Teaching Strategies and Effectiveness of Public Elementary Teachers in Davao City Division

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A B S T R A C T

The connection between teaching effectiveness and the strategies employed by teachers in the classroom is often acknowledged, yet these strategies have not been specifically examined within the local context. Therefore, this study aimed to evaluate the breadth of teaching strategies and the effectiveness of public elementary teachers in the Davao City Division, while also exploring any relationships between these factors. Using probability sampling, 150 elementary teachers from public schools were chosen as participants. Employing a descriptive-correlational survey approach, the gathered data underwent analysis using Mean and Product-Moment correlation methods. The results revealed a diverse array of teaching strategies being utilized alongside overall effectiveness. Furthermore, a notable correlation between teaching strategies and effectiveness was identified. These findings suggest the necessity for higher authorities within the Department of Education and school administrators to develop strategies aimed at enhancing teachers' effectiveness in teaching, highlighting the significance of teaching strategies. Clearly, collaborative efforts within the school community are crucial for achieving teaching effectiveness.

Keywords: Teaching strategies, effectiveness, descriptive correlation, Davao City Division, Philippines

Introduction

Reforming educators' perceptions of teaching effectiveness is fundamental to improving teaching methodologies. A clearer understanding of how teachers conceptualize exemplary teaching can lead to enhancements in teaching practices, learning outcomes, and educational reforms (Chen et al., 2012). Effective educators demonstrate attitudes, approaches, strategies, and connections with students that extend beyond academic realms, resulting in heightened student achievement (Stronge et al., 2011). All effective educators share a fervent commitment to their subject matter, their students, and a deep-seated belief in the transformative power of their identity and teaching methodologies on their students' lives. Teaching effectiveness is evident in the strategies employed by teachers. However, contemporary challenges such as demanding work environments have contributed to teacher demoralization and ineffectiveness, manifested in inadequate strategies utilized in schools.

Globally, educators encounter challenges such as meeting the diverse needs of students, insufficient parental support, and criticism from a public often unaware of their daily struggles. These factors can impact both their effectiveness and teaching methodologies. Unlike private schools, which can select students based on suitability, public schools in the United States are mandated to accommodate all students, presenting challenges such as overcrowding and classroom disruptions. The inherent diversity among students, each with distinct backgrounds, needs, and learning styles, necessitates a variety of teaching approaches. Educators must be prepared to address all learning styles in every lesson, necessitating increased preparation time and creativity (Meador, 2019).

In the Philippines, educators grapple with delivering class materials and often possess insufficient teaching strategies and skills. Limited opportunities for professional development leave educators ill-prepared to teach according to the curriculum and employ diverse teaching methodologies. Inadequate support and resources further diminish the time educators have for effective instruction. Dizon et al. (2019) support this assertion, underscoring the lack of readiness in teacher development. It is imperative for educators to be equipped with effective teaching strategies that enhance teacher-student engagement.

In the Davao City Division, there was noticeable evidence of teacher ineffectiveness. Teachers grappled with ongoing shortages in schools and classrooms, including a dearth of textbooks, learning facilities, and essential student resources. Additionally, teachers frequently shouldered the financial burden themselves. Moreover, ineffective teaching had been attributed to inadequate teaching strategies. However, these observations had not been formally investigated within the local context. In fact, there was a notable absence of studies examining the scope of teaching strategies and the effectiveness of elementary teachers in the Davao City Division. Furthermore, the correlation between teaching strategies and teacher effectiveness remains largely unexplored in this context. Given these circumstances, the researcher aimed to delve into these variables. This study sought to illuminate the teaching strategies and effectiveness of elementary teachers, providing policymakers with insights to develop policies, programs, interventions, projects, and activities aimed at motivating school leaders to enhance their teaching strategies and improve teacher effectiveness.

Numerous theories and models contributed to our understanding of teaching strategies and effectiveness. The theoretical framework guiding this study was the Capacity Building Theory of Action (Simmons, 2011). This theory underscores the significance of enhancing instructional capacity and utilizing research-based criteria centered on practice to define effective teaching attributes. The study emphasized key elements of effective teaching, including pedagogical content knowledge, classroom management proficiency, awareness of students' socio-cultural and economic backgrounds, understanding of cognitive and human development, collaboration with peers, and fostering partnerships with parents and the broader community.

