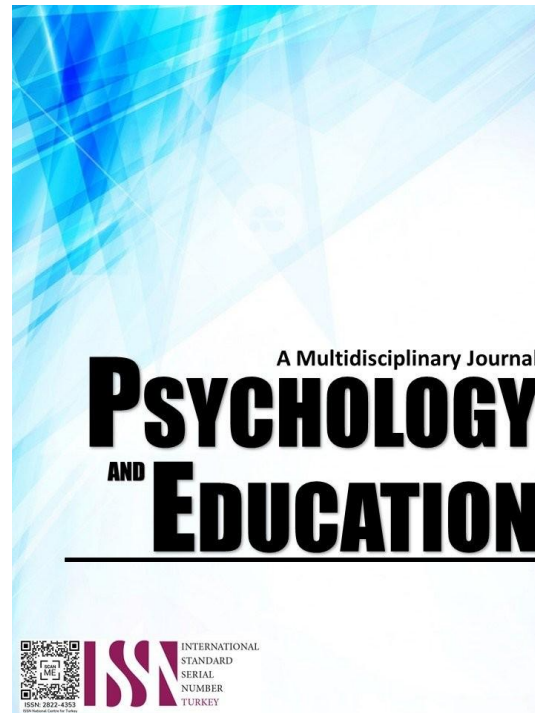


TEACHING PRACTICES AND THEIR IMPACT ON STUDENT LEARNING OUTCOMES IN SELECTED SCHOOLS OF LUMBA-BAYABAO II DISTRICT



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Teaching Practices and their Impact on Student Learning Outcomes in Selected Schools of Lumba-Bayabao II District

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Abstract

This study examined the relationship between teaching practices and student learning outcomes in the Lumba-Bayabao II District, located in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Philippines. The district faced significant educational challenges, such as limited access to resources, teacher professional development, and modern instructional strategies. The study explored prevalent teaching practices, their implementation, and their impact on learner performance, along with the role of socio-economic factors. A descriptive correlational research design was employed, with 265 learners from four schools serving as respondents. Key objectives included evaluating instructional strategies, teaching activities, and assessment practices, as well as analyzing academic performance and socio-economic influences. Findings indicated that while teachers consistently implemented structured lesson planning, effective instructional delivery, and varied teaching methods, no statistically significant relationship was found between teaching practices and student performance. Similarly, socio-economic factors such as parental education and family income explained only a small portion of the variation in academic performance. The study concluded that external factors beyond classroom instruction likely play a significant role in shaping learner outcomes. Based on these findings, recommendations were provided to enhance teaching effectiveness, optimize resource allocation, and provide socio-economic support for improved learning outcomes.

Keywords: *teaching practices, student learning outcomes, Lumba-Bayabao II District, educational impact, rural education quality*

Introduction

The quality of teaching practices plays a significant role in shaping learner learning outcomes. A solid understanding of instructional practices, combined with effective assessment strategies, can positively influence learner achievement (Teig et al., 2024). In the Philippine educational context, significant challenges persist in improving learner performance, as demonstrated by the country's low ranking in the 2018 Programme for International Student Assessment (PISA) results (OECD, 2019). Ranked in the lower 70s among 79 participating countries, this highlights the need for improvements in teaching quality and assessment practices (Mohammad et al., 2023).

In the Lumba-Bayabao II District, located within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the quality of education faces numerous challenges, particularly in rural and underserved areas where access to educational resources remains limited. The socio-political context of the region, shaped by historical and ongoing conflicts, coupled with issues such as inadequate infrastructure and lack of educational support, further exacerbates these challenges.

According to the 2019 Functional Literacy, Education, and Mass Media Survey, BARMM has the lowest basic literacy rate in the country at 83.2% (Philippine Statistics Authority, 2020). While teaching practices are widely recognized as a critical factor influencing learner achievement, there is a noticeable lack of research focused on understanding how these practices specifically impact learning outcomes in the Lumba-Bayabao II District. In this context, instructional strategies such as the use of technology, hands-on activities, and differentiated teaching are often underutilized due to resource constraints, leaving their impact on learner performance unclear. Additionally, the education system must navigate a complex mix of traditional and modern pedagogies while addressing the diverse cultural and linguistic needs of the learners. Exclusion, marginalization, and the prioritization of immediate livelihood needs over education in many households have contributed to the region's lagging educational outcomes (UNICEF, 2019).

Research indicates that assessment is an essential part of the instructional process. Effective assessment practices provide valuable feedback to both educators and learners, helping to refine teaching methods and adjust learning strategies to meet learners' needs (Bibon, 2022; Francisco et al., 2020). In the Philippines, many teachers rely on formative assessments to monitor lesson progress and improve their instruction (Mohammad et al., 2023). However, many educators face challenges in ensuring the validity and reliability of their assessments, highlighting the need for more professional development. Teachers' ability to design and implement assessments that evaluate higher-order thinking skills is key to fostering a deeper understanding of the subject matter and preparing learners for future academic challenges.

Teacher assessment literacy has gained attention in educational research, emphasizing its importance in enhancing educational outcomes. Teacher assessment practices (TAP), which involve the goals, structure, and communication of assessments, are fundamental components of teacher assessment literacy (Mohammad et al., 2023). In Maguindanao, studies indicate that teachers frequently employ basic assessment tools, such as multiple-choice and completion exams, but often lack proficiency in more complex assessment methods. This gap in assessment literacy underscores the need for professional development programs that equip educators with the skills to

design assessments that promote critical thinking and deeper learning.

The relationship between teaching practices and learner learning outcomes is complex. Previous studies have shown that instructional strategies, such as content coverage and teaching quality, have a significant impact on learners' academic performance (Tabuena et al., 2020). By examining the teaching practices of educators in Lumba-Bayabao, this study will investigate how these strategies are implemented and their impact on learner outcomes. The goal is to identify practices that can be replicated or improved upon to enhance educational quality in similar rural regions across the Philippines.

In the Lumba-Bayabao II District, located within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the quality of education faces significant challenges due to various factors, particularly in rural and underserved areas. The region contends with socio-political issues, including the aftermath of armed conflict, limited access to educational resources, and inadequate infrastructure, all contributing to lagging academic performance. Although teaching practices play an important role in influencing learner outcomes, little research has been conducted to explore how these practices specifically impact learning in this district. Resource constraints and a lack of professional development opportunities for teachers restrict the effective implementation of modern instructional methods such as differentiated teaching and technology integration.

