whole discusses test results, and teachers receive interpretations or analyses of pertinent test data. Test findings are utilized in planning, curriculum assessment, goal-setting, and tracking student progress toward academic objectives (Hallinger, 1983). Effective school administrators regularly send evaluation data to parents and teachers (Levine & Stark, 1982; Venezky & Windfield, 1979). They are able to track the students' academic progress in this way.

In Bangkilay Elementary School in Pangutaran District, Abdurajik (2024) conducted a study. The study's findings indicated that strong school community collaboration was necessary because no management plan for a school learning environment can succeed without the support of the school and the community. This was stressed given our primary interest in enhancing school community collaboration providing an environment for pupil learning. The organization of a learning environment through school community collaboration involves effective communication and decision-making processes, as well as a shared sense of accountability among educators, staff, administrators, parents, and the community. The goal of this study was to enhance school community collaboration through active participation in the planning, organizing, and execution of planned programs. The Parents Teacher Association acted as the liaison between the school and the community to support collaboration. It is strongly encouraged for the community to help improve school performance. A good relationship between the community and the school can help to improve student achievement. Collaboration between the school administration and teachers can foster stronger school community collaboration by allowing the community to participate in decision-making processes. This can be achieved through the concept of consultation, or "mashwarat," which establishes the community's strong support for the development and implementation of active plans.

Higher test scores are given to offspring of highly educated mothers (Baharudin and Luster 1998, Eamon 2005, Majoribank 1996). Muhammad (2005) discovered that the following variables had an impact on pupils' academic performance: social standing, parental education, work and guidance, self-study, book reading, and homework. The degree of parental education and students' performance are correlated, either positively or negatively, with all these aspects. According to research, a family's socioeconomic standing is determined by the parents' occupation, income, and level of education. High socioeconomic families hence frequently have greater success preparing their early children for school since they usually have access to a variety of resources to support and foster their growth. In order to support their young children in a variety of learning activities

at home, they are able to offer them top-notch child care, books, and educational resources like laptops. This will therefore have an impact on the pupils' academic performance in math.

According to Lagay's (2015) research, girls make up 54% of grade VII students at Capual National High School, with 67% of those students being between the ages of 14 and 16. Sixty-eight percent of their parents make between less than and five thousand pesos a month. The majority of their parents (76%) simply completed high school. Of the grade VII pupils that took the test, the majority (81%) received a passing score, while the remaining 19% did not pass. The data show that while there is a significant difference in mean score differences when categorized by age, parental wealth, and educational achievement, there is no significant difference in mean score differences between male and female students. Regarding parents, teachers, and neighbors, the null hypothesis is disproved. The achievement in mathematics can be accurately predicted by the following factors: parents, teachers, and neighbors.

### **Methods**

The research approach used to carry out this study is presented in this chapter. It explores the research design, study participants, data collection process, and data analysis.

#### *Research Design*

A descriptive-exploratory research design was implemented using a quantitative research method in order to realize the comprehensive layout for the data collection in this study. This research design aimed to evaluate the extent of teaching strategies used by teachers to improve the academic performance of students at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu, as perceived by teachers. This approach is used because a descriptive approach gathers, examines, and verifies data. After creative research, a description arises that helps to verify or validate the explanations by organizing the results and fitting them with them (Krathwohl, 1993). Moreover, a descriptive research methodology provides the necessary information and experiences to help set up a more in-depth study by interpreting and revealing conditions that exist or do not (Venson, 2004).

#### *Participants*

Ten (10) elementary school teachers from Talipao District, Ministry of Basic, Higher and Technical Education - Sulu participated in this study as respondents. Specifically, they came from Ablayan Elementary School, Abdurasad Maddas Elementary School, Bagsak Primary School, Bandang Elementary School, Bilaan Central School, Buntod Elementary School, Buroh Elementary School, Gata Primary School, Hji. Ten (10) classroom teachers from Hassan Idon primary School and Jubail Primary School will be chosen to represent each of the ten (10) primary schools stated above.

