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TEACHING PERFORMANCE AND CONSTRUCTIVIST STRATEGY

Febnita D. Bula
Rizal Memorial Colleges, Inc. Davao City, Philippines

ABSTRACT

This study examined the influence of constructivist strategy on teaching performance among 133 elementary school teachers in the Division of Davao del Norte. Employing a quantitative descriptive-correlational research design, the study utilized adapted and validated survey questionnaires to measure the extent of constructivist strategy in terms of teacher approaches, teaching process, measurement and evaluation, gains, and content and teaching materials, as well as teaching performance in terms of course organization, quality of teaching, and evaluation and feedback of learning. Weighted mean, Pearson product moment correlation, and multiple regression analysis were used to analyze the data at a 0.05 level of significance. Findings revealed that both constructivist approach and teaching performance were at an extensive level, indicating that these practices were oftentimes evident. A significant and strong positive relationship was found between constructivist strategy and teaching performance. Regression analysis further showed that teaching process, teacher strategies, content and teaching materials, and gains significantly predicted teaching performance, while measurement and evaluation did not significantly contribute when combined with other domains. The study concludes that strengthening constructivist classroom practices enhances overall teaching performance and supports learner-centered educational reforms aligned with national standards.

KEYWORDS: *constructivist strategy, teaching performance, Division of Davao del Norte*

Chapter 1
INTRODUCTION

The Problem and Its Setting

Instructional performance, which covers lesson structuring, teaching quality, and assessment with feedback, plays a crucial role in assessing how constructivist strategy such as pedagogical approaches, instructional processes, assessment practices, learner gains, and utilization of learning resources – are implemented in classrooms (Henriquez et al., 2023). This study investigates the potential of enhancing teaching performance indicators most significantly influence learner-centered and active learning strategies.

Statement of the Problem

This research was undertaken to explore how teachers' application of constructivist strategies relates their overall teaching performance within the Division of Davao del Norte.

Objectives of the Study

This research was conducted to investigate the connection between teachers' use of constructivist strategies and their teaching performance. In particular, aimed to:

1. determine the extent of constructivist strategy;
2. determine extent of teaching performance
3. establish significant relationship between the constructivist strategy and teaching performance; and
4. identify which of the domains of the constructivist strategy significantly predict teaching performance.

Significance of the Study

This research holds considerable value for a wide range of stakeholders in the educational sector. Within both basic and higher education institutions, the findings are expected to assist teachers, learners and school administrators in shaping policies, programs, interventions, and projects. By offering evidence-based insights, the study has the potential to foster positive change and support informed decision-making that enhances teaching practices and learning outcomes.

Review of Related Literature

The literature reviewed for this study was carefully selected from diverse sources that are directly relevant to constructivist strategies and teaching performance.

Constructivist strategy. The constructivist strategy is a learner-centered educational philosophy that emphasizes active student participation, critical thinking, and the creation of knowledge through authentic experiences and collaborative learning (Richardson, 2020it views learners as active participants in the meaning-making process, emphasizing that knowledge is not passively absorbed but actively constructed through prior experiences and social interactions (Loyens & Rikers, 2020).

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Teacher Approaches. Teacher approaches reflect the extent to which educators adopt learner-centered strategies aligned with constructivist principles. In a constructivist classroom, teachers act as facilitators rather than mere transmitters of knowledge, providing learners with opportunities to engage actively in the learning experience (Könings et al., 2021).

Measurement and Evaluation. Measurement and Evaluation emphasize the need for assessment practices that go beyond traditional written and oral examinations to include students' overall performance, participation, and effort. In constructivist pedagogy, evaluation is not solely a summative act at the end of instruction but an ongoing process that incorporates multiple data points about a learner's progress (Miller et al., 2022). When performance and effort are undervalued in assessment, students may be less motivated to engage actively in the learning process, as their contributions beyond test scores are not recognized (Brookhart, 2019). Holistic assessment methods that value student effort and process-oriented learning help create a more inclusive and accurate picture of student achievement.