This study aimed to contribute to the growing body of research on teaching practices and assessment in the Philippines, particularly in underrepresented areas like Lumba-Bayabao. By investigating how teachers' instructional and assessment strategies impact learner performance, this research provided insights that can inform teacher development programs and educational policy. Effective teaching practices, rooted in sound assessment methods, have the potential to significantly improve learner learning outcomes, as supported by prior research (Teig et al., 2024; Bibon, 2022). The study will address gaps in teacher assessment literacy and provide evidence for interventions that can improve the quality of education in the region.

Research Objectives

The study aimed to investigate the relationship between teaching practices and learner learning outcomes in the Lumba-Bayabao II District. Specifically, the study sought to achieve the following objectives:

1. To describe the demographic profile of the learners involved in the study, focusing on the following characteristics:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. grade level;
 - 1.4. parents' educational attainment; and
 - 1.5. parents' income.
2. To explore the prevalent teaching practices and instructional strategies employed by teachers in the selected schools in Lumba-Bayabao II District, covering aspects such as:
 - 2.1. lesson planning;
 - 2.2. instructional delivery;
 - 2.3. instructional methods;
 - 2.4. teaching activities; and
 - 2.5. assessment strategies.
3. To assess the academic performance of learners in the Lumba-Bayabao II District for the School Year 2024 -2025.
4. To assess the significant relationship between teaching practices and the academic performance of learners.
5. To examine which of the perceived impact of socio-economic status best predict the academic performance of the learners.
6. To develop a plan recommendation based on the study's findings to enhance teaching practices and improve learner learning outcomes in the Lumba-Bayabao II District.

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the relationship between teaching practices and learner learning outcomes in selected public elementary schools within the Lumba-Bayabao II District. This design was selected to provide both a comprehensive description of existing teaching practices and an analysis of how these practices correlated with learners' academic outcomes and experiences.

The descriptive aspect of the design allowed the researcher to systematically document current teaching strategies as implemented in real classroom settings, without altering any classroom variables. Meanwhile, the correlational component enabled the researcher to explore potential statistical relationships between identified teaching practices and the learning outcomes reported by the learners. This design was appropriate for the study because it facilitated an objective investigation of naturally occurring variables, aligning with the realities of educational environments where experimental control is neither practical nor ethical.

By employing this non-experimental design, the study maintained the authenticity of classroom dynamics while enabling the

identification of meaningful patterns and associations between variables. The approach is commonly used in educational research to inform policy, improve instructional practices, and guide future interventions (Creswell, 2014; Best et al., 2021).

Respondents

The respondents of this study were 265 learners from selected public elementary schools in Lumba-Bayabao II District. These learners were surveyed to assess their perceptions of teaching practices and their impact on learning outcomes. The selection of respondents enabled a structured and measurable evaluation of instructional effectiveness across various school contexts in the district.

This study employed a stratified sampling method to ensure fair and proportionate representation of learners across different strata. The stratification was based on two key factors: school affiliation and grade level. Each participating school in the district represented a distinct stratum, and learners were randomly selected from each stratum according to its population size.

To determine the appropriate number of respondents per school, the Raosoft sample size calculator was used. This tool accounted for the total population of learners in each school, with a 95% confidence level, 5% margin of error, and 50% response distribution, ensuring statistically valid and representative sampling. The results from the calculator guided the proportional allocation of respondents for each school, thereby maintaining consistency in sample representation relative to population size.

Within each school, random sampling was applied to select learners from various grade levels, provided they met the inclusion criteria, specifically, being currently enrolled and having direct experience with the teaching practices being evaluated. This stratified approach allowed the study to capture a diverse range of learner experiences and better reflect instructional trends within the district.

The total sample size of 265 learners was both statistically adequate and logistically manageable, allowing for in-depth analysis of the relationship between teaching practices and learner learning outcomes.

Instrument

To ensure the internal consistency and reliability of the survey instrument, a pilot test was conducted prior to the full implementation of the study. The pilot testing allowed for the identification of ambiguities, misinterpretations, and inconsistencies within the questionnaire. Following this process, a reliability analysis was carried out using Cronbach's alpha, which is a standard measure used to evaluate the internal consistency of items within a scale. This test was specifically applied to Section 2 of the questionnaire, which includes items on teaching practices and instructional strategies as perceived by learners.

This study employed a quantitative data collection method to analyze teaching practices and their impact on learner learning outcomes in the Lumba-Bayabao II District. The primary data collection instrument was a structured survey questionnaire administered to learner respondents. The questionnaire was designed to capture learners' perceptions of instructional practices, assessment methods, and overall learning progress, ensuring a systematic and measurable evaluation of educational effectiveness. To enhance reliability and clarity, a pilot test was conducted with 26 learners in Salaman Elementary School prior to full implementation. This step ensured that the survey items were easily understood and effectively measured the intended constructs.

A structured survey questionnaire was developed and distributed to 265 learners across four selected schools. The questionnaire consisted of three sections: (1) learner demographic profile, (2) perceptions of teaching practices, and (3) academic performance. Section 3 asked respondents to indicate their previous quarter average, which served as the basis for analyzing their academic performance. This self-reported grade allowed for the correlation of learners' perceptions of teaching effectiveness with their actual learning outcomes in a straightforward and accessible manner. The use of academic average as a quantifiable metric enabled the researcher to explore potential patterns between instructional strategies and learner achievement.

The survey instrument consisted of Likert-scale items and multiple-choice questions, developed based on validated educational assessment frameworks, such as those by Bibon (2022). A pilot study was conducted with 26 Grade 5 students from a public elementary school located outside the main study area but within the same division. Feedback obtained during the pilot phase led to minor revisions that enhanced the questionnaire's clarity and coherence, thereby confirming its reliability and validity for use in the full-scale research (Bibon, 2022; Maloloy-on et al., 2023).

Procedure

The data collection process followed a structured approach to ensure ethical compliance, accuracy, and consistency. Formal approval was obtained from school administrators and the BARMM-MBHTE Lanao del Sur 2nd Division before conducting the study. Informed consent was secured from learners, including parental or guardian permission where applicable. The survey was conducted in a controlled classroom setting, with the researcher present to provide guidance and ensure proper completion. All completed responses were reviewed for accuracy and completeness before data analysis.

