ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

TEACHER DEVELOPMENT AND STUDENT ACHIEVEMENT THROUGH STRATEGIC INSTRUCTIONAL DEVELOPMENT

Lerma Ana A. Coba[1], Melinda F. Marquez[2]
[1]*PHD EM Student, University of Perpetual Help System DALTA - Las Piñas City*
[2]*Associate Professor, University of Perpetual Help System DALTA - Las Piñas City*

Article DOI: https://doi.org/10.36713/epra23470
DOI No: 10.36713/epra23470

ABSTRACT

This study examined the correlation between emergent literacy skills and kindergarten preparedness among young learners in designated public schools within the Division of Rizal for the School Year 2024–2025. Rooted in Vygotsky's Sociocultural Theory and Clay's Emergent Literacy Theory, the research highlighted the significance of social interaction and early exposure to print and language in cultivating foundational literacy skills. The research employed a descriptive-correlational methodology, utilizing kindergarten teachers as respondents to evaluate children's literacy competencies and readiness levels. Critical emergent literacy domains – phonological awareness, alphabet knowledge, print awareness, and language skills – were assessed in conjunction with two facets of school readiness: academic and social-emotional development. Research indicated that kindergarten students often exhibit emerging literacy skills, especially in alphabet recognition, although these competencies remain underdeveloped. Educators noted that although students are typically academically equipped, their social-emotional preparedness is comparatively underdeveloped. The statistical analysis indicated no significant direct correlation between emergent literacy and overall school readiness, implying that other factors may exert influence. Contextual factors, including teacher-child interactions, the quality of early education programs, and access to learning resources, were recognized as crucial determinants of school readiness, although they did not directly influence emergent literacy. Among the literacy domains, alphabet knowledge proved to be the most significant predictor of readiness. An intervention program was proposed to improve emergent literacy and readiness outcomes, in accordance with the DepEd Early Childhood Care and Development (ECCD) framework. The study advocates for a comprehensive approach to early education that integrates intellectual and emotional development, while improving the quality of learning spaces and pedagogical methods. These strategies seek to facilitate equitable and efficient transitions into formal education for all young learners.

KEYWORDS: *Academic Achievement, Access to Early Learning Materials, Alphabet Knowledge, Early Childhood Education Program Quality, Emergent Literacy Skills.*

I. INTRODUCTION

The educational system aims to equip students with critical thinking, creativity, communication, and problem-solving skills, fostering civic engagement, digital literacy, and social-emotional learning. DepEd Order No. 50, s. in 2020 emphasizes professional development priorities for teachers and school leaders, aiming for improved learning outcomes. High-performing educational systems prioritize student achievement and teacher growth, providing them with cutting-edge teaching strategies and support networks.

A balanced approach to instructional development is essential for improving student learning outcomes, particularly in developing countries. Key principles for effective instruction include establishing clear learning objectives aligned with students' current levels, ensuring consistency in teaching methods, providing ongoing support to teachers, and integrating contextually relevant strategies. The need for high-quality education has prompted a reevaluation of teaching methodologies to meet evolving student demands. Teachers play a crucial role in national progress, yet many face challenges such as limited access to professional development and difficulties in managing diverse classrooms. The Philippine Professional Standards for Teachers emphasize the importance of varied teaching strategies and student engagement. However, gaps remain in teachers' abilities to address student diversity, highlighting the need for continuous improvement in teaching competencies. The study suggests that a strategic instructional development system can enhance teacher performance and, consequently, student success through evidence-based practices (Hwa et al., 2020; Gepila, 2020).

The study references Bandura's Social Cognitive Theory, as cited by Filgona et al. (2020), which emphasizes the significant influence of teachers on student learning and the importance of understanding the specialized knowledge of experienced educators. It discusses the impact of teachers' content, pedagogical, and pedagogical content knowledge on student outcomes. The theory highlights the complexity of teacher

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

knowledge and the interplay of personal factors, behavior, and environment in learning. Effective teachers can adapt their strategies to improve student outcomes and self-efficacy, creating a learning environment where students can model successful behaviors. Additionally, the theory provides a framework for evaluating instructional effectiveness, considering cognitive factors, engagement, and motivation, and guiding professional development to meet student learning needs.

This study is based on Kolb's Experiential Learning Theory, as cited by Kayes (2021), which emphasizes learning through direct engagement and positions the learner at the center of the process. Kolb's theory outlines a four-phase learning cycle: direct experience, reflection, abstract thinking, and experimentation. Morris (2019) identifies five key themes related to experiential learning: active learner participation, context-specific knowledge, exposure to novel and risky experiences, inquiry into real-world problems, and the role of critical reflection in meaningful learning. The theory suggests that teachers enhance their instructional strategies through experiential learning, which fosters professional development linked to student achievement. It underscores the significance of teachers' classroom experiences and experimentation, using student performance as a measure for the effectiveness of instructional strategies and professional development programs.

The study uses the Input-Process-Output (IPO) model to enhance teachers' development and students' achievement through strategic instructional development. The input box includes teacher-respondent profiles, teacher development levels, and instructional strategies like ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning. The process box describes the data collection and analysis process, including questionnaire development, reliability testing, validation, and distribution. The output box presents a proposed training program for teachers to improve their instructional strategies based on students' needs. The IPO model aims to improve teachers' development and enhance student achievement.

The study aimed to assess the effectiveness of instructional strategies in classrooms on students' achievement within the strategic instructional development system. It was conducted in public secondary schools in the Division of Rizal during the 2024-2025 school year. Stratified random sampling was used, with secondary teachers and Grade 10 students as respondents. The research used a descriptive quantitative design with a questionnaire as the primary instrument. Variables included age, sex, specialization, teaching position, years of teaching, and highest educational attainment. The study also examined instructional strategies such as ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning. The results were used to develop a training program for teachers to enhance their instructional skills professionally.

1.1 Statement of the Problem

1. What is the profile of the teacher-respondents in terms of Age, Sex, Area of Specialization, Teaching Position, Years in Service, and Highest Educational Attainment and student-respondents in terms of age, sex, and grade per learning area?
2. What is the composite mean on the following instructional strategies enhance the teachers' development and students' achievement within the strategic instructional development system, as assessed by the two groups of respondents in terms of ICT Integration, Collaborative Learning, Differentiated Instruction, Project-Based Learning, and Student-Centered Learning?
3. What is the level of teacher development and students' achievement based on their performance for the last three years?
4. What is the composite mean on the extent of effectiveness of the instructional strategies within the strategic instructional development system, as assessed by the two groups of respondents concerning teachers' development in terms of Innovativeness, Assessment Practices, Pedagogical Competence, and Classroom Management and students' achievement in terms of Cognitive Factors, Learning Environment, Students' Engagement, and Students' Motivation?
5. Is there a significant difference in the instructional strategies within the strategic instructional development system and the extent of effectiveness on teachers' development and students' achievement concerning the given variables?
6. Is there a significant difference in the instructional strategies within the strategic instructional development system and the level of students' achievement for the last three years?
7. Is there a significant relationship between the level of teacher development and students' achievement, based on their performance over the last three years, and the effectiveness of instructional strategies in supporting teachers' development and students' achievement within the strategic instructional development system?
8. What training program for teachers may be proposed based on the findings of the study?

II. REVIEW OF RELATED LITERATURE

Yango's (2019) assertion that the efficiency of novel learning strategies must undergo scientific evaluation to ensure their instructional efficacy. Remarkably elevated learning outcomes associated with blended learning modes were shown in terms of technological literacy, knowledge enhancement, knowledge generation, application of ICT for course introduction, and utilization of ICT to broaden learning. Analogously, equivalent learning outcomes in face-to-face instruction were observed in technological literacy, knowledge enhancement, knowledge generation, utilization of ICT for lesson introduction, reinforcement of learning, and supplementation of knowledge

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

through ICT. The implementation of both face-to-face and blended learning modalities resulted in a notable enhancement of ICT abilities, making the learning outcomes of blended and face-to-face approaches comparable.

Warsah et al. (2021), indicating that collaborative learning positively and significantly influences learners' critical thinking skills. Collaborative learning also facilitated the retention of their critical thinking abilities. Consequently, the learners recognized that collaborative learning enhanced their emotional awareness, learning motivation, cognitive development, and open-mindedness. However, it may lead to the suggestion of Vega-Abarzua et al. (2022) that future research should explore whether the implementation of collaborative learning activities, sustained over an extended duration, would continue to uphold learners' interest and behavioral involvement.

Goddard et al. (2019), who found that teaching leadership was positively and significantly related to teachers' reports of differentiated instructional practices, regardless of school demographics and prior student achievement. Additionally, differentiated instruction was a positive and significant predictor of student achievement.

Chen and Yang's (2019) research, project-based learning is widely regarded as an alternative to traditional, teacher-led instruction; however, there is a notable lack of meta-analyses determining its overall effects on students' academic achievement, as well as what study features may moderate the impacts of project-based learning. The study found that project-based learning has a medium to substantial beneficial effect on students' academic attainment when compared to traditional education, with an overall mean weighted effect size (d+) of 0.71. Furthermore, subject topic, school location, hours of teaching, and information technology assistance all influenced the mean effect size, but neither educational stage nor small group size did.