#### *Research Instrument*

The instrument utilized in this particular study is a questionnaire-checklist adopted from the study of Tomlinson, C.A., (1999), *The Differentiated Classroom: Responding to the needs of All Learners* which constitutes closed-ended or fixed questions stated in English language, developed specifically to meet the study objectives. It consists of two parts. Part I seeks information about respondents' demographic profile where they are teaching, in terms of; age, gender, educational qualification and length of service. Part II of the extent of teaching strategies as to Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices.

#### *Data Gathering Procedure*

In order to gather data, permission to distribute the questionnaire was requested from the Sulu State College School of Graduate Studies Dean, the Superintendent of the Schools Division,

the District Supervisor, and the ten (10) individual primary school principals. The questionnaire was personally retrieved, launched, and administered by the researcher. Before writing the final manuscript, it was subsequently submitted for statistical analysis and interpretation.

*Data Analysis*

The instrument used in this research will be adapted from the study of Tomlinson, C.A., (1999). This standardized instrument was already used in previous studies, thus their validity and reliability are already established. Therefore, there is no need for the present researcher to undergo revalidation and retesting processes of the reliability of this instrument.

**Results**

*1. What is the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu, in the context of: 1.1 Instructional Strategies and Classroom Practices; 1.2 Individualized Support and Student Engagement; and 1.3 Assessment and Feedback Practices?*

*1.1 In the Context of Instructional Strategies*

Table 1.1 shows the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies. Under this category, employee-respondents have a total weighted mean score of 4.2470 with standard deviation of .33977 which is rated as “Frequently Used”.

Table 1.1 Extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies

Statements	Mean	S.D.	Rating
1 Use a variety of teaching methods to make lessons engaging.	4.4500	.5388 9	Highly Used
2 Provide clear explanations on complex concepts.	4.3400	.4968 6	Frequently Used
3 Receive opportunities for hands-on learning and practical application.	4.1000	.6890 2	Frequently Used
4 Incorporate technology and multimedia into lessons.	3.6500	.7703 5	Frequently Used
5 Design lessons to cater to different learning styles and abilities.	4.1200	.6241 0	Frequently Used
6 Encourage critical thinking and problem-solving skills.	4.2900	.5182 5	Frequently Used
7 Encourage the pupils to ask questions and seek clarification when needed.	4.4100	.5702 2	Frequently Used
8 Use formative assessment to gauge the pupils' understanding.	4.3700	.5800 6	Frequently Used
9 Well-organized lessons and follow a logical sequence.	4.3000	.5025 2	Frequently Used
1 Provide constructive feedback to help the pupils improve.	4.4400	.5378 6	Frequently Used

<b>Total Weighted Mean</b>	<b>4.2470</b>	<b>.3397</b> <b>7</b>	<b>Frequently Used</b>
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Legend: (5) 4.50-5.00=Highly Used; (4) 3.50-4.49=Frequently Used (G); (3) 2.50- 3.49=Moderately Used; (2) 1.50-2.49=Least Used; (1) 1.00- 1.49=Never Used

### 1.2 *In the context of Individualized Support and Student Engagement*

Table 1.2 shows the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Individualized Support and Student Engagement. Under this category, employee-respondents have a total weighted mean score of 4.3813 with standard deviation of .36471 which is rated as “Frequently Used”.