The collected data were analyzed using descriptive statistics, such as frequency distribution, percentage analysis, and weighted mean, to identify patterns in learner experiences. Additionally, Pearson's correlation coefficient was used to examine the relationship between learners' perceptions of teaching practices and their self-reported academic performance. This approach provided an objective assessment of the link between instructional effectiveness and academic outcomes, contributing empirical insights to support

instructional improvement efforts in Philippine public schools (Best et al., 2021).

Data Analysis

The data analysis in this study was systematically designed to align with the research objectives, ensuring a comprehensive and evidence-based understanding of the relationship between teaching practices and learner learning outcomes in the Lumba-Bayabao II District. Descriptive correlation statistical methods were applied to analyze the data collected through surveys, enabling the researcher to generate clear, interpretable, and relevant results.

To describe the demographic profile of learners (Objective 1), frequency counts and percentages were utilized to analyze characteristics such as age, sex, grade level, parents' educational attainment, and family income. These descriptive statistics provided a foundational understanding of the learner population, revealing patterns that could influence both the learning environment and academic performance.

To explore the prevalent teaching practices and instructional strategies employed by teachers (Objective 2), data related to lesson planning, instructional delivery, instructional methods, teaching activities, and assessment strategies were analyzed using the weighted mean and standard deviation. This approach determined the extent and consistency of implementation of various teaching practices, offering insights into instructional trends within the district.

To assess the academic performance of learners for School Year 2024–2025 (Objective 3), frequency and percentage were used to summarize learner grades and performance levels. This allowed the researcher to identify overall achievement trends and to provide a baseline for evaluating the influence of teaching strategies on academic success.

To assess the significant relationship between teaching practices and academic performance (Objective 4), the Pearson R Correlation Coefficient was applied. This statistical test measured the strength and direction of the relationship between the effectiveness of teaching practices and learners' academic performance, indicating which instructional approaches were most strongly associated with improved learning outcomes.

To examine which aspects of socio-economic status best predict academic performance (Objective 5), linear regression analysis was used. This technique identified the specific socio-economic factors, such as parental education and income, that significantly contributed to variations in learner achievement, providing an evidence-based foundation for targeted interventions.

Finally, based on the results of the analyses, a set of policy and programmatic recommendations was developed (Objective 6). These recommendations were informed by empirical findings and designed to enhance teaching practices, address socio-economic disparities, and improve learner learning outcomes in the Lumba-Bayabao II District. This objective was achieved through critical synthesis and interpretation of the data, ensuring that the proposed actions were contextually grounded and practically applicable.

All data underwent thorough validation and were subjected to quality control measures to ensure accuracy, reliability, and consistency. Responses were coded and processed using appropriate statistical software to minimize errors and enhance the integrity of the analysis.

Ethical Considerations

This study adhered to ethical principles to ensure the protection of participants' rights, confidentiality, and well-being throughout the research process. Prior to participation, all respondents, including learners and teachers, were provided with a clear explanation of the study's objectives, procedures, potential risks, and benefits. For learners, parental or guardian consent was obtained to ensure their voluntary participation. Participants signed a written informed consent form before engaging in surveys or interviews. Participation in this study was entirely voluntary, and respondents had the right to refuse to answer any question or withdraw from the study at any point without penalty or consequence. No participant was coerced or pressured into taking part in the research (National Ethical Guidelines for Health and Health-Related Research, 2017).

All collected data were treated with strict confidentiality. Participants' identities remained anonymous, and no personally identifiable information (e.g., names, addresses) was recorded or disclosed. Responses were assigned coded identifiers rather than names to maintain privacy. All digital and physical records were securely stored and were accessible only to authorized researchers. Given that the study involved learners, additional ethical safeguards were implemented. The study adhered to the principles of the Data Privacy Act of 2012 (Republic Act No. 10173), ensuring that data collection, processing, and storage upheld the rights of data subjects, including the principles of transparency, legitimate purpose, and proportionality (National Privacy Commission, 2016). Researchers ensured that learners understood their rights and participation conditions in a way appropriate to their age and comprehension level.

The study ensured that no participant was harmed in any way, physically, psychologically, or emotionally. Survey and interview questions were carefully designed to avoid distressing or sensitive topics. The research findings aimed to contribute positively to educational improvements in the Lumba-Bayabao II District. Additionally, the study maintained honesty, transparency, and accuracy in data collection, analysis, and reporting. Fabrication, falsification, or misrepresentation of data was strictly avoided. Plagiarism and misuse of sources were prevented through proper citation and adherence to academic integrity guidelines (Resnik, 2020).

Finally, this study complied with ethical research standards set by relevant authorities, including the Bangsamoro Autonomous Region



in Muslim Mindanao – Ministry of Basic, Higher, and Technical Education (BARMM-MBHTE). Approval from school administrators and the Lanao del Sur 2nd Division Office was obtained before the study was conducted. By adhering to these ethical principles, the research ensured the protection and dignity of all participants while maintaining the credibility and validity of findings that aim to enhance teaching practices and learner learning outcomes.

Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of data in terms of Tabular, Textual, and Graphical presentation shall be presented by the researcher through its final findings of every table to be analyzed and systematically interpreted by Rank.

Profile of the Respondents

Table 1. *Distribution of Respondents' Age*

Age	Respondents	
	N	%
8 - 10 years	102	38
11- 13 years	163	62
Total	265	100.00

Table 1 presents the frequency and percentage distribution of respondents by age. As shown, 102 learners (38%) were between 8 and 10 years old, while 163 learners (62%) were between 11 and 13 years old, comprising 62% of the total of 265 respondents.

The data showed that the majority of the learners in the selected schools in Lumba-Bayabao II District were between 11 and 13 years old, representing the later years of middle childhood and the early stages of adolescence. This age group represents a critical developmental phase during which learners begin to exhibit advanced cognitive abilities. According to Piaget (1952), children within this range typically transition from the concrete operational stage to the formal operational stage, allowing them to understand abstract concepts, reason logically, and solve problems more effectively.

According to the Philippine Statistics Authority (PSA, 2024), most learners enrolled in public elementary schools nationwide fall within the 7 to 13 age range. This confirmed that the age distribution observed in the Lumba-Bayabao II District aligned with national trends, ensuring that the study sample reflects typical learner demographics.

Given the predominance of learners aged 11 to 13, there is a clear need for differentiated instruction that accounts for their developmental readiness, learning preferences, and cognitive capabilities. As emphasized by Tomlinson (2014), implementing differentiated strategies can help meet diverse needs and promote deeper learning, especially in under-resourced rural schools.