Hoque's (2021) study, which found that allowing students to lead in their classroom is an excellent strategy to create a student-centered learning environment that stimulates engagement, progress, and enables students to take ownership of their learning experience. Teachers can lecture, but it may go in one ear and out the other; therefore, it is entirely their fault that we fail. The study's findings revealed that students' active practices include a lack of understanding regarding active learning practices, a lack of lesson preparation in advance, a lack of ongoing support from teachers, insufficient time for discussion, and instructional techniques.

Bellibaş et al.'s (2022) suggestion of an indirect relationship between leadership and teachers' instructional practices, with shared practices serving as complete mediators of teachers' sense of agency in learning effectiveness. This study concludes that teacher learning and collaborative practices among teachers, as influenced by principals' instructional practices, can facilitate significant change in a variety of classroom instruction components, including the quality of grouping, questions, homework, instructional strategies, and differentiated practices.

Caena and Redecker's (2019) conclusion that teachers' competence profiles must be updated to meet 21st-century problems. To empower 21st-century learners, teaching methodologies and competencies must evolve. Teacher competency frameworks can be used to define the requirements of education professionals at various levels of education systems. At the micro level, it can help and guide teachers' practice and ongoing professional growth. At the meso level of local education governance, it can shape school institutions into learning organizations by offering an everyday basis for debate, collaboration, and reflection in professional communities of practice. At the macro level of quality assurance, it can establish reference standards for initial teacher education as well as the quality of education professionals throughout their careers. Educators' digital competency was created to meet institutional and contextual criteria in many nations while remaining adaptable and up to date. It links the development of digital competence in teachers and students, as well as institutional capacity building.

Chetty et al.'s (2019) assertion that individuals learn in a variety of ways using multiple learning styles. However, lecturers may not always provide material and learning experiences that align with students' learning preferences. Mismatches between learning and teaching styles might cause students to be disappointed with the courses they are taking and to perform poorly. The results revealed that most students favored a visual learning method. The results also suggest that lecturers' teaching approaches have an impact on students' academic success.

Hang et al.'s (2020) study, which found that developing a teaching and learning strategy is a vital responsibility for both lecturers and students. Innovation in teaching and learning methods and formats, as well as testing and assessment procedures, all contribute to the development and promotion of students' creativity. However, not all lecturers and students fully comprehend and apply this technique to their teaching and learning. To establish active and creative teaching and learning techniques, both lecturers and students must create their strategies, which means that teachers and students must grasp the nature, aims, motivation, teaching, and learning methods. Based on the data and analysis, a new paradigm was provided for establishing active teaching and learning strategies for lecturers and students, as well as optimal techniques for meeting the expectations of teaching strategies and active learning methods used by lecturers and students.

Rao and Banerjee (2023) research that the Classroom assessment is the process of documenting the knowledge, abilities, attitudes, and beliefs of students. It provides critical feedback to both instructors and students to help them improve their teaching methods for directing and motivating students to participate in their learning actively. Assessment drives learning. Formative assessments allow the instructor to help pupils learn effectively. Summative evaluations allow for the measuring of levels of

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

achievement of course outcomes and serve as input for course design and curriculum improvement.

Manigbas et al.'s (2024) study, which investigated teachers' topic knowledge and pedagogy competency. The study's findings demonstrated that teachers are highly competent in topic knowledge and pedagogy, except in utilizing and applying research-based information and teaching and learning principles. The findings also demonstrated that their professional counterparts have the most significant influence on them. According to quantitative data, teachers' demographic features were significantly influenced by their competency in topic knowledge application inside and across curriculum areas, as well as their use of their mother tongue, Filipino, and English.

Dumaguing and Yango's (2023) research that classroom management is critical for kids' academic progress and behavioral difficulties. According to the survey, the average weighted mean of 3.25 indicates that teachers have a reasonable degree of pedagogical ability. The teachers' level of classroom management skills had a weighted mean of 3.30, indicating that the respondents had excellent classroom management abilities. The student's academic grades varied from 85 to 89, with the highest frequency being 173, which represents 62.23% of the total. The association between instructors' pedagogical competency and classroom management abilities was found to be non-significant at the 0.05 level. However, the association between teachers' pedagogical competency and students' academic accomplishment based on their GPA has a p-value for "Diversity of Learners" of 0.049, indicating a "significant relationship." The association between teachers' classroom management skills and students' academic achievement had a p-value of 0.418, indicating that there is no meaningful relationship. The findings suggested that teachers' levels of classroom management skills had nothing to do with students' academic progress and might be attributed to learner variability.

Rebollos et al.'s (2025) finding of a significant positive association between teacher competency and classroom management ($\tau b=0.43$, $p<.001$). However, no significant correlations were found between classroom management and student involvement, or between teacher competence and student engagement. These findings challenged long-held views that teacher competency and classroom management had a direct impact on student engagement. Instead, they emphasize the complexities of student engagement as influenced by cultural, institutional, and structural issues. The findings underline the importance of comprehensive initiatives that include culturally suitable teaching approaches, enhanced teacher training in social-emotional and digital skills, and strong institutional support structures. This study advances our theoretical knowledge of Engagement as a complicated term and provides actionable recommendations for improving educational results in private tertiary education institutions. Future studies should use longitudinal and qualitative methods to investigate the complex dynamics of these interactions thoroughly. By addressing structural and cultural circumstances, educators and policymakers can create instructional environments that improve teacher competence and generate considerable student engagement.

Chew and Cerbin's (2020) study, which found that teachers must address cognitive obstacles to improve student learning. These problems include student mental mentality, metacognition, and self-regulation, student fear and mistrust, prior knowledge, misconceptions, inefficient learning tactics, learning transfer, restrictions of selective attention, and mental effort and working memory. The issues are explained, along with suggestions on how to overcome each one. What works in one situation may not work in another, and no single teaching style is ideal for all teachers, students, topics, and educational contexts. The teacher's responsibility is to handle this intricate interplay effectively.

Xie and Derakhshan's (2021) study, which found that positive teacher interpersonal communication practices facilitate a wide range of desirable student-related academic outcomes. Positive teacher interpersonal communication behaviors, including teacher care, clarity, credibility, rapport with students, stroke, immediacy, and confirmation, are shown to positively predict academic outcomes such as motivation, learning, Engagement, involvement, class attendance, willingness to communicate, performance, and success in students.

Cents-Boonstra et al.'s (2020) study, which states that given the importance of student engagement for students' current and future achievement, it is critical to investigate how teachers might promote student involvement inside classes. This study relied on classroom observations to describe how teachers used Self-Determination Theory (SDT)-related (de)motivating instructional behaviors to increase student involvement. The results showed that there were different relationships between compelling instructional behaviors and student involvement. The highest degrees of relatedness assistance and guidance were observed during activities in classrooms where students demonstrated the highest levels of Engagement. Teachers exhibited more chaotic teaching practices in classrooms where pupils were disengaged. Analyses of behaviours in lowly and highly engaging lessons revealed that teachers in highly engaging lessons began with high levels of enthusiasm and then focused on activating their students by providing opportunities for experimentation and support while students worked on assignments. In contrast, teachers in low-engagement lessons appeared to use demotivating teaching conduct at the start of the lesson.

Filgona et al.'s (2020) study, which found that encouraging learners to learn is important for curriculum implementation. This is because motivation is an important aspect in teaching-learning circumstances. The motivation of the learners determines the success of the learning process. Motivation drives learners to achieve their learning objectives. It is critical to remember that inspiring learning is a key component of effective teaching. This means that learners' motivation is likely the most significant aspect of learning. Learning is intrinsically complex; it tests the brain's limits and so can only be accomplished with incentive. Students' drive to study is crucial because simply being in class does not guarantee that they want to learn. It is simply a statement

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

that kids live in a society where youngsters are expected to attend school. Highly motivated students are likely to learn quickly and make any class enjoyable to teach, whereas unmotivated students are likely to learn little and make teaching uncomfortable and stressful. Teachers cannot take learners' motivation for granted because modern education is obligatory, and they must ensure that learners are driven to learn. Teachers must persuade students to desire to do what they should do. Understanding and thereby influencing learners' motivations to study is the driving force behind achieving the curriculum's goals and objectives.

Sugano and Mamolo's (2021) assertion that effective education should be planned to accommodate learners' individualities while holistically developing not just the cognitive but also the emotive domains. This necessitates teaching approaches with an integrative structure that focuses on students' successful learning outcomes. This study focuses on how the usage of various teaching approaches affects students' attitudes and motivation.