Table 1.2 Extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Individualized Support and Student Engagement

Statements	Mean	S.D.	Rating
1 Take the time to understand my individual learning needs.	4.4100	.53362	Highly Used
2 Provide extra help or support when pupils struggle with the subject/topic.	4.4100	.62109	Frequently Used
3 Encourage the pupils to set academic goals and track their progress.	4.3600	.54160	Frequently Used
4 Develop interactive classroom activities to promote student participation	4.3600	.54160	Frequently Used
5 Create a supportive and inclusive classroom environment.	4.3500	.57516	Frequently Used
6 Foster a sense of belonging and collaboration among pupils.	4.2400	.60503	Frequently Used
7 Care about my pupils’ academic success.	4.5600	.49889	Highly Used
8 Use positive reinforcement to motivate and praise my pupils’ efforts.	4.3600	.67450	Frequently Used
<b>Total Weighted Mean</b>	<b>4.3813</b>	<b>.36471</b>	<b>Frequently Used</b>

Legend: (5) 4.50-5.00=Highly Used; (4) 3.50-4.49=Frequently Used (G); (3) 2.50- 3.49=Moderately Used; (2) 1.50-2.49=Least Used; (1) 1.00- 1.49=Never Used

### 1.3 *In the context of Assessment and Feedback Practices*

Table 1.3 shows the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Assessment and Feedback Practices. Under this category, employee-respondents have a total weighted mean score of 4.2453 with standard deviation of .39652 which is rated as “Frequently Used”.

Table 1.3 Extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Assessment and Feedback Practices

Statements	Mean	S.D.	Rating
1 Provide timely and constructive feedback assignments.	4.1700	.60394	Frequently Used
2 Develop assessment criteria and grading rubrics that are clear and transparent.	4.1130	.64677	Frequently Used
3 Provide opportunities for self-assessment and reflection on my pupils' work.	4.2700	.60059	Frequently Used
4 Use a variety of assessment methods.	4.3000	.57735	Frequently Used
5 Provide guidance on how to improve my pupils' performance based on feedback.	4.4200	.53522	Frequently Used
6 Encourage peer assessment and collaboration on assignments.	4.0200	.56818	Frequently Used
7 Develop assessments that are aligned with the learning objectives of the subject.	4.3100	.52599	Frequently Used
8 Encourage my pupils to discuss their academic progress and goals.	4.2600	.66088	Frequently Used
9 Communicate expectations for assignments and assessments.	4.2900	.59110	Frequently Used
10 Help my pupils track their academic growth through varied assessment and feedback strategies.	4.3000	.50252	Frequently Used
<b>Total Weighted Mean</b>	<b>4.2453</b>	<b>.39652</b>	<b>Frequently Used</b>

Legend: (5) 4.50-5.00=Highly Used; (4) 3.50-4.49=Frequently Used (G); (3) 2.50- 3.49=Moderately Used; (2) 1.50-2.49=Least Used; (1) 1.00- 1.49=Never Used

2. *Is there a significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of: 2.1 Age; 2.2 Gender; 2.3 Civil Status; and 2.4 Length of Service?*

2.1 *According to Age*

Table 2.1 presents the difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of age. It can be gleaned from this table that the F-ratios and Probability-values of the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils are indeed significant at alpha .05.

Table 2.1 Differences in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of age

SOURCES OF VARIATION		Sum of Squares	Df	Mean Square	F	Sig.	Description
Instructional Strategies and Classroom Practices	Between Groups	1.612	2	.806	7.967*	.001	Significant
	Within Groups	9.817	97	.101			
	Total	11.429	99				
Individualized Support and Student Engagement	Between Groups	1.278	2	.639	5.213*	.007	Significant
	Within Groups	11.890	97	.123			
	Total	13.168	99				
Assessment and Feedback Practices	Between Groups	1.340	2	.670	4.569*	.013	Significant
	Within Groups	14.226	97	.147			
	Total	15.566	99				

\*Significant at alpha .05

#### 2.1.1.1 A Post Hoc Analysis

using Tukey Test was conducted to determine which among groups classified according to age to have different levels of mean in areas subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu when data are categorized according to age.

The result of the analysis which is shown in Table 2.1.1 indicates that the difference in the means of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of age is obtained by way of lower group mean minus higher group mean.