Table 2. *Distribution of Respondents' Sex*

Sex	Respondents	
	N	%
Male	140	53
Female	125	47
Total	265	100.00

Table 2 illustrates the frequency and percentage distribution of respondents by sex. As shown, 140 (53%) of the respondents were male, while 125 (47%) were female. This indicated that a slightly higher proportion of the respondents were male, reflecting a relatively balanced gender distribution in the selected schools of Lumba-Bayabao II District. Such a balance enables a more equitable analysis of how teaching practices influence learning outcomes across genders.

Gender composition in educational settings has been found to influence learner participation, motivation, and engagement. Recent studies indicated that male learners often exhibited higher levels of classroom assertiveness, while female learners tend to display stronger self-regulation and academic persistence (Chowdhury et al., 2021; Ardies et al., 2020). These behavioral tendencies can affect how learners interact with different teaching practices and assessment methods, potentially leading to varied academic outcomes.

Moreover, unconscious gender biases in instructional delivery persist as a concern. According to recent research by Baig et al. (2022), teachers may unknowingly engage in gendered interactions, such as calling more frequently on boys during discussions or assigning tasks that align with traditional gender roles. These biases, if unaddressed, may contribute to subtle disparities in learning opportunities and achievement between male and female learners.

In the Philippine context, Reyes and Padilla (2021) emphasized that gender-responsive pedagogy can enhance academic performance by fostering inclusive classroom environments. Their findings show that when teachers consciously integrate gender-sensitivity into their instructional practices, such as equitable group assignments, balanced participation opportunities, and inclusive materials, learners of all genders benefit. Furthermore, Estacio et al. (2020) highlighted that incorporating localized gender-aware strategies in rural Philippine schools leads to improved engagement and performance for both male and female learners.

Overall, the relatively balanced gender representation among the respondents suggests that teaching practices in the Lumba-Bayabao



II District have the potential to impact learners equitably. However, the integration of gender-sensitive pedagogy remains crucial to ensuring that instructional strategies effectively address the diverse learning needs of all students.

Table 3. *Distribution of Respondents' Grade Level*

Grade Level	Respondents	
	N	%
Grade 4	87	33
Grade 5	97	37
Grade 6	81	30
Total	265	100.00

Table 3 presents the frequency and percentage distribution of the respondents according to their grade level. Among the 265 respondents, 87 learners (33%) were from Grade 4, 97 learners (37%) were from Grade 5, and 81 learners (30%) were from Grade 6. This distribution reflected a relatively even representation of upper elementary grade levels in the selected schools of the Lumba-Bayabao II District.

The largest proportion of respondents came from Grade 5 (37%), indicating that this grade level held a substantial presence in the study. Grade 5 is often a critical phase in learners' academic development, as they are expected to engage with more complex subject matter and develop higher cognitive functions. According to Baig et al. (2022), learners at this stage benefited significantly from teaching practices that promoted scaffolding, active questioning, and guided practice, all of which supported the development of analytical and metacognitive skills.

Grade 4 learners accounted for 33% of the sample, representing the foundational years of upper elementary education. Research by Alonzo and Gotwals (2019) emphasized the importance of early formative assessments and differentiated instruction at this stage to build strong conceptual understanding and learner confidence. Effective teaching strategies in Grade 4 are crucial for bridging the transition from basic literacy and numeracy to more subject-specific competencies.

Grade 6 learners made up 30% of the respondents, representing those nearing the end of elementary education and preparing for the transition to junior high. As noted by Cunsolo et al. (2021), this stage is associated with increased academic demands and social-emotional adjustments, making it essential for teachers to adopt responsive teaching methods that address both academic rigor and learner well-being.

Overall, the representation of learners from Grades 4 to 6 provided a comprehensive perspective on how teaching practices influence learners across various developmental stages. The distribution allowed for an in-depth analysis of teaching effectiveness and learner experiences, from the consolidation of foundational knowledge to the application of critical thinking skills required in higher education levels.

Table 4. *Distribution of Respondents' Parents' Highest Educational Attainment*

Highest Educational Attainment	Respondents			
	Father		Mother	
	N	%	N	%
No Formal Education	33	13	18	7
Elementary School	48	18	43	16
High school	115	43	130	49
College	69	26	74	28
Post-Graduate Degree	0	0.0	0	0.0
Total	265	100.00	265	100.0

Table 4 presents the frequency and percentage distribution of the respondents' parents according to their highest educational attainment. As indicated, 33 fathers (13%) and 18 mothers (7%) had no formal education. Meanwhile, 48 fathers (18%) and 43 mothers (16%) completed elementary school. The majority of parents attained a high school education, comprising 115 fathers (43%) and 130 mothers (49%). A notable portion of the population completed a college education, with 69 fathers (26%) and 74 mothers (28%). None of the respondents' parents held a post-graduate degree.

The data suggested that most learners in the selected schools of Lumba-Bayabao II District come from families where at least one parent has a secondary-level education. Mothers slightly outnumbered fathers in both the high school (49% vs. 43%) and college (28% vs. 26%) categories, indicating a potentially higher maternal educational influence in the home environment. These figures are meaningful, as parental education, especially that of mothers, has been identified as a critical determinant of learners' academic outcomes.

Recent studies emphasized that parents with higher educational attainment are more likely to foster a home culture that promotes academic success. According to Barros and Carvalho (2021), maternal education, in particular, positively correlated with children's literacy, numeracy, and academic confidence, as mothers often serve as primary facilitators of early learning. Similarly, Gile et al., (2022) highlighted that parental education equipped individuals with the skills to actively engage in their children's schooling, including



helping with homework, attending school events, and establishing routines that support learning.

Furthermore, research by Huang et al. (2020) found that educated parents are more responsive to school communication and curricular expectations, which enhanced learners' academic motivation and achievement. The presence of college-educated parents, as indicated in the study (26% of fathers and 28% of mothers), reflected a potentially strong source of cognitive and emotional support that can shape learners' attitudes toward education and academic resilience.

Table 5. *Distribution of Respondents' Family Monthly Income*

Parents Monthly Income	Respondents	
	N	%
Below Pph 10,000	84	32
Pph 10,001 – Pph 20,000	130	49
Pph 20,001 – Pph 30,000	38	14
Pph 30,001 – Pph 40,000	13	5
Pph 40,001 and Above	0	0.0
Total	265	100.00

Table 5 presents the frequency and percentage distribution of respondents based on their family's monthly income. As reflected in the data, 84 learners (32%) reported a family income of below PHP 10,000. The majority of the respondents, 130 learners (49%), belonged to families earning between PHP 10,001 and PHP 20,000 per month. Additionally, 38 learners (14%) came from households with a monthly income of PHP 20,001 to PHP 30,000, while only 13 learners (5%) reported a family income ranging from PHP 30,001 to PHP 40,000. No respondents indicated a monthly family income exceeding PHP 40,000.