Munna and Kalam's (2021) definition of the teaching and learning process as a transformation of information from teachers to students. It is defined as the integration of various factors in the process by which an educator identifies and establishes learning objectives, develops teaching resources, and implements the teaching and learning approach. On the other hand, learning is a critical component that a teacher must consider when instructing children. The paper assessed academic publications, pedagogy, and inclusive behaviors to measure teaching efficacy in higher education. The research findings indicate that delivering positive and adequate formative and developmental feedback, as well as introducing role-play, has a significant positive impact on students' confidence and self-esteem. It was also discovered that an active learning environment fosters inclusion and improves staff and student academic achievement. The research findings will assist educators in developing and implementing an inclusive teaching and learning environment to increase learner expectations and academic performance.

Franklin and Harrington's (2019) assertion that the roles of teacher and student, effective classroom management strategies, and successful evidence-based teaching and learning pedagogies are critical to assisting new and experienced teachers in promoting a positive classroom experience for all. A teacher's responsibility entails much more than simply conveying curriculum results to their pupils: they must provide students with the skills they need to achieve social and academic success both in and out of the classroom. Teachers must provide children with the tools they need to critically assess their surroundings in order for them to develop into critical, autonomous thinkers. Students must be adept at using higher-level thinking abilities, which will enable them to detect, analyze, and evaluate the endless volume of information available in today's quickly changing digital environment. Just as teachers must accept responsibility for the various methods of teaching and instruction in the classroom, students must also take ownership of the learning process to succeed in university settings where sustained personal effort and metacognitive skills are essential.

Francisco and Celon (2020), who investigated the impact of teachers' instructional approaches on students' academic achievement. The findings demonstrated that instructional techniques influence students' academic achievement in English, Mathematics, Science, Filipino, and Araling Panlipunan to varying degrees. This suggests that every unit improvement in the instructional management strategies could increase students' academic achievement. The analysis of variance revealed a value greater than the significance level of 0.05, indicating that the teachers' planning, teaching, and assessment practices had no significant combined effects on students' academic performance on the five content subjects in the curriculum. The study advised that school principals undertake periodic teacher assessments and training needs assessments to determine teachers' professional requirements.

The findings corroborate the profile of the respondents as delineated by Mallilin, L.L.D et al. (2021), encompassing age, gender, educational attainment, and years of teaching experience. This analysis aims to elucidate the structural domain of learning about students' academic performance across the cognitive, affective, and psychomotor domains. It also examines the influence of teaching strategies on students' academic achievement, focusing on levels of analysis and comprehension, attitudes towards lessons, and overall academic performance.

III. RESEARCH METHODOLOGY

Research Design

The study utilized a descriptive-quantitative research design, focusing on answering "what, where, when, and how" questions through surveys to gather data on population views and behaviors. Researchers collected quantitative data via self-constructed and validated questionnaires, enabling statistical analysis to evaluate research questions and identify trends. The survey method specifically aimed to assess instructional strategies that enhance student achievement within a strategic instructional development system, considering factors like ICT integration, collaborative learning, and student engagement. This design facilitated an exploration of the effectiveness of these strategies on students' achievement and informed teachers' professional development practices.

Population and Sampling

The study's prospective respondents were based on teachers in different public secondary schools in the Division of Rizal. The researcher employed a stratified random sampling technique to select the study's respondents, drawing from five selected schools.

Respondents of the Study

The study involved 200 teachers from public secondary schools in Rizal and 50 student-respondents, chosen equally across specializations. Grade 10 junior high students were chosen for clear comprehension of the instrument.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Research Instrument
The study used a questionnaire to gather data on teacher-respondent profiles, teacher development levels, instructional strategies, and their effectiveness in enhancing student achievement. The questionnaire was validated by experts in the field, including professors, and its internal consistency was measured using Cronbach's alpha coefficient. The questionnaire covered factors such as age, specialization, teaching position, years of teaching, and educational attainment. The results were used to inform future research and improve instructional strategies.

Data Gathering Procedure
The researcher obtained permission to conduct a study, obtaining approval from school heads and distributing questionnaires. The study respected individual preferences and allowed respondents one to two weeks to complete. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data, which was then used for conclusions, output, and study recommendations.

Statistical Treatment
The study used statistical treatments to analyze data, including frequency and percentage distributions to identify teacher-respondent profiles, teacher development levels, and student achievement over the last three years. It also assessed instructional strategies that enhanced students' achievement, such as ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning. The effectiveness of these strategies was assessed based on cognitive factors, learning environment, student engagement, and motivation. A paired t-test was used to determine significant differences between instructional strategies and students' achievement over the last three years. Pearson r was used to determine a relationship between teacher development and student achievement.

Ethical Consideration
The researcher conducted a study ethically, ensuring proper citation of sources and proper dissemination of information. They submitted a permission letter to the Office of the Superintendent of the Division of Rizal, followed proper formatting and referencing standards, and distributed consent and permission letters to teacher-respondents and other participants. The study adhered to principles of anonymity and confidentiality, ensuring data security, avoiding biases, and respecting participants' rights, privacy, and dignity.

IV. RESULTS AND DISCUSSION

Profile of the Teachers' respondents in terms of Age, Sex, Area of Specialization, Teaching Position, Years in Service, Highest Educational Attainment and Students' respondents in terms of Age, Sex, and Grade Per Learning Area.

Table 1 Demographic Profile of the Teacher-Respondents in terms of Age

	Frequency	Percent
21 - 30	40	20.0
31 - 40	95	47.5
41 - 50	49	24.5
51 and above	16	8.0
Total	**200**	**100.0**

Table 1 shows that the majority of teacher-respondents are aged 31-40, with the highest percentage being 47.5%, followed by 24.5%, 20.0%, and 8.0%, indicating a diverse demographic.

The research indicates that most teacher-respondents aged 31-40 years are in their middle phase of their careers, with extensive teaching experience and a solid background in pedagogy and classroom management. They are open to professional growth and are looking to sharpen their skills, improve teaching methodologies, and adapt to changing educational standards and technology. This age group is receptive to innovations and new developments in education. Therefore, professional development programs should focus on skill enhancement in advanced teaching methods, leadership roles, and innovation, particularly in incorporating technology into classrooms.

Table 2 Demographic Profile of the Teacher-Respondents in terms of Sex

	Frequency	Percent
Male	104	52.0
Female	96	48.0
Total	**200**	**100.0**

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 2 presents the demographic profile of the teacher-respondents in terms of Sex. The table indicates that the percentage of male teacher-respondents (52.0%) is higher than that of female teacher-respondents (48.0%). The data show that the male teacher-respondents outnumbered the female teacher-respondents in this study.

The research shows that more male teacher-participants are involved in teaching than females, possibly due to social, cultural, or institutional factors. The feminized nature of the profession, particularly in primary and early childhood, may affect classroom dynamics and pedagogy. To achieve gender balance, professional development programs should focus on gender diversity in class, and investment in male teachers through mentorship and leadership can improve student performance.

Table 3 Demographic Profile of the Teacher-Respondents in terms of Area of Specialization

	Frequency	Percent
Filipino	25	12.5
English	25	12.5
Mathematics	25	12.5
Science	25	12.5
Social Studies	25	12.5
ESP	25	12.5
TLE	25	12.5
MAPEH	25	12.5
Total	**200**	**100.0**

Table 3 presents the demographic profile of the teacher-respondents in terms of area of specialization. It can be seen in the table that there is an equal distribution of the number of teacher-respondents concerning area of specialization, with 12.5% or 25 teacher-respondents for each learning area.

The uniform distribution of teacher-respondents by specialization indicates a balanced representation of subject matter competence in the sample. Teachers from different specializations contributed equally to the study, indicating a broad range of subjects taught. This balance allows for the design of teaching practices and professional development activities that address the needs of teachers in various subjects. This equilibrium can serve as a benchmark for teachers' skills across different areas, complementing a more balanced learning environment. Professional development programs should consider subject diversity when planning instructional material, ensuring cross-disciplinary learning and information exchange. Shared sessions and customized workshops can address individual issues and optimize overall student achievement and teacher performance.

Table 4 Demographic Profile of the Teacher-Respondents in terms of Teaching Position

	Frequency	Percent
Teacher I	122	61.0
Teacher II	33	16.5
Teacher III	33	16.5
Master Teacher I	10	5.0
Master Teacher II	2	1.0
Total	**200**	**100.0**

Table 4 presents the demographic profile of the teacher-respondents in terms of teaching position. As shown in the table, the highest percentage is 61.0%, with 122 teacher-respondents classified as Teacher I. The next highest percentage is 16.5%, comprising 33 teacher-respondents classified as Teacher II and Teacher III. On the other hand, 5.0% or 10 respondents are Master Teacher I, and 1.0% or two respondents are Master Teacher II. The data show that most of the respondents included in this study are Teacher I.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The study primarily focuses on early-career teachers, specifically Teacher I, who have less than five years of experience. This group is more open to professional development opportunities and may benefit from targeted intervention as they grow in their careers. The majority of teachers in this position face challenges like classroom management, lesson planning, and adapting to diverse student populations. They are in the process of constructing their teaching identity and pedagogical skills, which can be both a weakness and a strength for training programs. The study emphasizes the importance of high-quality mentoring and induction programs to support teachers during their induction into the teaching profession and their initial years of teaching. Professional development programs should focus on basic teaching skills, mentorship programs, and formal induction programs that offer theoretical and practical guidelines to help teachers become confident performers and improve their teaching proficiency.