Table 2.1.1 Post Hoc Analysis: Differences in the levels of mean in areas subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu when data are categorized according to age

Dependent Variables	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Instructional Strategies and Classroom Practices	25 years old & below	26-30 years old	.74412*	.23781	.006
		31 years old & above	.46481	.22771	.108
Individualized Support and Student Engagement	25 years old & below	26-30 years old	.78676*	.26172	.009
		31 years old & above	.59877*	.25060	.049
		26-30 years old	.71471*	.28628	.038

Assessment and Feedback Practices	25 years old & below	31 years old & above	.47309	.27411	.201
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\* The mean difference is significant at the 0.05 level.

*2.2 According to Gender*

Table 2.2 presents the difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of gender. It can be gleaned from this table that the Mean Differences, t-values and Probability-values of the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils are not significant at alpha .05.

Table 2.2 Differences in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of gender

Variables	Grouping	Mean	S.D.	Mean Diff.	t	Sig	Description
Instructional Strategies and Classroom Practices	Male	4.3600	.30659	.13294	1.404	.164	Not Significant
	Female	4.2271	.34309				
Individualized Support and Student Engagement	Male	4.4333	.34675	.06127	.598	.551	Not Significant
	Female	4.3721	.36899				
Assessment and Feedback Practices	Male	4.3400	.33975	.11141	1.003	.318	Not Significant
	Female	4.2286	.40520				

\*Significant at alpha .05

*2.3 According to Civil Status*

Table 2.3 presents the difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of civil status. It can be gleaned from this table that the F-ratios and Probability-values of all the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils are not significant at alpha .05.

Table 2.3 Differences in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices,

Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Strategies and Classroom Practices	Between Groups	.513	2	.256	2.279	.108	Not Significant
	Within Groups	10.916	97	.113			
	Total	11.429	99				
Individualized Support and Student Engagement	Between Groups	.204	2	.102	.765	.468	Not Significant
	Within Groups	12.964	97	.134			
	Total	13.168	99				
Assessment and Feedback Practices	Between Groups	.268	2	.134	.849	.431	Not Significant
	Within Groups	15.298	97	.158			
	Total	15.566	99				

\*Significant at alpha .05

#### 2.4 According to Length of Service

Table 2.4 presents the difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of length of service. It can be gleaned from this table that the F-ratios and Probability-values of all the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils are not significant at alpha .05.

Table 2.4 Differences in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional Strategies and Classroom Practices	Between Groups	.192	3	.064	.547	.651	Not Significant
	Within Groups	11.237	96	.117			
	Total	11.429	99				
Individualized Support and Student Engagement	Between Groups	.488	3	.163	1.231	.303	Not Significant
	Within Groups	12.680	96	.132			
	Total	13.168	99				
Assessment and Feedback Practices	Between Groups	.181	3	.060	.377	.770	Not Significant
	Within Groups	15.384	96	.160			
	Total	15.566	99				

\*Significant at alpha .05

3. Is there a significant correlation among the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu?

### 3.1 Correlation among the sub-categories

Table 3 illustrates the correlation among the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu. This result indicates that the group of teacher-respondents who generally perceived the extent of teaching strategies used by teachers to improve the academic performance of pupils in terms of Instructional Strategies and Classroom Practices as Frequently Used may probably be the same group of teacher-respondents who perceived the extent of teaching strategies used by teachers to improve the academic performance of pupils in terms of Individualized Support and Student Engagement and Assessment and Feedback Practices as Frequently Used, respectively.