These findings showed that a significant portion of the respondents (81%) belong to families earning PHP 20,000 or less, placing the majority within the lower socio-economic bracket. This economic condition is particularly relevant in the context of Lumba-Bayabao II District, where financial constraints may limit access to educational resources such as school supplies, internet connectivity, and private tutoring. According to UNECEF (2019), income disparities continued to be a key barrier to equitable access to quality education, particularly in marginalized and rural communities.

Recent studies also highlighted how lower household income can influence learners' academic engagement and achievement. As observed by Tomaszewska-Pękała et al. (2022), economic hardship often correlated with reduced academic support at home, higher levels of stress, and limited educational enrichment opportunities. These constraints may contribute to disparities in academic performance among learners from lower-income families. However, the study also noted that schools with strong support systems and inclusive pedagogical practices can help reduce these gaps.

Despite these challenges, parental engagement and educational attitudes still play a vital role in mitigating the effects of economic disadvantage. A study by Garcia et al. (2020) found that even among low-income households, learners performed better academically when parents showed consistent involvement in school activities, maintained high educational expectations, and cultivated a supportive home learning environment. This finding aligns with those of Kim et al. (2019), who emphasized that resilience and positive academic behaviors can be fostered through emotional support, even when material resources are limited.

Teaching Practices and Instructional Strategies Employed by Teachers

Table 6. *The Prevalent Teaching Practices and Instructional Strategies Employed by Teachers Covering Aspects such as Instructional Planning*

Statements Instructional Planning	Mean	Description
Q1: Teachers design lessons that consciously select content that needs the MBHTE's curriculum competencies, and/or performance standards	3.74	Always
Q2: Teachers design the lesson by selecting methods and strategies that accommodate individual needs and interest of specific learners	3.38	Often
Q3: Teachers design lessons by considering how to build upon learner's existing knowledge and experiences	3.56	Always
Q4: Teachers design lessons by considering how to create active learning experiences for learners	3.64	Always
Q5: During each lesson, teachers consciously implement a teaching strategy that stimulates higher-order thinking skills	3.47	Often
Ave.	3.56	Always

Legend: 3.50–4.00 = Always; 2.50–3.49 = Often; 1.50–2.49 = Seldom; 1.00–1.49 = Never.

The findings in Table 6 illustrate learners' perceptions of their teachers' instructional planning practices across selected public elementary schools in the Lumba-Bayabao II District. The overall average mean of 3.56, which fell under the descriptor "Always," indicated that teachers consistently demonstrated effective instructional planning. The highest-rated item was the alignment of lesson content with the MBHTE curriculum standards and learning competencies (M = 3.74), suggesting a strong adherence to mandated educational guidelines.

Learners also observed that teachers often build on their prior knowledge and experiences when introducing new content ($M = 3.56$), and regularly incorporate interactive and participatory learning activities into lessons ($M = 3.64$). These practices reflected the principles of constructivist learning, emphasizing the importance of active engagement and scaffolding in the learning process (Vygotsky, 1978).

However, two items received slightly lower ratings, both categorized as "Often." The first was the adaptation of teaching strategies based on learner feedback and classroom performance ($M = 3.38$), indicating that while teachers may adjust their instruction, this is not consistently done across all classrooms. The second item, which teachers regularly provide learners with creative or unfamiliar problem-solving tasks, was also rated "Often" ($M = 3.47$), indicating room for improvement in fostering higher-order thinking skills.

Overall, the data highlighted strong instructional planning practices but also identified specific areas where teachers could enhance responsiveness to learner needs and promote more complex cognitive engagement. These insights can inform targeted professional development initiatives to further improve teaching quality and learner outcomes in the district.

Table 7. *The Prevalent Teaching Practices and Instructional Strategies Employed by Teachers Covering Aspects such as Instructional Delivery*

<i>Statements Instructional Delivery</i>	<i>Mean</i>	<i>Description</i>
Q1: Teachers clearly articulate lesson objectives at the beginning of each class.	3.43	Often
Q2: Teachers use a variety of instructional materials (e.g., visual aids, technology) to enhance learning.	3.29	Often
Q3: Teachers incorporate real-world examples and applications into their lessons.	3.67	Always
Q4: Teachers ensure a conducive learning environment for learner engagement and participation.	3.35	Often
Q5: Teachers effectively use verbal communication to explain concepts and instructions.	3.70	Always
<i>Ave.</i>	3.49	Often

Legend: 3.50–4.00 = Always; 2.50–3.49 = Often; 1.50–2.49 = Seldom; 1.00–1.49 = Never.

Table 7 presents the respondents' perceptions of the instructional delivery practices employed by their teachers. The overall average mean of 3.49 fell under the "Often" category, indicating that while most strategies related to instructional delivery were commonly observed, there is room for increased consistency and improvement in practice.

Teachers were rated as "Always" incorporating real-world examples and applications ($M=3.67$) and effectively using verbal communication to explain concepts and instructions ($M=3.70$). These results suggested that learners recognized the effort of teachers to make lessons meaningful and relatable, and to communicate content clearly key strategies for enhancing engagement and comprehension, as emphasized by Hattie (2023).

However, certain areas were rated slightly lower. For instance, articulating lesson objectives at the beginning of each class ($M = 3.43$), ensuring a conducive learning environment ($M = 3.35$), and using diverse instructional materials ($M = 3.29$) all received an "Often" rating. This implied that while these practices were generally present, they may not be consistently implemented across all classrooms. These findings align with those of Derakhshan et al. (2024), who argued that clearly structured lessons and diverse instructional tools are essential for effective learning, especially in resource-limited contexts.

The mixed ratings highlighted both strengths and potential areas for growth in instructional delivery. Strengthening the consistent use of learning objectives, enriching the classroom environment, and integrating varied instructional materials could enhance teaching effectiveness and learner outcomes in the Lumba-Bayabao II District.