Table 5 Demographic Profile of the Teacher-Respondents in terms of Years in Service

	Frequency	Percent
1 - 3	14	7.0
4 - 6	98	49.0
7 - 9	30	15.0
10 - 12	4	2.0
13 and above	54	27.0
Total	**200**	**100.0**

Table 5 presents the demographic profile of the teacher-respondents in terms of years in service. The data show that the highest percentage is 49.0% or 98 teacher-respondents having 4-6 years in service, next is 27.0% or 54 teacher-respondents with 13 years an above in service, following is 15.0% or 30 teacher-respondents have 7-9 years in service, 7.0% or 14 teacher-respondents have 7-9 years in service, while 2.0% or four teacher-respondents have 10-12 years in service. The data show that most of the teacher-respondents have been teaching for 4-6 years.

Teachers with 4-6 years of experience are in the "mid-career" stage, where they have gained experience in classroom management, lesson planning, and instruction. They are still working on their teaching approach and seeking opportunities to improve their effectiveness, stay updated with new educational trends, and pursue leadership opportunities. They are in the critical phase of professional development, seeking specialized training to improve their competence and experience. They may still struggle with higher pedagogical methods, leadership abilities, or adjusting to new instructional technologies. They are interested in career advancement opportunities, such as transitioning into leadership roles or pursuing additional education. To maximize professional development, differentiated instruction, effective use of technology, advanced classroom management techniques, and higher-order thinking among students should be provided.

Table 6 Demographic Profile of the Teacher-Respondents in terms of Highest Educational Attainment

	Frequency	Percent
Bachelor’s Degree	67	33.5
with Masters Units	89	44.5
Master’s Graduate	30	15.0
with Doctorate Units	9	4.5
Doctorate Graduate	5	2.5
Total	**200**	**100.0**

Table 6 presents the demographic profile of the teacher-respondents in terms of highest educational attainment. The data indicate that 44.5% (89 teacher-respondents) hold master's degrees, 33.5% (67 teacher-respondents) have bachelor's degrees, 15.0% (30 teacher-respondents) are master's graduates, 4.5% (9 teacher-respondents) are doctoral candidates, and 2.5% (5 teacher-respondents) are doctoral graduates. It can be gleaned that most of the teachers included in the study are with master's units. Most research teachers have completed master's units, indicating a high rate of commitment to further education and pedagogical development. However, this does not necessarily mean they have completed their degrees. The context of their focus area may also influence their teaching methods. To bridge the theory-practice gap, professional development activities should focus on linking high-level theoretical knowledge to actual classroom practices,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

such as differentiated instruction, technology integration, and evidence-based practices. Advanced programs to reinforce leadership, mentoring, and action research skills can also support these teachers. Encouraging masteral unit instructors to continue their skills through peer-conducted workshops or co-learning circles can foster a culture of continuous improvement. Offering advanced-level certification or research studies can accelerate professional growth and enhance school reform.

Table 7 Demographic Profile of the Student-Respondents in terms of Age

	Frequency	Percent
15 yrs. old	32	64.0
16 yrs. old	16	32.0
17 yrs. old	2	4.0
Total	**50**	**100.0**

Table 7 presents the demographic profile of the student-respondents in terms of Age. The data show that 64.0% or 32 student-respondents are 15 years old, 32.0% or 16 student-respondents are 16 years old, and 4.0% or two student-respondents are 17 years old. It can be gleaned that most of the students included in the study are 15 years old.

The 15-year-old age group is experiencing significant growth as they form specialized intellectual interests and career aspirations. They face challenges such as self-regulation, peer pressure, and identity. To cater to this age group, instructional strategies should focus on evoking motivation, involvement, and logical thinking. Teachers should employ active learning methods like project learning, group work, and everyday life problem-based scenarios. Student-centered instruction is essential, allowing students to take ownership of their learning while receiving structure. Social and emotional development should be addressed through strategies like social-emotional learning (SEL), peer collaboration, and mentorship. Teachers should also model personalized feedback and allow room for reflection to help learners understand their strengths and weaknesses. Overall, providing a supportive learning atmosphere is crucial for encouraging intellectual and personal growth in this age group.

Table 8 Demographic Profile of the Student-Respondents in terms of Grade Per Learning Area

	85-89	90-94	95-97	98-100
Filipino	24	12	9	5
English	23	8	13	6
Mathematics	27	8	13	2
Science	27	12	8	3
Araling Panlipunan	22	11	13	4
Edukasyon sa Pagpapakatao	29	8	11	2
Technology and Livehoood Education	26	10	10	4
MAPEH (Music, Arts, PE, and Health)	23	11	13	3

Table 8 presents the demographic profile of the student-respondents in terms of grade per learning area. The data show that the number of student-respondents ranges from 22-29 with 85-89 grades in eight learning areas, 8-12 range of the number of students with 90-94 grades in eight learning area, 8-13 range of the number of student-respondents with grades 95-97, while the number of student-respondents ranges 2-6 with grades 98-100 in eight learning areas. Most of the student-respondents have grades of 85-89 per learning area.

Students with satisfactory to very satisfactory grades in education are generally well-versed in their subject matter but still need more challenge and support to reach advanced levels. Teachers should focus on offering enrichment opportunities and fostering a growth mindset to help these students think, transfer knowledge to new situations, and perform higher-level tasks. Differentiated instruction can be employed to cater to different learning styles and requirements. For students with grades 85-89, teachers should include higher-level tasks, deeper questioning, creative problem-solving, and autonomous research projects. Continuous formative

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

examination and constructive feedback can help identify areas for improvement and maintain an ongoing learning process. Inducing cooperation and peer critique can also increase understanding and provide additional incentives. Teachers must create a motivating environment that encourages students to take charge of their learning and achieve better than the norm.

Composite Mean on the Instructional Strategies that Enhance the Teachers' Development and Students' Achievement Within the Strategic Instructional Development System as Assessed by the Two Groups of Respondents in terms of ICT Integration, Collaborative Learning, Differentiated Instruction, Project-Based Learning, and Student-Centered Learning.

Table 9 Composite Mean on the Instructional Strategies that Enhance the Teachers' Development and Students' Achievement Within the Strategic Instructional Development System as Assessed by the Two Groups of Respondents in terms of ICT Integration, Collaborative Learning, Differentiated Instruction, Project-Based Learning, and Student-Centered Learning

Indicator	Teacher		Student		Composite	
	Mean	VI	Mean	VI	Mean	VI
ICT Integration	3.58	Strongly Agree	2.95	Agree	3.26	Agree
Collaborative Learning	3.59	Strongly Agree	3.02	Agree	3.30	Agree
Diffentiated Instruction	3.56	Strongly Agree	2.96	Agree	3.26	Agree
Project-Based Learning	3.64	Strongly Agree	2.96	Agree	3.30	Agree
Student-Centered Learning	3.62	Strongly Agree	3.02	Agree	3.32	Agree
Instructional Strategies Which Enhance Students' Achievement Within the Strategic Instructional Development System	**3.60**	**Strongly Agree**	**2.98**	**Agree**	**3.29**	**Agree**

Legend: 4 (3.50 - 4.00) Strongly Agree. 3 (2.50 - 3.49) Agree 2 (1.50 - 2.49) Disagree 1 (1.00 - 1.49) Strongly Disagree

Table 9 presents the composite mean on the instructional strategies that enhance the teachers' development and students' achievement within the strategic instructional development system, as assessed by the two groups of respondents in terms of ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning.

The table shows that based on the teacher-respondents, the mean range is 3.56-3.64 with overall mean of 3.60, all indicators are interpreted as "Strongly Agree", whereas based on the students, the mean range is 2.96-3.02 with overall mean of 2.98, all indicators are interpreted as "Agree". Even though there is a different level of agreement of teachers and students, all the indicators on the instructional strategies that enhance the teachers' development and students' achievement within the strategic instructional development system in terms of ICT integration (WM=3.26), collaborative learning (WM=3.30), differentiated instruction (WM=3.26), project-based-learning (WM=3.30), and student-centered learning (WM=3.32) are verbally interpreted as "Agree". With an overall mean of 3.29, the results show both the teachers and students agree that ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning are the identified instructional strategies that enhance the teachers' development and students' achievement within the strategic instructional development system.

The research shows that ICT integration, project-based learning, differentiated instruction, collaborative learning, and student-centered learning are significant drivers for teacher development and student performance. Both teachers and students agree on these methods, indicating a positive attitude towards their effectiveness in strategic instructional environments. This alignment positions school leadership in a proactive role, ensuring a challenging, inclusive, and responsive learning environment. Schools should incorporate these practices into curriculum planning, provide regular training, resources, and classroom assistance, and establish feedback loops to ensure responsiveness to learning experiences and student needs.