Gains. Gains refer to the degree to which educational activities contribute to learners; growth across cognitive, affective, and psychomotor domains. Within constructivist learning environments, the goal is holistic development-where students not only acquire knowledge but also cultivate values, attitudes, and practical skills for real-world application (Alvarez et al., 2019).

Content and Teaching Materials. Content and Teaching Materials emphasizes the design and selection of curricular topics, textbooks, workbooks, and supplementary resources that support comprehension, application, and critical engagement with knowledge rather than rote memorization. In a constructivist educational setting, content is expected to foster active meaning-making and connect with learners' prior knowledge and real-world experiences (Huang et al., 2020). When instructional materials are structured around authentic tasks and problem-solving opportunities, they not only enhance understanding but also encourage deeper cognitive processing, leading to long-term retention of concepts (Brusilovsky et al., 2021

Teaching Performance. Teaching performance evaluation is integral to improving educational quality across higher education institutions. Evaluating teaching not only reflects institutional accountability but also generates actionable information for enhancing teaching and learning processes (Mastrokoukou et al., 2022).

Course Organization. An essential element of teaching effectiveness is course organization since it directly influences students' ability to understand, retain, and apply knowledge. Henríquez et al. (2023) identify it as a core dimension of effective instruction, emphasizing that the clarity and logical sequencing of content presentation foster cognitive scaffolding and smoother learning transitions.

Quality of Teaching. Quality of teaching is a multifaceted dimension of teaching performance that emphasizes the relevance, engagement, and adaptability of instructional practices. Henríquez et al. (2023) describe it as the teacher's ability to connect course content with real-world situations, fostering meaningful learning experiences that extend beyond the classroom.

Evaluation and Feedback of Learning. Evaluation and feedback of learning represent a critical dimension of teaching performance, as they directly influence how students perceive their progress and engage with the learning process. According to Henríquez et al. (2023), effective evaluation encompasses not only the measurement of knowledge but also the careful selection of assessment methods that align with students' preferences and promote deeper learning.

Teaching Performance and Constructivist strategy. Teaching performance encompasses how instructors organize courses, deliver quality teaching, and provide evaluation and feedback, all of which are foundational to nurturing a constructivist learning environment.

Chapter 2
METHODOLOGY

Research Design
This study employed a descriptive-correlational research design within a quantitative approach.

Research Respondents
The population of the study comprised 198 Key Stage 1 teachers from public elementary schools in the Division of Davao del Norte. To determine the appropriate sample size, Slovin's formula was applied at a 5% margin of error. The computation produced a total sample of 133 teachers.

Data Gathering Instruments
An adapted survey questionnaire was used to collect data. Part 1 assessed constructivist strategy, the independent variable, while part II assessed teaching performance, the dependent variable.

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Statistical Treatment

The information was obtained from each instrument that was uses, recorded, tallied in this research. It was evaluated and analyzed using the following statistical tool in with the study's purpose:

Weighted Mean, Pearson Correlation Coefficient, Multiple Regression Analysis.

Chapter 3
RESULTS AND DISCUSSION

This section presents a comprehensive account of the findings and provide an in-depth discussion based on the data collected and analyzed.

Summary of the Extent of Constructivist strategy of Teachers

Summary of the Extent of Constructivist strategy of Teachers

No	Indicators	Mean	SD	Descriptive Equivalent
1	Teacher Approaches	4.05	0.921	Extensive
2	Teaching Process	4.03	0.863	Extensive
3	Measurement and Evaluation	4.04	0.925	Extensive
4	Gains	4.03	0.868	Extensive
5	Content and Teaching Materials	4.04	0.919	Extensive
	Overall Mean	**4.04**	**0.899**	**Extensive**

The study indicates that teachers in the Division of Davao del Norte frequently implement strategies that encourage students to engage critically with content, collaborate with peers, and take an active role in their learning process. Loyens and Rikers (2020) likewise emphasize that when learners construct knowledge on prior experiences and interactions, they develop higher-order thinking, creativity, and adaptability.