Table 8. *The Prevalent Teaching Practices and Instructional Strategies Employed by Teachers Covering Aspects such as Instructional Methods*

<i>Statements Instructional Methods</i>	<i>Mean</i>	<i>Description</i>
Q1: Teachers employ interactive teaching methods (e.g., group discussions, cooperative learning).	3.18	Often
Q2: Teachers provide opportunities for learner- centered learning (e.g., problem-solving activities).	3.61	Always
Q3: Teachers facilitate peer learning and collaboration among learners.	3.42	Often
Q4: Teachers adapt their teaching methods to accommodate diverse learning styles and preferences.	3.36	Often
Q5: Teachers integrate technology (e.g., online resources, educational apps) into their teaching methods.	2.40	Seldom
<i>Ave.</i>	3.19	Often

Legend: 3.50–4.00 = Always; 2.50–3.49 = Often; 1.50–2.49 = Seldom; 1.00–1.49 = Never.

Table 8 presents the respondents' perceptions of the instructional methods used by teachers in the selected schools of Lumba-Bayabao II District. The overall average mean of 3.19, interpreted as "Often", indicates that while teachers regularly applied various instructional strategies, the consistency of implementation differed depending on the specific method. This variation highlighted areas of strength



as well as potential gaps in instructional delivery across classrooms.

The highest-rated instructional strategy was the use of learner-centered learning activities, such as problem-solving tasks, with a mean score of 3.61 categorized as "Always." This finding suggested that teachers actively fostered participation and deeper learning through engagement-based approaches. Recent studies by Trilling and Fadel (2021) emphasize that such approaches align with 21st-century learning demands, promoting skills such as critical thinking, adaptability, and collaboration. Moreover, learner-centered strategies are essential for empowering students to take ownership of their learning, particularly in diverse and multilingual contexts such as the Bangsamoro.

On the other hand, the integration of technology into instructional methods received the lowest mean of 2.40, categorized as "Seldom." This highlighted a pressing challenge in the district: insufficient access to or application of digital tools in daily teaching. A study by Lazaro et al. (2020) in rural Philippine schools confirmed that lack of infrastructure, limited digital literacy, and inconsistent internet connectivity hinder effective technology integration. In this light, the findings echoed the core principle of the TPACK model (Ciriza-Mendivil et al., 2022), which posits that effective technology use in classrooms requires teachers to blend pedagogical skills with technological and content knowledge, something that remains underdeveloped in many underserved areas.

Instructional methods related to interactive teaching, peer collaboration, and differentiated instruction were rated with mean values between 3.18 and 3.42, falling under the "Often" category. These practices reflected an encouraging trend toward inclusive and socially interactive classrooms. Peer interaction has been shown to enhance learners' cognitive development, particularly when embedded within culturally responsive teaching practices (Gile et al., 2022). Similarly, differentiated instruction is crucial for accommodating learner diversity and personalizing educational experiences to meet individual needs (Maloloy-on et al., 2023).

Table 9. *The Prevalent Teaching Practices and Instructional Strategies Employed by Teachers Covering Aspects such as Teaching Activities*

Statements Teaching Activities	Mean	Description
Q1: Teachers assign homework or projects that reinforce classroom learning.	3.41	Often
Q2: Teachers organize field trips or excursions to complement classroom instruction.	1.40	Never
Q3: Teachers conduct hands-on activities or experiments to facilitate learning.	3.64	Always
Q4: Teachers encourage learner presentations or group discussions to enhance understanding.	3.35	Often
Q5: Teachers incorporate creative or artistic activities into their lessons.	3.03	Often
Ave.	3.17	Often

Legend: 3.50–4.00 = Always; 2.50–3.49 = Often; 1.50–2.49 = Seldom; 1.00–1.49 = Never.

Table 9 outlines the prevalent teaching activities used by teachers in the selected schools of Lumba-Bayabao II District. The overall average mean of 3.17 indicated that teachers often employed a range of teaching activities that enhanced learner outcomes.

The most consistently applied activity is the use of hands-on activities and experiments (mean = 3.64), which was rated as Always. This finding aligned with Kolb's Experiential Learning Theory (1984), which emphasized that practical, real-world learning activities deepened understanding and facilitated retention.

Teachers frequently integrated group presentations and discussions (mean = 3.35), as well as creative or artistic activities (mean = 3.03), into their instructional routines. These approaches have been shown to enhance learner engagement, promote collaboration among peers, and develop communication competencies. Recent studies emphasize the effectiveness of using varied instructional strategies to cater to different learner preferences and intelligences, supporting a more inclusive and interactive classroom environment (Francisco et al., 2020; Tomaszewski et al., 2022). Additionally, assigning homework or projects (mean = 3.41) remained a common practice among teachers, reinforcing lessons covered in class while encouraging students to cultivate independent learning skills (Bibon, 2022; Ng et al., 2023).

However, the implementation of field trips or educational excursions to supplement classroom instruction received a notably low rating (mean = 1.4), indicating that such activities are seldom conducted. This may be attributed to constraints related to funding, transportation, or administrative approval. While experiential learning strategies are known to provide meaningful real-world connections to academic concepts, their application remains limited in some educational settings due to resource challenges (Cunsolo et al., 2021; Agayon et al., 2022). These findings suggest that despite their potential benefits, off-campus learning opportunities are often not feasible in the context of resource-constrained schools.

Table 10 highlights the prevalent assessment strategies employed by teachers in the Lumba-Bayabao II District. The overall mean of 3.41 suggested that teachers generally implement a variety of assessment strategies, but with room for improvement in some areas.

The highest-rated strategy remained the provision of re-teaching and remedial sessions (mean = 3.63), signifying that teachers consistently offered targeted interventions to support struggling learners. This finding aligned with Hattie's (2023) research on the importance of providing individualized support to improve learning outcomes.

However, the item "Teacher conducts pre-test/diagnostic test" showed a lower mean of 3.25, indicating that although it is still practiced, its frequency has declined compared to earlier reports. Diagnostic assessments are crucial for identifying learners' prior knowledge and



guiding instruction, but this practice may require additional emphasis and support (Mohammad et al., 2023).

Table 10. *The Prevalent Teaching Practices and Instructional Strategies Employed by Teachers Covering Aspects such as Assessment Strategies*

<i>Statements Teaching Activities</i>	<i>Mean</i>	<i>Description</i>
Q1: Teacher conducts pre-test/diagnostic test	3.25	Often
Q2: Teacher keeps and updates class record	2.80	Often
Q3: Teacher prepares TOS based tests	3.20	Often
Q4: Teacher uses rubrics when and where applicable	3.06	Often
Q5: Teacher uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes	2.90	Often
Q6: Teacher evaluates learning outcomes through varied means	3.41	Often
Q7: Teacher assists learners who are hard-up by re-teaching and remedial	3.63	Always
Q8: Teacher improves learners' achievement level (considers MPS and median)	2.75	Often
Ave.	3.13	Often

Legend: 3.50-4.00 = Always; 2.50-3.49 = Often; 1.50-2.49 = Seldom; 1.00-1.49 = Never.