Table 3. Correlation among the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu

Variables		Pearson <i>r</i>	Sig	N	Description
Dependent	Independent				
Instructional Strategies and Classroom Practices	Individualized Support and Student Engagement	.742**	.000	100	Very High

Assessment and Feedback Practices	.774**	.000	100	Very High
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\*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

## DISCUSSION

*1. What is the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu, in the context of: 1.1 Instructional Strategies and Classroom Practices; 1.2 Individualized Support and Student Engagement; and 1.3 Assessment and Feedback Practices?*

### *1.1 In the Context of Instructional Strategies*

The findings show that Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu teachers are regularly utilizing instructional strategies and classroom practices to support learning and engage students in the classroom, according to teacher-respondent assessments. This concept is in line with the findings of (Chavez, 2023) regarding the methods that teachers currently use to evaluate their students' academic performance, how to carry out these methods in a way that complies with health protocols, and how to maintain the validity and integrity of these assessments in spite of challenges in the classroom. Furthermore, teacher respondents rated the following items under this area as "Frequently Used": "Use a variety of teaching methods to make lessons engaging," "Provide clear explanations on complex concepts," This concept, which is in line with the findings of (Ekwueme, 2015), was introduced to them early on through the use of an activity-oriented, hands-on teaching approach. "Receive opportunities for hands-on learning and practical application." The group of teacher-respondents within 26–30 years old obtained the mean difference of .74412\* with Standard Error of .23781 and p-value of .006, which is significant at alpha=.05 over the group of teacher-respondents within 25 years old & below. On instructional strategies and classroom practices, it shows that teachers should incorporate technology and multimedia into their lessons, design lessons to cater to different learning styles and abilities, and encourage students to ask questions and seek clarification when needed. Therefore, in terms of instructional strategies and classroom practices, no other group of teacher-respondents is expected to have a better understanding of how much teaching strategies are used by teachers to improve the academic performance of students at Talipao District, Ministry of Basic, Higher and Technical Education-Sulu than those who are between the ages of 26 and 30.

### *1.2 In the context of Individualized Support and Student Engagement*

The findings of the study suggest that teachers in Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu are regularly utilizing instructional strategies and classroom practices to meet the individual needs and learning styles of their students. This approach fosters increased engagement in the learning process and is consistent with the findings of a study conducted by Bui (2010), which found that general education classrooms addressed content more, delivered more instruction, and gave a comparable amount of 1:1 instruction time. Additionally, teacher respondents rated the following items under this category as "Frequently Used": "Develop interactive classroom activities to promote student participation," "Encourage the pupils to set academic goals and tracks their progress," and "Provide extra help or support when pupils struggle with the subject or topic." Regarding Individualized Support and Student Engagement, it reveals that the group of teacher-respondents within 26–30 years old obtained the mean difference of .78676\* with Standard Error of .26172 and p-value of .009 which is significant at alpha=.05 over the group of teacher-respondents within 25 years old & below. These two

objectives are to "Create a supportive and inclusive classroom environment" and "Foster a sense of belonging and collaboration among pupils." Therefore, in terms of individualized support and student engagement, no other group of teacher-respondents is expected to have better assessments of the extent of teaching strategies used by teachers to improve the academic performance of students at Talipao District, Ministry of Basic, Higher and Technical Education-Sulu than those within the age range of 26 to 30.

### *1.3 In the context of Assessment and Feedback Practices*

The findings suggest that Talipao District teachers frequently employed a variety of instructional techniques in an effort to help their students learn and achieve better academically. Teachers utilize teaching strategies, often referred to as instructional strategies, to present brief content in ways that match the needs of various ability levels and keep students engaged. This idea is in line with the findings of (Sembey, 2024) understanding of the main areas of application of emerging technologies in higher education computing education, an inventory of emerging technology tools used for assessment and feedback, effectiveness indicators, and evaluation approaches that have been used. They are used to support various student types and to achieve teaching and learning goals. The majority of teacher respondents in this study demonstrated that they regularly employ strategies and tactics that support learning and involve students in the classroom; customizing instruction and support to each student's specific needs and learning preferences; this notion is consistent with the findings of (Chavez, 2020), which is a crucial element in laying a solid foundation for an educational system that guarantees high-quality instruction; encouraging greater student participation in the learning process; carrying out systematic assessments of student performance and offering helpful criticism to improve learning outcomes. *Regarding Assessment and Feedback Practices: The results indicate that the group of teacher-respondents aged 26 to 30 had a mean difference of .71471\*, a Standard Error of .28628, and a p-value of .038 over the group of teacher-respondents aged 25 and under. This difference is significant at  $\alpha = .05$ . Therefore, in terms of assessment and feedback practices, no other group of teacher-respondents is expected to have better methods than those between the ages of 26 and 30 for evaluating the degree to which teachers at Talipao District, Ministry of Basic, Higher and Technical Education-Sulu, are using teaching strategies to improve students' academic performance.*