Bandura's Social Cognitive Theory (1997) further supports this study, emphasizing personal agency and the ability to attain desired outcomes through actions taken in our lives. This theory underscores perceived self-efficacy, which encompasses personal beliefs regarding our capacity to plan and execute actions necessary to achieve goals. Efficacy beliefs play a pivotal role in shaping our actions, influencing effort, perseverance, coping with challenges, and resilience to adversity (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Chu, 2011). Through symbolic representation of aspirational outcomes, individuals can motivate their behavior toward these goals, with efficacy beliefs guiding current actions (Bandura, 1971). This capacity to stimulate both thought and behavior toward future achievements can lead to positive outcomes or unintended consequences, highlighting the profound impact of believing in our ability to effect change in our lives.

Efficacy beliefs are paramount in fostering competence in our chosen pursuits. Individuals with similar skills in a particular domain may perform variably based on their belief systems. Those perceiving themselves as highly efficacious in a specific area are more likely to perform at a higher level than those with less positive self-perceptions, irrespective of initial skill level. Importantly, this process is independent of actual skill level. High efficacy beliefs can enhance cognitive functioning, stimulate interest and motivation, refine goal-setting and commitment, and bolster effort in the face of challenges (Bandura, 1997). Individuals with high self-efficacy are inclined to view difficult tasks as challenges to embrace, maintaining faith not only in their ability to succeed but also in the notion that their efforts will enhance their skills and capabilities.their skills and capabilities.

Methodology

Research Design

This study employed a quantitative research methodology, specifically utilizing the descriptive correlational approach. Quantitative research entails the examination of a particular group of individuals, known as a sample population. Through scientific inquiry, quantitative research relies on observed or measured data to explore inquiries concerning the sample population. Social scientists, including communication researchers, utilize quantitative research to observe phenomena or events affecting individuals, with the aim of generating knowledge and comprehension about the social world. A descriptive correlation study seeks to depict the relationships between variables without seeking to establish causal relationships (Allen, 2017). This research adhered to a quantitative approach, as it relied on numerical data for analysis and interpretation. It was descriptive in nature, given its objective of determining the scope of teaching strategies and the effectiveness of teachers. Furthermore, this academic pursuit was correlational, as its aim was to evaluate the relationship between teaching strategies and the effectiveness of public elementary teachers in the Division of Davao City.

Research Respondents

This research enlisted the participation of 150 public elementary teachers from the Division of Davao City. It was acknowledged that for simple regression analysis, a minimum of 50 samples is necessary, with typically 100 samples considered adequate for most research scenarios (Hair et al., 2018). Thus, the inclusion of 150 respondents is deemed sufficient to meet the objectives of this study. In establishing inclusion and exclusion criteria, all public elementary teachers within the Division of Davao City were afforded equal opportunities to take part in the study. Elementary teachers with a minimum of 5 years of teaching experience were chosen for this endeavor, as their tenure of 5 years in the public school system would enable them to evaluate their teaching strategies and effectiveness. Respondents who felt uneasy or hesitant about completing the survey questionnaire were given the option to withdraw from participation voluntarily. There was no coercion for their involvement, and their decision to withdraw was honored. Clearly, the well-being of the respondents was prioritized throughout the course of the study.

Research Instruments

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on teaching strategies while the second set was about teaching effectiveness.

The teaching strategies questionnaire was adapted from Duchovičová and Tomšik (2018). The instrument consists of 33 items. It has the following indicators, namely: strategies for development of self-regulation (1-9), strategies for development of systematic and interpretive skills (1-9), strategies for drawing conclusions and problem solutions (1-5), strategies for development of assessment (1-6), and strategies for development of reading skills (1-4). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively *high* internal consistency.