The findings support Yango's (2019) claim that novel learning strategies require scientific evaluation for instructional effectiveness, revealing that blended learning significantly improves technological literacy and knowledge application. Similar outcomes were noted in face-to-face instruction,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

indicating comparable enhancements in ICT skills across both modalities. Additionally, Warsah et al. (2021) found that collaborative learning positively impacts critical thinking skills and retention, while also fostering emotional awareness and motivation. However, Vega-Abarzua et al. (2022) suggest further research on the long-term effects of sustained collaborative learning activities on student engagement.

The findings indicate that leadership plays a crucial role in enhancing schoolwide instructional practices that lead to improved student achievement, aligning with Goddard et al. (2019), who noted a positive correlation between teaching leadership and differentiated instructional practices. Differentiated instruction was also identified as a significant predictor of student success. Additionally, Chen and Yang (2019) highlighted that project-based learning, compared to traditional instruction, has a medium to substantial positive effect on academic achievement, with various factors influencing its effectiveness. Lastly, Hoque (2021) emphasized the importance of student-led learning environments for fostering engagement and ownership of learning, while also pointing out challenges such as inadequate understanding of active learning practices and insufficient teacher support.

The study's findings confirm Bellibaş et al.'s (2022) suggestion of an indirect relationship between leadership and teachers' instructional practices, with shared practices serving as complete mediators of teachers' sense of agency in learning effectiveness. This study concludes that teacher learning and collaborative practices among teachers, as influenced by principals' instructional practices, can facilitate significant change in a variety of classroom instruction components, including the quality of grouping, questions, homework, instructional strategies, and differentiated practices.

Level of Teacher Development and Students' Achievement Based on Their Performance for the Last Three Years.

Table 10 Level of Teacher Development Based on their performance for the Last Three Years

	2021-2022		2022-2023		2023-2024	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Very Satisfactory	165	82.5	168	84.0	163	81.5
Outstanding	35	17.5	32	16.0	37	18.5
Total	**200**	**100.0**	**200**	**100.0**	**200**	**100.0**

Legend: Outstanding 4.500-5.000 Unsatisfactory 1.500-2.499 Poor Below 1.499
Very Satisfactory 3.500-4.499 Satisfactory 2.500-3.499

Table 10 presents the level of teacher development and students' achievement based on their performance for the last three years. The results show that the teacher-respondents rated "Very Satisfactory" are 82.5% or 165 teacher-respondents during the school year 2021-2022, 84.0% or 168 teachers during the school year 2022-2023, and 81.5% or 163 teachers during the school year 2023-2024. Meanwhile, the teachers who are rated "Outstanding" during the school year 2021-2022 are 17.5% or 35 teachers, 16.0% or 32 teachers during the school year 2022-2023, and 18.5% or 37 teachers during the school year 2023-2024. The data indicate that 81-84% of the teachers received a "Very Satisfactory" rating, while 16-18% received an "Outstanding" rating, from the 2021-2022 school year to the 2023-2024 school year, as determined by this study.

Schools should identify outstanding teachers as models and improve performance levels. Proactive professional development programs should be implemented to stretch high-achieving teachers and assist others in achieving excellence. School administrators should invest in strategic instructional development initiatives, such as mentoring and coaching programs, workshops, leadership tasks, and higher-level certifications. Regular performance evaluations with positive feedback uphold excellent standards and enable continuous teacher progression.

The findings support Caena and Redecker's (2019) conclusion that teachers' competence profiles must be updated to meet 21st-century problems. To empower 21st-century learners, teaching methodologies and competencies must evolve. Teacher competency frameworks can be used to define the requirements of education professionals at various levels of education systems. At the micro level, it can help and guide teachers' practice and ongoing professional growth. At the meso level of local education governance, it can shape school institutions into learning organizations by offering an everyday basis for debate, collaboration, and reflection in professional communities of practice. At the macro level of quality assurance, it can establish reference standards for initial teacher education as well as the quality of education professionals throughout their careers. Educators' digital competency was created to meet institutional and contextual criteria in many nations while remaining adaptable and up to date. It links the development of digital competence in teachers and students, as well as institutional capacity building.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Table 11 Level of Student Achievement Based on their performance for the Last Three Years

	2021-2022		2022-2023		2023-2024	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfactory	165	82.5	168	84.0	163	81.5
Outstanding	35	17.5	32	16.0	37	18.5
Total	**200**	**100.0**	**200**	**100.0**	**200**	**100.0**

Legend: Outstanding 90 – 100 Fairly Satisfactory 75 - 79
Very Satisfactory 85 - 89 Did Not Meet Expectations Below 75
Satisfactory 80 - 84

Table 11 presents the level of students' achievement based on their performance for the last three years.

The results show that the percentage of student-respondents who have a rating of "Satisfactory" is 56.0% (28 students) during the school year 2021-2022, 40.0% (20 students) during the school year 2022-2023, and 42.0% (21 students) during the school year 2023-2024. Moreover, the student-respondents who have a rating of "Very Satisfactory" are 34.0% (17) during the school year 2021-2022, 40.0% (20) during the school year 2022-2023, and 28.0% (14) during the school year 2023-2024. The students who have been rated "Outstanding" for the last three years have shown the following percentages: 10.0% (5 students) during the school year 2021-2022, 20.0% (10 students) during the school year 2022-2023, and 30.0% (15 students) during the school year 2023-2024. The results further reflect that the performance of student-respondents during the last three years are 56% down to 28% of students with "Satisfactory" rating, from 34% down to 28% students with "Very Satisfactory" rating, while 10% up to 30% students have "Outstanding" rating during the last three years based on the conduct of this study.

The study reveals a positive trend in student-respondents' academic performance over three years, with a significant decrease in "Satisfactory" students and a slight decrease in "Very Satisfactory" students. However, there is a significant increase in "Outstanding" students, from 10% to 30%. The improvement is attributed to improved teaching practices and instructor development, which has led to increased academic achievement. The study emphasizes the importance of continuous instructor development in influencing learner outcomes. It suggests maintaining high rates of improvement for students progressing to "Outstanding" and targeted intervention for those still in "Satisfactory" and "Very Satisfactory" bands.

The findings support Chetty et al.'s (2019) assertion that individuals learn in a variety of ways using multiple learning styles. However, lecturers may not always provide material and learning experiences that align with students' learning preferences. Mismatches between learning and teaching styles might cause students to be disappointed with the courses they are taking and to perform poorly. The results revealed that most students favored a visual learning method. The results also suggest that lecturers' teaching approaches have an impact on students' academic success.

Composite Mean on the Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as Assessed by The Two Groups of Respondents concerning Teachers' Development and Students' Achievement.

Table 12 Composite Mean on the Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as Assessed by the Two Groups of Respondents concerning Teachers' Development in terms of Innovativeness, Assessment Practices, Pedagogical Competence, and Classroom Management

Indicator	Teacher		Student		Composite	
	Mean	VI	Mean	VI	Mean	VI
Innovativeness	3.37	Sometimes	3.07	Sometimes	3.22	Sometimes
Assessment Practices	3.34	Sometimes	3.10	Sometimes	3.22	Sometimes
Pedagogical Competence	3.39	Sometimes	3.15	Sometimes	3.27	Sometimes
Classroom Management	3.37	Sometimes	3.06	Sometimes	3.22	Sometimes
Extent of the effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents with respect to Teacher's Performance	**3.37**	**Sometimes**	**3.10**	**Sometimes**	**3.23**	**Sometimes**

Legend: 4 (3.50 - 4.00) Always. 3 (2.50 - 3.49) Sometimes 2 (1.50 - 2.49) Rarely 1 (1.00 - 1.49) Never

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 12 presents the composite table on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning teachers' development in terms of Innovativeness, assessment practices, pedagogical competence, and classroom management.

The table shows that all the indicators on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning teachers' development in terms of Innovativeness (WM=3.22), assessment practices (WM=3.22), pedagogical competence (WM=3.27), and classroom management (WM=3.22) are verbally interpreted as "Sometimes". With an overall mean of 3.23, the results show a uniform assessment of both teachers and students that sometimes not always on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning teachers' development in terms of Innovativeness, assessment practices, pedagogical competence, and classroom management.

The research indicates that strategic instructional development approaches have been successful in assisting teacher development, particularly in innovativeness, assessment practices, pedagogical competence, and classroom management. However, these practices are not yet deeply rooted in everyday teaching practices. The study suggests that there are gaps between the design and implementation of these initiatives, which could affect the sustainability of improvements in teacher performance and student outcomes. To address this, policymakers and school administrators should provide regular hands-on training, mentoring, and collaborative learning, as well as a practice culture of reflective practice.

The findings align with Hang et al. (2020), emphasizing the importance of effective teaching and learning strategies for lecturers and students. While innovative teaching methods can enhance student creativity, there is a gap in understanding and applying these strategies among some educators and learners. To foster active and creative learning environments, both groups need to develop their own approaches, requiring a clear grasp of teaching and learning principles. The study introduces a new paradigm for active teaching and learning strategies to meet the expectations of both lecturers and students.