Summary of the Extent of Teaching Performance of Teachers

Summary of the Extent of Teaching Performance of Teachers

No	Indicators	Mean	SD	Descriptive Equivalent
1	Course Organization	4.02	0.884	Extensive
2	Quality of Teaching	4.03	0.895	Extensive
3	Evaluation and Feedback of Learning	4.04	0.867	Extensive
	Overall Mean	**4.03**	**0.882**	**Extensive**

This study supported the perspective of Mastrokoukou et al. (2022), who emphasized that teaching performance evaluation is integral to improving educational quality in higher education.

Significance of the Relationship Between the Extent of Constructivist Strategy and Teaching Performance

Significance of the Relationship Between the Extent of Constructivist strategy and Teaching Performance of Teachers

No	Constructivist Strategy	1 Course Organization	2 Quality of Teaching	3 Evaluation and Feedback	Mean R-value	p-value	Decision
1	Teacher Approaches	0.812	-	-	0.812	0.00	Rejected
2	Teaching Process	0.844	-	-	0.844	0.00	Rejected
3	Measurement and Evaluation	0.829	-	-	0.829	0.00	Rejected
4	Gains	-	0.798	-	0.798	0.00	Rejected
5	Content and Teaching Materials	-	-	0.837	0.837	0.00	Rejected
	Overall				**0.824**	**0.00**	**Rejected**

*Significant at 0.01 significant level

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Constructivist Strategy as Predictor of Teaching Performance

Constructivist Strategy as Best Predictor of Teaching Performance

	Teaching Performance			
Constructivist strategy	**B (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**T**	**Sig.**
Constant	—	1.265	10.552	0.000
Teacher Approaches	0.262	0.149	4.473	0.000
Teaching Process	0.341	0.271	5.471	0.000
Measurement and Evaluation	0.096	0.060	0.494	0.062
Gains	0.073	0.052	0.934	0.035
Content and Teaching Materials	0.242	0.154	1.176	0.024
R	0.917			
R^2	0.841			
F	134.791			
p	<.001			

The results of the study are consistent with constructivist learning, which asserts that learners actively build knowledge through interaction, reflection, and engagement in authentic task. Piaget (1972) emphasized that learning occurs when individuals reorganize cognitive structures in response to new experiences.

Chapter 4
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

Determining the relevance of the relationship between constructivist strategy and teaching performance among elementary school teachers in the Division of Davao del Norte. The study found out that extent of constructivist strategy among K Stage 1 teachers in Davao del Norte Division is extensive. All five domains - teacher approaches, teaching process, measurement and evaluation, gains, and content, and teaching materials, received high ratings, signifying that constructivist practices are frequently evident in classroom instruction.

Conclusion

Based on results, the following conclusions were drawn:

1. The constructivist strategy of 133 Key Stage 1 teachers in the Division of Davao del Norte is described as Extensive, indicating that constructivist classroom practices are oftentimes manifested in instructional delivery.
2. Teaching performance described as Extensive, indicating that Key Stage 1 teachers oftentimes manifest effective course organization, quality of teaching, and meaningful evaluation and feedback practices.
3. Based on the statistical results, constructivist approach and teaching performance are significantly correlated.
4. Constructivist approach was found to have a significant influence on teaching performance.

Recommendations

For Teachers. The study highlights the need to continuously refine instructional strategies, particularly in the areas of active learning, critical thinking development, and meaningful classroom engagement. Teachers may deepen their mastery of learner-centered methodologies, diversify instructional materials, and design authentic tasks that promote cognitive, affective, and psychomotor gains.

Learners. Active involvement in discussions, cooperative learning, and inquiry-based task is encouraged to develop critical thinking, learner engagement, and meaningful knowledge construction.

For Future Researchers. Replication of this study in other grade bands, disciplines, and geographical areas may be conducted to verify the applicability of findings across diverse contexts.

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