*2. Is there a significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement; and Assessment and Feedback Practices when data are grouped according to their demographic profile in terms of: 2.1 Age; 2.2 Gender; 2.3 Civil Status; and 2.4 Length of Service?*

#### *2.1 According to Age*

This indicates that while the age range of the teacher respondents varies, so does their evaluation of the degree to which teachers employ instructional tactics to raise students' academic achievement. This finding suggests that a teacher-respondent who is 31 years of age or older may, in general, be in a better position to assess the extent to which teachers employ instructional strategies to raise students' academic performance than a teacher-respondent who is 25 years of age or younger, or vice versa. Furthermore, it can be deduced that elementary school instructors at Talipao District, Ministry of Basic Education, In Talipao District, Ministry of Basic, Higher and Technical Education-Sulu, teachers employ a variety of teaching strategies to improve students' academic performance. Higher and Technical Education-Sulu does, however, assess

these strategies differently. This idea is in line with the findings of (Osei, 2023) regarding the sources of noise they encounter in school environments, as well as their recommendations for managing or controlling such noises. Therefore, it is reasonable to conclude that the degree to which teacher respondents evaluated the use of instructional strategies by instructors at Talipao District, Ministry of Basic, Higher, and Technical Education-Sulu to enhance students' academic performance, was significantly influenced by age. Thus, the hypothesis that "When data are grouped according to their demographic profile in terms of age, there is no significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices" is rejected.

### *2.2 According to Gender*

This indicates that, despite gender differences among responders who are teachers, there is no discernible difference in their evaluation of the degree to which instructors employ instructional tactics to raise students' academic achievement. This finding suggests that a male teacher-respondent may not always be in a better position than his female counterpart to assess the extent to which teachers employ instructional strategies to raise students' academic performance. This idea is consistent with the findings of (ATIŞ AKYOL, 2023) that teachers of both genders view discipline as a benefit when it comes to teaching. Furthermore, it can be deduced that there is no difference in the methods used by male and female elementary school teachers at Talipao District, Ministry of Basic, Higher, and Technical Education-Sulu to evaluate the degree to which teachers employ instructional strategies to raise students' academic performance.

Therefore, it is safe to conclude that the variable gender did not significantly affect how teacher respondents in Talipao District, Ministry of Basic, Higher and Technical Education-Sulu evaluated the extent of teaching tactics employed by teachers to improve students' academic performance. Thus, the hypothesis that reads, "When data are grouped according to their demographic profile in terms of gender, there is no significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices" is accepted.

### *2.3 According to Civil Status*

This indicates that although respondents who are teachers have varying civil statuses, they do not differ in how much they value the instructional tactics they employ to raise students' academic achievement. This finding suggests that a married teacher-respondent may not always be in a better position to evaluate the degree to which teachers employ instructional strategies to raise students' academic performance than single, separated, or widowed teachers, or vice versa. Further inference suggests that elementary school teachers at Talipao District, Ministry of Basic, Higher and Technical Education-Sulu do not differ in evaluating the degree to which teachers employ instructional strategies to enhance students' academic performance. This idea is consistent with the findings of (Chavez, 2023) dialogic reading, correction, and educational contents were some of the characteristics of strategies.

Since teachers at Talipao District, Ministry of Basic, Higher, and Technical Education-Sulu identify and establish learning objectives, develop teaching resources, and implement teaching and learning strategies to improve students' academic performance, it is safe to say that

variable civil status has no significant influence on how teacher-respondents assessed the extent of teaching strategies used by teachers. This idea is aligned with the findings of (Munna, 2021). Thus, the following hypothesis is accepted: "When data are grouped according to their demographic profile in terms of civil status, there is no significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices."