The findings align with the research of Rao and Banerjee (2023), emphasizing the importance of classroom assessment in documenting student knowledge and abilities, providing feedback for teaching improvement, and driving learning through formative and summative evaluations. Additionally, the study by Manigbas et al. (2024) highlights teachers' strong competency in subject knowledge and pedagogy, though they struggle with applying research-based information. The influence of professional peers on teachers' competencies and the impact of demographic factors on their application of knowledge across curricula are also noted.

The research by Dumaguing and Yango (2023) highlights the importance of classroom management in relation to students' academic performance and behavioral issues. The study found that teachers exhibited a reasonable level of pedagogical ability (average weighted mean of 3.25) and strong classroom management skills (weighted mean of 3.30). Students' academic grades ranged from 85 to 89, with 62.23% achieving the highest frequency of 173. While the relationship between teachers' pedagogical competency and classroom management skills was non-significant at the 0.05 level, a significant relationship was found between pedagogical competency and students' GPA in the "Diversity of Learners" category (p-value of 0.049). Conversely, the association between classroom management skills and students' academic achievement was not significant (p-value of 0.418), suggesting that classroom management may not directly influence academic progress

Rebollos et al. (2025) found a significant positive correlation between teacher competency and classroom management (τb=0.43, p<.001), but no significant relationships between classroom management and student involvement or between teacher competence and student engagement. This challenges traditional views on the direct effects of these factors on student engagement, emphasizing the influence of cultural, institutional, and structural elements. The study suggests comprehensive initiatives, including culturally relevant teaching and enhanced teacher training, to improve educational outcomes in private tertiary institutions. It calls for future research using longitudinal and qualitative methods to further investigate these dynamics, aiming to create environments that enhance teacher competence and student engagement.

Table 13 Composite Mean on the Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as Assessed by the Two Groups of Respondents concerning Students' Achievement in terms of Cognitive Factors, Learning Environment, Student Engagement, and Students' Motivation

Indicator	Teacher		Student		Composite	
	Mean	VI	Mean	VI	Mean	VI
Cognitive Factors	2.98	Moderate Effect	2.84	Moderate Effect	2.91	Moderate Effect
Learning Environment	2.88	Moderate Effect	2.79	Moderate Effect	2.83	Moderate Effect
Students' Engagement	2.89	Moderate Effect	2.92	Moderate Effect	2.90	Moderate Effect

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Students' Motivation	2.74	Moderate Effect	2.74	Moderate Effect	2.74	Moderate Effect
The Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Student's Achievement	**2.87**	**Moderate Effect**	**2.82**	**Moderate Effect**	**2.85**	**Moderate Effect**

Legend: 4 (3.50 - 4.00) High Effect 3 (2.50 - 3.49) Moderate Effect 2 (1.50 - 2.49) Low Effect 1 (1.00 - 1.49) No Effect

Table 13 presents the composite table on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning students' achievement in terms of cognitive factors, learning environment, student engagement, and students' motivation.

The table shows that all the indicators on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning students' achievement in terms of cognitive factors (WM=2.91), learning environment (WM=2.83), students' Engagement (WM=2.90), and students' motivation (WM=2.74) are verbally interpreted as "Sometimes". With an overall mean of 2.85, the results show a uniform assessment of both teachers and students that sometimes not always on the extent of effectiveness of the instructional strategies within the strategic instructional development system as assessed by the two groups of respondents concerning students' achievement in terms of cognitive factors, learning environment, student engagement, and students' motivation.

The research shows that teaching strategies in the strategic instructional development system are sometimes effective in improving students' achievement, cognitive dimensions, learning climate, motivation, and engagement. However, these strategies do not have frequent or intense practice to have a lasting impact. The moderate efficiency of these practices indicates that students may not be gaining the most out of them, potentially hindering cognitive growth, draining the learning environment, and leading to lower motivation and engagement over the long term. The study suggests that schools and teachers should intensify the implementation of instructional strategies with a more organized, routine, and student-centered design. Professional learning programs should target specific effective practices for enhancing cognitive engagement, making the learning environment more vibrant, and achieving greater levels of student participation and motivation. Monitoring systems should be established to evaluate the effectiveness of these strategies.

The findings support Chew and Cerbin's (2020) research, highlighting the necessity for teachers to address cognitive obstacles that hinder student learning, such as mental mindset, metacognition, self-regulation, and misconceptions. The study emphasizes that effective strategies may vary across different contexts and that no single teaching style fits all. Additionally, the research aligns with Xie and Derakhshan's (2021) study, which indicates that positive teacher-student communication practices enhance various academic outcomes, including motivation and performance.

Cents-Boonstra et al. (2020) highlight the importance of student engagement for academic success and the role of teachers in fostering this engagement. Their study, which involved classroom observations, explored how instructional behaviors aligned with Self-Determination Theory (SDT) can either motivate or demotivate students. The findings revealed that classrooms with high engagement levels benefited from strong teacher support and guidance, while disengaged classrooms displayed chaotic teaching methods. Engaging lessons were characterized by enthusiastic teachers who encouraged participation, whereas low-engagement lessons often began with demotivating behaviors.

The findings support Filgona et al.'s (2020) study, emphasizing the importance of learner motivation in curriculum implementation. Motivation is crucial for the success of the learning process, as it drives students to achieve their objectives. Effective teaching hinges on inspiring learners, as motivation is a key factor in learning. Simply attending class does not equate to a desire to learn; thus, teachers must actively foster motivation to ensure engagement and success. Highly motivated students tend to learn more effectively, while unmotivated students can hinder the teaching experience. Therefore, understanding and influencing learners' motivations is essential for meeting curriculum goals.

The study's findings corroborate Sugano and Mamolo's (2021) assertion that effective education should be planned to accommodate learners' individualities while holistically developing not just the cognitive but also the emotive domains. This necessitates teaching approaches with an integrative structure that focuses on students' successful learning outcomes. This study focuses on how the usage of various teaching approaches affects students' attitudes and motivation.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Significant Differences in the Instructional Strategies within the Strategic Instructional Development System and the Extent of Effectiveness to Teacher Development and Students' Achievement concerning the Given Variables.

Table 14 Test of Significant Differences in the Instructional Strategies within the Strategic Instructional Development System and the Extent of Effectiveness to Teacher Development and Students' Achievement concerning the Given Variables

	t	df	Sig. (2-tailed)	Decision	Remark
INSTRUCTIONAL STRATEGIES WHICH ENHANCE STUDENTS' ACHIEVEMENT WITHIN THE STRATEGIC INSTRUCTIONAL DEVELOPMENT SYSTEM - Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Teacher's Performance	4.956	249	0.000	Reject	Significant
INSTRUCTIONAL STRATEGIES WHICH ENHANCE STUDENTS' ACHIEVEMENT WITHIN THE STRATEGIC INSTRUCTIONAL DEVELOPMENT SYSTEM - Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Student's Achievement	23.518	249	0.000	Reject	Significant

Table 14 presents the test of significant difference in the instructional strategies within the strategic instructional development system and the extent of effectiveness of teacher development and students' achievement concerning the given variables.

With the probability value (p-value=0.000) on both the teachers' performance and students' achievement, the 0.000 p-value is less than the 0.05 level of confidence; thus, the null hypothesis is rejected. Rejecting the null hypothesis indicates significant differences in instructional strategies within the strategic instructional development system, as well as the extent of effectiveness in teacher development, encompassing Innovativeness, assessment practices, pedagogical competence, and classroom management, likewise, concerning the students' achievement in terms of cognitive factors, learning environment, student engagement, and students' motivation.

The study reveals significant differences in instructional approaches within the strategic instructional development system, impacting teacher growth in Innovativeness, assessment strategies, pedagogical skills, and classroom management. It suggests that a one-size-fits-all solution may not work and that school leaders should assign strategies to targeted teacher development requirements with caution. Program planners and education managers should examine optimum teaching methods, customize professional development activities, and provide specialized training for teacher skills, assessment, Innovativeness, or classroom management requirements. Strategic adoption of optimum practices will result in comprehensive, integrated, and sustained improvement in teacher performance and improved student outcomes. The study also emphasizes the importance of strategic selection and application of instructional methods, including training sessions, professional development workshops, and ongoing monitoring and assessment, to maximize the most efficient methods for specific classroom goals.

The study aligns with Munna and Kalam's (2021) definition of the teaching and learning process as a transformation of information from educators to students, emphasizing the integration of various factors in establishing learning objectives and resources. It highlights the importance of considering learning as a critical component in teaching. The research assessed academic publications, pedagogy, and inclusive behaviors to evaluate teaching efficacy in higher education. Findings suggest that positive formative feedback and role-play significantly enhance students' confidence and self-esteem, while an active learning environment promotes inclusion and improves academic achievement for both staff and students. These insights aim to

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

help educators create inclusive teaching environments that elevate learner expectations and academic performance.

Significant Difference in the Instructional Strategies within the Strategic Instructional Development System and the Level of Students' Achievement for the Last Three Years.