Likewise, "Teacher keeps and updates class records" (mean = 2.80) shows a decline, suggesting that while teachers do maintain records, this practice is not as consistently updated as it should be, which could hinder the effective tracking of student progress.

"Teacher uses written work, performance tasks, and quarterly assessments adequately in evaluation" (mean = 2.90) also indicated that this practice is frequently employed but may not be fully optimized in evaluating learner outcomes, and teachers may need additional support in utilizing diverse evaluation methods effectively.

Lastly, the item "Teacher improves learners' achievement level (considers MPS and median)" shows the lowest mean of 2.75, reflecting that although this assessment practice is applied often, there may be a need for more emphasis on using performance metrics to identify and address gaps in student achievement (Bibon, 2022).

Academic Performance of the Learners for the School Year 2024 -2025.

Table 11. *Frequency and Percentage Distribution of the Respondents' Average Grade Last Quarter*

<i>Rating Scale</i>	<i>Frequency</i>	<i>%</i>	<i>Description</i>
90 – 100	56	21	Outstanding
85 – 89	145	55	Very Satisfactory
80 – 84	47	18	Satisfactory
75 -79	17	6	Fairly Satisfactory
Below 75	0	0.0	Did not Meet Expectations
Total	265	100.0	

Table 11 outlines the average grades of the 265 respondents for the last academic quarter. The data showed that a majority of learners (55%) performed in the Very Satisfactory range (85–89), indicating a solid academic standing. Additionally, 21% of the students achieved Outstanding grades (90–100), reflecting high levels of academic excellence. Meanwhile, 18% were rated as Satisfactory (80–84), while 6% fell into the fairly satisfactory range (75–79). Notably, no learners scored in the Poor category (below 75), suggesting that most learners are achieving or surpassing minimum academic expectations.

These results point to the overall effectiveness of teaching and assessment practices in the Lumba-Bayabao II District. According to Hattie (2023), instructional clarity, timely feedback, and goal-oriented teaching are among the most powerful influences on student achievement. The clustering of learners in the higher academic brackets suggests that many teachers in the district are applying evidence-based strategies that promote academic rigor and learner engagement.

In addition, Fisher and Frey (2021) emphasized the role of structured instructional design and active learning in boosting student outcomes. The results in Table 12 aligned with these findings, indicating that teaching practices likely incorporated elements such as formative assessment, scaffolded learning tasks, and student-centered activities. The lack of students in the "Poor" performance category may also point to effective use of remediation and differentiated instruction, ensuring that struggling learners receive the support needed to meet performance standards.

Although the data reflect strong academic outcomes overall, the presence of 6% of learners in the Unsatisfactory category should not be overlooked. Tomlinson and Murphy (2019) argued that targeted instructional adjustments such as personalized learning plans and regular progress monitoring, can significantly help underperforming students bridge learning gaps. Addressing the needs of this subgroup through intensified support and reflective teaching practices may enhance both their performance and confidence.

Relationship Between Teaching Practices of Teachers and the Academic Performance of the Learners.

Table 12 presents the results of the Pearson correlation analysis between perceived teaching practices and learners' academic performance. The correlation coefficient (r = 0.102) with a p-value of 0.118 exceeded the 0.05 level of significance, indicating that the



result is not statistically significant. Thus, the null hypothesis (H₀) is accepted. This meant there is no significant relationship between students' perceptions of teaching practices and their actual academic outcomes in this sample of learners from the Lumba-Bayabao II District.

Table 12. *Perceived Impact of Teaching Practices on the Academic Performance of Learners*

	<i>r</i>	<i>p-value</i>	<i>Level of Significance</i>	<i>Decision</i>
Academic Performance vs Teaching Practices	0.102	0.118	Not Sig.	Accept H ₀

The lack of significant correlation suggested that students' perceptions, while valuable for evaluating teacher performance, may not directly reflect academic achievement. According to Van der Lans et al. (2021), student perceptions were often shaped by interpersonal dynamics, classroom atmosphere, and individual preferences, which may not correlate strongly with cognitive outcomes like grades or test scores. This discrepancy highlighted the complexity of linking subjective evaluations to measurable academic results.

Moreover, learners' academic success is affected by a range of internal and external factors beyond teaching practices. Research highlights that student motivation, self-regulation, and effective learning strategies play critical roles in shaping academic achievement (Magno et al., 2024). Learners who demonstrate strong intrinsic motivation and time management skills tend to perform well regardless of their views on classroom instruction. Additionally, factors such as parental support, socio-economic background, and mental health significantly impact learning outcomes (Kim et al., 2020).

Given these findings, it is clear that academic performance is the result of intersecting variables, with teaching practices playing one of many roles. While effective instruction is a cornerstone of education, its measurable impact on achievement should be examined within a broader, systemic framework. Future studies should incorporate mixed-method or multivariate approaches that consider contextual factors, learner characteristics, and school-level interventions. Such comprehensive analyses would provide a deeper understanding of how and when teaching practices meaningfully influence student achievement.

The Perceived Impact of Socio-economic Status best Predict the Academic Performance of the Learners

Table 13. *Socio-economic Status Best Predict the Academic Performance*

<i>Indicator</i>	<i>Unstandardized Coefficients</i>			<i>Standardized Coefficients</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
(Constant)	88.135	2.471		35.673	0
Age	-0.412	1.118	-0.062	-0.369	0.713
Sex	0.834	0.658	0.109	1.267	0.207
Grade Level	-0.582	0.795	-0.129	-0.732	0.466
Highest Educational Attainment (Father)	0.109	0.421	0.029	0.259	0.796
Highest Educational Attainment (Mother)	0.276	0.479	0.067	0.577	0.565
Family Income	-0.599	0.595	-0.131	-1.007	0.315
R = 0.223	R ² = 0.050		F = 914		Sig. = 0.486

Table 13 presents the results of a multiple regression analysis exploring whether selected socio-economic variables can predict academic performance among learners in the Lumba-Bayabao II District. The model included predictors such as age, sex, grade level, parents' educational attainment, and family income. The regression equation yielded an F-value of 0.914 with a p-value of 0.486, indicating that the model is not statistically significant. The R² value of 0.050 suggested that only 5% of the variation in academic performance is explained by the included predictors, which is relatively low and implies that these socio-economic indicators are weak predictors of learner outcomes in this context.