#### *2.4 According to Length of Service*

When data are grouped according to their demographic profile in terms of length of service, there is generally no discernible difference in the extent of teaching strategies used by teachers to improve the academic performance of students at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices. Piaget (1970) emphasized the significance of active student engagement and hands-on learning experiences. The result suggests that demographic profiles of the respondents in terms of age, gender, civil status, and length of service failed to show any significant differences in the extent of teaching strategies used by teachers to improve the academic performance of students at Talipao District Ministry of Basic Higher and Technical Education-Sulu. Deeper knowledge is encouraged by encouraging the use of a variety of teaching styles to address different cognitive levels.

Additionally, it can be deduced that elementary school teachers at Talipao District, Ministry of Basic, Higher and Technical Education-Sulu, despite having varying years of experience in the classroom, do not differ in how they evaluate the extent to which teachers use instructional strategies to improve students' academic performance. This theory is consistent with the findings of (Chavez, 2023) Normalization occurs as a way of life in which people try to keep conversations light and aim to entertain and enjoy themselves. Therefore, it is reasonable to conclude that the degree to which teacher respondents evaluated the use of instructional strategies by teachers to raise students' academic performance at Talipao District, Ministry of Basic, Higher, and Technical Education-Sulu, was unaffected by variable length of service. Thus, the following hypothesis is accepted: "When data are grouped according to their demographic profile in terms of length of service, there is no significant difference in the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu in the context of Instructional Strategies and Classroom Practices, Individualized Support and Student Engagement, and Assessment and Feedback Practices."

*3. Is there a significant correlation among the sub-categories subsumed under the extent of teaching strategies used by teachers to improve the academic performance of pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu?*

#### *3.1 Correlation among the sub-categories*

This finding suggests that the group of teacher-respondents who generally perceived the extent to which teachers used instructional strategies to improve students' academic performance in terms of Classroom Practices and Instructional Strategies as Frequently Used may also be the same group of teacher-respondents who perceived the extent to which teachers used individualized support and student engagement and Assessment and Feedback Practices as Frequently Used, respectively. This idea is consistent with the findings of (Elumalai, 2020) that

alternative teaching approaches significantly differ from the traditional method and enhance students' enjoyment, academic performance, and physical fitness.

The fact that there is a very strong positive association between the subcategories that fall under the umbrella of the teaching tactics employed by Talipao District teachers to raise student academic achievement just suggests that these teachers employ a variety of strategies in their individual courses. As a result, there is a strong correlation among all the various tactics. By attending to students' fundamental psychological needs, the Self-Determination Theory (Deci and Ryan, 1985) directs techniques to increase students' motivation and engagement. Individualized learning is achieved by adapting teaching strategies to meet the needs of each student, as noted by Tomlinson (1999) in his Differentiated Instruction Theory.

### **Conclusion**

The Talipao Ministry of Basic, Higher and Technical Education-Sulu teacher-respondents are suitably represented in terms of age, gender, marital status, and duration of service. Teachers generally utilize instructional tactics more frequently in an effort to help students perform better academically. With the exception of age, most other factors—such as gender, marital status, and duration of service—have no bearing on how elementary school teachers evaluate the effectiveness of their instructional tactics in raising students' academic achievement. Educators who were surveyed on how often they thought teachers employed instructional strategies and classroom practices to help students perform better academically fell into this category. This study tends to support constructivist learning theory (Piaget, 1970), which emphasizes the importance of active student engagement and hands-on learning experiences. Used may likely be the same group of teacher-respondents who perceived the extent of teaching strategies used by teachers to improve the academic performance of students in terms of Individualized Support and Student Engagement and Assessment and Feedback Practices as Frequently Used, respectively.

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