Table 15 Test of Significant Differences in the Instructional Strategies within the Strategic Instructional Development System and the Level of Students' Achievement for the Last Three Years

	t	df	Sig. (2-tailed)	Decision	Remark
Instructional Strategies Which Enhance Students' Achievement Within the Strategic Instructional Development System - 2021-2022	-5.746	49	0.000	Reject	Significant
Instructional Strategies Which Enhance Students' Achievement Within the Strategic Instructional Development System - 2022-2023	-7.491	49	0.000	Reject	Significant
Instructional Strategies Which Enhance Students' Achievement Within the Strategic Instructional Development System - 2023-2024	-7.477	49	0.000	Reject	Significant

Table 15 presents the test of significant difference in the instructional strategies within the strategic instructional development system and the level of students' achievement for the last three years.

The data indicate that the p-values for the last three years are less than 0.05, which results in rejecting the null hypothesis. The rejected null hypothesis suggests a significant difference in instructional strategies within the strategic instructional development system and the level of students' achievement over the last three years, from school year 2021-2022 to school year 2023-2024.

The study reveals a significant difference between instructional approaches and student achievement over the past three years (2021-2022 to 2023-2024). It highlights the importance of effective instructional practice in influencing academic achievement. Schools should invest in developing instructional strategies and teacher development to measure student gains. Sustained improvement in teaching practice should be a central focus of academic development plans. Educational leaders should provide teachers with ongoing professional development in research-based practices, and these practices should be consistently reinforced and adjusted to meet student needs. Continuous monitoring of the connection between instructional practice and student results is crucial for future strategic planning.

Franklin and Harrington (2019) emphasize the importance of effective classroom management, teaching strategies, and the roles of teachers and students in fostering a positive educational environment. Teachers are tasked with equipping students with essential skills for social and academic success, encouraging critical thinking and autonomy. In today's digital age, students must develop higher-level thinking abilities to navigate vast information. Both teachers and students share the responsibility for the learning process, with students needing to engage actively to thrive in higher education.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Significant Relationship Between the Level of Teacher Development and Students' Achievement Based on Their Performance for the Last Three Years and the Extent of Effectiveness of Instructional Strategies to Teachers' Development and Students' Achievement within the Strategic Instructional Development System.

Table 16 Correlation Between the Level of Teacher Development Based on Their Performance for the Last Three Years and the Extent of Effectiveness of Instructional Strategies to Teachers' Development and Students' Achievement within the Strategic Instructional Development System

		Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Teacher's Performance	Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Student Achievement
2021-2022	Pearson Correlation	0.003	-0.003
	Sig. (1-tailed)	0.485	0.484
	N	200	200
2022-2023	Pearson Correlation	0.000	-0.100
	Sig. (1-tailed)	0.500	0.079
	N	200	200
2023-2024	Pearson Correlation	0.107	0.038
	Sig. (1-tailed)	0.065	0.298
	N	200	200

**. Correlation is significant at the 0.01 level (1-tailed).

Table 16 on the following page presents the correlation between the level of teacher development based on their performance for the last three years and the extent of effectiveness of instructional strategies in teachers' development and students' achievement within the strategic instructional development system.

It can be gleaned on the table that the p-values of 0.065 to 0.500 concerning teachers' performance and p-values of 0.079 to 0.484 concerning students' achievement are greater than 0.01 level of confidence which means that there is no significant relationship between the level of teacher development based on their performance for the last three years and the extent of effectiveness of instructional strategies to teachers' development and students' achievement within the strategic instructional development system.

Furthermore, the correlation coefficients of -0.100 to 0.107 signify a very weak correlation between the level of teacher development based on their performance over the last three years and the effectiveness of instructional strategies in enhancing teachers' development and students' achievement within the strategic instructional development system.

The study found a slight correlation between teachers' development and their performance in the strategic instruction development system over the last three years. This suggests that factors beyond instructional strategies, such as leadership support, school culture, personal motivation, and professional experience, may influence student performance and teacher development. The study suggests a need for a more logical approach linking strategy implementation to teacher support systems and student learning processes. Future strategic programs should consider the entire professional environment and teacher development, requiring more study and ongoing supervision.

The study corroborates the findings of Francisco and Celon (2020), highlighting that teachers' instructional approaches significantly affect students' academic achievement across various subjects, including English, Mathematics, Science, Filipino, and Araling Panlipunan. It suggests that improvements in instructional management can enhance student performance. However, an analysis of variance indicated no significant combined effects of teachers' planning, teaching, and assessment practices on students' academic outcomes in these subjects. The study recommends that school principals conduct regular assessments of teachers and their training needs to address professional development requirements.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Table 17 Correlation Between the Level of Students' Achievement Based on Their Performance for the Last Three Years and the Extent of Effectiveness of Instructional Strategies to Teachers' Development and Students' Achievement within the Strategic Instructional Development System

		Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Teacher's Performance	Extent of Effectiveness of the Instructional Strategies within the Strategic Instructional Development System as assessed by the Two Groups of Respondents with respect to Student Achievement
2021-2022	Pearson Correlation	-0.177	-0.223
	Sig. (1-tailed)	0.109	0.059
	N	50	50
2022-2023	Pearson Correlation	0.040	0.047
	Sig. (1-tailed)	0.390	0.373
	N	50	50
2023-2024	Pearson Correlation	-0.091	-0.066
	Sig. (1-tailed)	0.264	0.325
	N	50	50

**. Correlation is significant at the 0.01 level (1-tailed).

Table 17 presents the correlation between the level of students' achievement based on their performance for the last three years and the extent of effectiveness of instructional strategies in teachers' development and students' achievement within the strategic instructional development system.

It can be gleaned on the table that the p-value ranging from 0.109 to 0.390 concerning teachers' performance while p-values ranging from 0.059 to 0.373 concerning students' achievement are higher than 0.01 level of confidence which means that there is no significant relationship between the level of students' achievement based on their performance for the last three years and the extent of effectiveness of instructional strategies to teachers' development and students' achievement within the strategic instructional development system. Furthermore, the correlation coefficient ranging from -0.223 to 0.177 signifies a very weak correlation between the level of students' achievement based on their performance for the last three years and the extent of effectiveness of instructional strategies in teachers' development and students' achievement within the strategic instructional development system.

The study found no significant correlation between students' academic achievement and the effectiveness of instructional methods in enhancing teacher development and student performance. This suggests that the strategies used may not be fully aligned with students' academic needs and may be influenced by external factors like socio-economic status or personal needs. The findings suggest a need for a multi-dimensional approach, including academic, emotional, and social support. Schools should adjust their instructional approaches to cater to students' specific needs, ensuring strategies promote motivation, engagement, and thinking. Regular evaluation and realignment of teaching methods with student performance are also crucial for future improvement.

The findings corroborate the profile of the respondents as delineated by Mallillin, L.L.D et al. (2021), encompassing age, gender, educational attainment, and years of teaching experience. This analysis aims to elucidate the structural domain of learning about students' academic performance across the cognitive, affective, and psychomotor domains. It also examines the influence of teaching strategies on students' academic achievement, focusing on levels of analysis and comprehension, attitudes towards lessons, and overall academic performance.

Training Program for Teachers based on the Results of the Study

I. RATIONALE

In today's educational landscape, teachers play a crucial role in facilitating personalized learning experiences. To improve student outcomes, innovative and child-centered approaches are essential. These include differentiated instruction, project-based learning, technology integration, and inquiry-based teaching. Continuous professional development strengthens teachers'

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

adaptability to evolving demands and fosters lifelong learners equipped for real-world challenges.

II. OBJECTIVES

1. To equip teachers with innovative teaching strategies that promote active, experiential, and inquiry-based learning.
2. To enhance teachers' understanding of child-centered education and its role in fostering student engagement, autonomy, and meaningful learning.
3. To develop teachers' skills in designing differentiated instruction tailored to the diverse needs, interests, and learning styles of students.
4. To encourage the integration of technology and multimedia tools in instruction to enrich classroom experiences and support 21st-century learning.
5. To build teachers' capacity to create inclusive and supportive learning environments that prioritize student well-being and holistic development.
6. To promote reflective teaching practices that allow educators to assess and improve their instructional approaches continuously.