When examining individual predictors, none of the socio-demographic variables showed a significant influence on academic performance. Age (B = -0.412, p = 0.713) and grade level (B = -0.582, p = 0.466) had negative coefficients, but these were not statistically significant. Similarly, sex (B = 0.834, p = 0.207) showed a positive association, albeit not to a statistically significant extent. These findings suggested that academic performance did not vary considerably across different age groups, grade levels, or between male and female learners within the sample population.

Parental educational attainment, often recognized as a significant factor influencing student achievement, also did not show a statistically significant association with learners' academic performance in this study. The regression coefficients were B = 0.109 (p = 0.796) for father's education and B = 0.276 (p = 0.565) for mother's education, both indicating non-significance. Although previous research, including studies by Barros and Carvalho (2021) and Huang, Peng, and Wang (2020), has consistently found positive links between parental education and student outcomes, the absence of such a relationship here may be attributed to contextual factors. These could include equitable access to school-based resources, uniformity in educational support programs, or limited variability in parental educational levels within the study population, which aligns with the findings of Kim et al. (2020) that emphasize the importance of contextual influences on educational achievement.

The regression analysis also indicated that family income, although negatively correlated with academic performance (B = -0.599, p = 0.315), was not statistically significant. This finding aligns with research by Magno et al. (2024), who suggested that income-related

educational disparities are often mediated by factors such as access to learning resources, neighborhood conditions, and parental involvement. In rural or low-income areas where public education is more standardized and supported by social programs, the direct effect of family income on academic achievement may be less pronounced.

In summary, the regression results imply that socio-economic status alone is not a sufficient predictor of academic performance among learners in the selected schools of Lumba-Bayabao II District. This perspective is supported by studies such as Barros and Carvalho (2021) and Huang, Peng, and Wang (2020), which highlight that while socio-economic factors influence education, their effects are often intertwined with other elements like parental involvement, school quality, and learner motivation. Additionally, Tomaszewski et al. (2022) emphasize the critical role of effective teaching practices and student engagement in mediating academic outcomes. These findings align with the growing consensus that student achievement is shaped by a complex interplay of cognitive, emotional, instructional, and contextual factors (Kim et al., 2020; Magno et al., 2024). Therefore, future research should integrate variables such as teaching quality, learner motivation, peer relationships, school environment, and socio-emotional support to develop a more holistic understanding of academic success. Addressing these multifaceted influences is key to designing interventions that extend beyond socio-economic determinants and effectively enhance learner achievement.

Conclusions

This study explored the prevalent teaching practices and socio-economic factors affecting academic performance among learners in the Lumba-Bayabao II District. Results revealed that teachers demonstrated strong practices in instructional planning, instructional delivery, instructional methods, teaching activities, and assessment strategies. Most of which fell under the "Often" and "Always" categories. These findings indicated that teaching strategies are generally implemented with consistency, particularly in areas such as active learning, communication, and remediation. For instance, teachers consistently conducted re-teaching and remedial activities and integrated hands-on learning tasks, which aligned with best practices in learner-centered pedagogy. However, limited integration of technology and minimal organization of field trips suggested areas requiring improvement.

Despite the presence of effective teaching strategies, the correlation analysis showed no significant relationship between teaching practices and learners' academic performance. This implied that students' perceptions of their teachers' methods may not directly translate into higher academic achievement. Additionally, most learners performed at a "Very Satisfactory" level, and few reached the "Outstanding" level, suggesting that most learners were performing well academically. However, very few still fell within the "Unsatisfactory" range, highlighting the need for targeted support to uplift struggling students. These results affirmed that while teaching quality remains crucial, academic outcomes are influenced by multifaceted variables beyond instructional delivery.

Further analysis using multiple regression showed that socio-economic indicators, including age, sex, grade level, parents' educational attainment, and family income, did not significantly predict academic performance. None of the individual predictors reached statistical significance, suggesting that academic achievement in this context may be more strongly associated with non-socioeconomic factors such as learner motivation, school support systems, and classroom environment. This finding underscores the importance of adopting a holistic educational approach that integrates academic instruction with emotional, social, and psychological support to maximize learner success. Overall, the study highlights the need for context-sensitive interventions that go beyond improving teaching practices and consider the broader ecosystem influencing student learning.

Based on the findings and conclusions of this study, the following recommendations are proposed for key stakeholders to improve teaching practices and enhance learner academic performance in the Lumba-Bayabao II District: teachers may integrate more learner-centered approaches such as differentiated instruction, active learning techniques, and technology-based teaching methods, supported by professional development programs that equip educators with innovative strategies to address diverse learning needs; employ varied assessment methods including formative and summative assessments, performance-based evaluations, and higher-order thinking assessments, with regular training and mentoring to enhance teachers' capacity to design effective evaluations; create engaging learning environments through interactive teaching methods, collaborative activities, and contextualized learning materials relevant to learners' experiences; schools may implement continuous professional development focusing on lesson planning, instructional delivery, and assessment practices, supported by peer mentoring, classroom observations, and feedback mechanisms; school administrators may improve classroom facilities, provide adequate learning materials, and ensure access to educational technology; programs promoting parental involvement such as parenting seminars, literacy workshops, and regular parent-teacher consultations may be implemented to foster supportive home environments.

DepEd may review and strengthen policies on instructional strategies, teacher training, and learner assessments, emphasizing assessment literacy and innovative pedagogy in teacher education; LGUs and other education stakeholders may allocate resources to support underprivileged learners through scholarships, subsidies, feeding programs, and digital learning tools; schools may be equipped with better infrastructure, including modern teaching aids, internet connectivity, and digital learning resources; parents may actively engage in their children's education by offering home support, attending school activities, and collaborating with teachers; community organizations, NGOs, and local businesses may contribute to educational programs through sponsorships, learning initiatives, and support services; learners may be encouraged to take an active role in their own academic development by setting learning goals, seeking help when needed, participating in class discussions, and developing effective study habits, time management skills, and self-motivation, with school-based mentorship or peer-support programs helping to build confidence and resilience; and future researchers

may investigate additional factors influencing learner achievement, such as motivation, learning styles, and school climate, with longitudinal studies providing deeper insights into the long-term effects of teaching practices on learning outcomes.

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