Enhancing Teachers' Instructional Effectiveness Through Innovative and Child-Centered Approaches

Key Area	Findings of the Study	Mode of Delivery	Budget Allocation in Pesos	Time Frame	Expected Outcome
Instructional Strategies	Teachers and students agree that instructional strategies (ICT integration, collaborative learning, differentiated instruction, project-based learning, student-centered learning) enhance teacher development and student achievement, but with varying degrees of effectiveness.	In-person Workshops on Specific Instructional Strategies Online Webinars for Theory and Concepts Hands-on Activities and Group Discussions Peer Collaboration	P 5,000	5 Days	Teachers and students agree that instructional strategies (ICT integration, collaborative learning, differentiated instruction, project-based learning, student-centered learning) enhance teacher development and student achievement, but with varying degrees of effectiveness.
Pedagogical Competence	There are significant differences in the effectiveness of instructional strategies on teacher development in terms of pedagogical competence, but more consistent application is needed.	In-Person Workshops on Contemporary Pedagogy Online Resources Peer Observation Sessions	P 2,000	3 Days	Teachers enhance their pedagogical practices, including effective questioning, interactive lessons, and critical thinking strategies.
Classroom Management	Teachers report occasional challenges with classroom management. There is a weak correlation between effective strategies and teacher development in this area.	Workshop On Classroom Management Techniques Simulation Exercises and Role-Playing Peer Feedback on Real Classroom Situations	P 2,000	3 Days	Teachers develop better classroom management skills, creating a more positive and productive learning environment.
Student Engagement and Motivation	Both teachers and students agree that student engagement and motivation are	Interactive Workshops on Motivating Students	P 10,000	5 Days	Teachers implement motivational strategies, resulting in higher student participation

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

	areas that need more consistent application of instructional strategies	Group Activities for Strategy Implementation Online Modules for Continuous Learning			and enthusiasm for learning.
Assessment Practices	The study showed weak but positive correlations between teacher assessment practices and student achievement. Teachers need more guidance on effective assessments.	Training on Formative and Summative Assessment Methods Case Study Analysis Collaborative Assessment Planning Sessions	P 12,000	3 Days	Teachers improve their assessment strategies, using data to inform and adjust their teaching practices effectively.
Professional Development and Innovation	Teachers have a high level of satisfaction with professional development but need more innovative approaches to adapt to diverse student needs.	Innovation-focused workshops Reflective practice sessions Mentorship and peer-coaching programs	P 20,000	5 days	Teachers develop innovative lesson plans and implement new teaching methods that are responsive to student needs.
Monitoring and Feedback	There is no significant relationship between teacher development and student achievement, indicating the need for ongoing monitoring of instructional practices.	Regular Performance Evaluations Peer Observations Student Feedback Surveys to Inform Instruction	P 5,000	Every Quarter	Teachers applied data-driven decision making on continuous improvements in teaching based on regular feedback,

IV. CONCLUSION

The study examines the effectiveness of instructional strategies in enhancing teachers' development and students' achievement in a strategic instructional development system. The majority of respondents are male, aged 31-40, with 4-6 years of experience. The study found that ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning are effective. However, there was no significant relationship between teacher development and students' achievement. The study suggests a training program for teachers to improve their effectiveness.

The study reveals that most teachers have a higher education level and are pursuing graduate degrees. While student performance is generally satisfactory, there is room for improvement. The effectiveness of instructional strategies like ICT integration, collaborative learning, differentiated instruction, project-based learning, and student-centered learning is agreed upon, but there is a need for consistent application. The strategic instructional development system has been successful in improving teachers' skills, but requires more targeted strategies for effective student and teacher development.

The study recommends continuous professional development for teachers to enhance student achievement. It suggests institutionalizing continuous monitoring and evaluation of teachers' and students' performance. Policymakers and school administrators should improve teacher support systems through hands-on training, mentoring, and collaborative learning. Workshops in innovativeness, assessment literacy, pedagogical development, and classroom management should be conducted. Implementing instructional strategies with a student-centered approach and monitoring systems are also suggested. Program planners should customize training and examine optimum teaching methods.

REFERENCES

1. *Bellibaş, M. Ş., Polatcan, M., & Kılınç, A. Ç. (2022). Linking instructional leadership to teacher practices: The mediating effect of shared practice and agency in learning effectiveness.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691|| ISI Value: 1.188

Educational Management Administration & Leadership, 50(5), 812-831. https://doi.org/10.1177/1741143220945706

2. *Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). European Journal of Education, 54(3), 356–369. https://doi.org/10.1111/ejed.12345*
3. *Cents-Boonstra, M., Lichtwarck-Aschoff, A., Denessen, E., Aelterman, N., & Haerens, L. (2020). Fostering student engagement with motivating teaching: an observation study of teacher and student behaviours. Research Papers in Education, 36(6), 754–779. https://doi.org/10.1080/02671522.2020.1767184*
4. *Chetty, N. D. S., Handayani, L., Sahabudin, N. A., Ali, Z., Hamzah, N., Rahman, N. S. A., & Kasim, S. (2019). Learning Styles and Teaching Styles Determine Students' Academic Performances. International Journal of Evaluation and Research in Education, 8(4), 610-615.*
5. *Chew, S. L., & Cerbin, W. J. (2020). The cognitive challenges of effective teaching. The Journal of Economic Education, 52(1), 17–40. https://doi.org/10.1080/00220485.2020.1845266*
6. *Dumaguing, M. L., & Yango, A. R. (2023). Teachers' Pedagogical Competence, Classroom Management Skills, and Students' Academic Achievement Among Selected Public City Schools Division in the Province of Laguna. Technium Social Sciences Journal, 44(1), 573-591.*
7. *Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. Asian Journal of Education and Social Studies, 16–37. https://doi.org/10.9734/ajess/2020/v10i430273*
8. *Francisco, C. D., & Celon, L. C. (2020). Teachers' Instructional Practices and Its Effects on Students' Academic Performance. Online Submission, 6(7), 64-71.*
9. *Franklin, H., & Harrington, I. (2019, December 1). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. Research UNE. https://hdl.handle.net/1959.11/27556*
10. *Gepila, E. C., Jr. (2020). Assessing teachers using Philippine standards for teachers. Universal Journal of Educational Research, 8(3), 739–746. https://doi.org/10.13189/ujer.2020.080302*
11. *Goddard, Y. L., Goddard, R. D., Bailes, L. P., & Nichols, R. (2019). From school leadership to differentiated instruction: A pathway to student learning in schools. The Elementary School Journal, 120(2), 197-219.*
12. *Hang, L. T., & Van, V. H. (2020). Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities. International Journal of Education and Practice, 8(3), 498-510.*
13. *Hoque, M. E. (2021). The Learner-centered Paradigm of Education: Turning the Classroom into a Community. The EDRC Journal of Learning and Teaching, 7(2), 29-40.*
14. *Hwa, Y., Kaffenberger, M., & Silberstein, J. (2020). Aligning Levels of Instruction with Goals and the Needs of Students (ALIGNS): Varied approaches, common principles. RISE Insight Series, 22, 3.*
15. *Kayes, D. C., & Kayes, A. B. (2021). Experiential learning and education in management. Oxford Research Encyclopedia of Business and Management. https://doi.org/10.1093/acrefore/9780190224851.013.294*
16. *Manigbas, J. I., Ollet, A. L., Noble, M. P. L. ., Angeles, J. R., Cayetano, N. M. ., & Fucio, M. P. . (2024). Teachers' Competency in Content Knowledge and Pedagogy in Buhi South District, Philippines. International Education Trend Issues, 2(1), 21 - 30. https://doi.org/10.56442/ieti.v2i1.365*
17. *Mallillin, L. L. D., Cabaluna, J. C., Laurel, R. D., Arroyo, P. a. C., Señoron, T. M., Jr, & Mallillin, J. B. (2021). Structural domain of learning and teaching strategies in the academic performance of students. European Journal of Education Studies, 8(9). https://doi.org/10.46827/ejes.v8i9.3902*
18. *Morris, T. H. (2019). Experiential learning – a systematic review and revision of Kolb's model. Interactive Learning Environments, 28(8), 1064–1077. https://doi.org/10.1080/10494820.2019.1570279*
19. *Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. International Journal of Humanities and Innovation (IJHI), 4(1), 1–4. https://doi.org/10.33750/ijhi.v4i1.102*
20. *Rao, N. J., & Banerjee, S. (2023). Classroom assessment in higher education. Higher Education for the Future, 10(1), 11–30. https://doi.org/10.1177/23476311221143231*
21. *Rebollos, D., Callorina, J., Camino, K., Cruz, H. D., & Dema-Ano, E. M. (2025). Exploring the relationship between teacher competence and classroom management: Implications for student engagement in private tertiary educational institutions in Koronadal City, Philippines. Pedagogy Review, 4(2), 10–21. https://doi.org/10.62718/vmca.pr-ijetas.4.2.sc-0125-012*
22. *Sugano, S. G. C., & Mamolo, L. A. (2021). The Effects of Teaching Methodologies on Students' Attitude and Motivation: A Meta-Analysis. International Journal of Instruction, 14(3), 827-846.*
23. *Vega-Abarzua, J., Pastene-Fuentes, J., Pastene-Fuentes, C., Ortega-Jiménez, C., & Castillo-Rodríguez, T. (2022). Collaborative learning and classroom engagement: A pedagogical experience in an EFL Chilean context. English Language Teaching Educational Journal, 5(1), 60–74.*
24. *Warsah, I., Morganna, R., Uyun, M., Afandi, M., & Hamengkubuwono, H. (2021). The impact of collaborative learning on learners' critical thinking skills. International Journal of Instruction, 14(2), 443-460.*
25. *Xie, F., & Derakhshan, A. (2021). A Conceptual review of positive teacher interpersonal communication behaviors in the instructional context. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.708490*
26. *Yango, D. M. (2019). Teaching Strategy to Enhance Information and Communication Technology (ICT) Instructional Skills. Mountain Journal of Science and Interdisciplinary Research (formerly Benguet State University Research Journal), 79(1), 31-42.*