The effectiveness questionnaire was adapted from the study of Nazir et al. (2020). It was also subjected to pilot testing which revealed a result of .79 suggesting that the items have relatively *high* internal consistency. The tool has a total of 29 items. It has four variables, namely: assessment and evaluation (1-13); interaction with students (1-5); teaching and learning (1-7); and preparedness of teacher (1-4). The instrument in this study was contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Table

Table 1

Summary on the Extent of Teaching Strategies

No	Indicators	Mean	Descriptive Equivalent
1	Strategies for Development of Self-Regulation	4.14	Extensive
2	Strategies for Development of Systematic and Interpretative Skills	4.34	Very Extensive
3	Strategies for Drawing Conclusions and Problem Solutions	3.53	Extensive
4	Strategies for Development of Assessment	4.16	Extensive
5	Strategies for Development of Reading Skills	3.38	Moderately Extensive
Overall		**3.91**	**Extensive**

Table 1 provides the summary on the extent of teaching strategies. It is exhibited that the overall mean of teaching strategies is 3.91, which is in an extensive level. This means that teaching strategies are oftentimes evident.

Data show that all indicators have varying results ranging from moderately extensive to very extensive results. As arranged chronologically, strategies for development of systematic and interpretative skills (4.34). This is followed by strategies for development of assessment (4.16), strategies for development of self-regulation (4.14), strategies for drawing conclusions and problem solutions (3.53), and strategies for development of reading skills (3.38).

Teachers who employ a diverse range of teaching strategies affirm the widely accepted notion articulated by Main (2021), which underscores the importance of utilizing various instructional strategies to promote student-centered approaches in the classroom. Such an approach aims to cultivate creativity, innovation, and critical thinking skills among students. Effective classroom instruction often hinges on an understanding of optimal student learning methods. Therefore, it is essential to integrate the key implications of instructional strategies into classroom practices. These strategies encompass problem-solving, active learner participation in the teaching process, and an emphasis on the learning process rather than solely focusing on end products.

Effective teaching strategies not only engage students in the learning process but also enhance teachers' self-perception of their teaching prowess. Han's (2021) research revealed that feedback, scaffolding, and active learning strategies all positively impacted teachers' self-perception, with scaffolding specifically influencing students' engagement. This suggests that among the four strategies mentioned, scaffolding may be the most effective in engaging primary students. The study also advised teachers to consider their learners' age when implementing teaching strategies.

Table 2

Summary on the Extent of Effectiveness

No	Indicators	Mean	Descriptive Equivalent
1	Assessment and Evaluation	4.34	Very Extensive
2	Interaction with Students	4.16	Extensive
3	Teaching and Learning	4.26	Very Extensive
4	Preparedness of Teachers	4.16	Extensive
Overall		**4.23**	**Very Extensive**

Table 2 provides the summary on the extent of effectiveness. It is exhibited that the overall mean of effectiveness is 4.23, which is in an extensive level. This means that effectiveness is oftentimes evident.

Data show that all indicators have varying results ranging from extensive to very extensive level. As arranged chronologically, assessment and evaluation (4.34) has the highest mean. This is followed by teaching and learning (4.26), interaction with students (4.16), and preparedness of teachers (4.16).

The positive findings of this study are in accordance with the conclusions drawn by Strong et al. (2015), who emphasize that effective teachers engage in thorough planning, use appropriate materials, communicate clear goals to students, maintain a lively pace, regularly assess student work, and employ a variety of teaching strategies. They effectively manage class time and implement coherent instructional approaches. Additionally, effective teachers maintain high expectations for their students' learning and recognize their significant role in supporting student progress.

The true assessment of a teacher's effectiveness is often overlooked, as highlighted by Hart et al. (2014), who stress the importance of providing training and support for teachers and evaluators to understand the educational system and its objectives. They advocate for moving beyond mere review of ratings and evidence to engaging in in-depth discussions aimed at promoting instructional improvement. This enhancement is crucial for teachers and schools to achieve their ultimate goal of enhancing student learning. School leaders have utilized teacher evaluation frameworks to gauge teacher effectiveness.

Moreover, Killion and Hirsh (2011) emphasize that student success depends on effective teaching not just sporadically, but consistently, in every classroom and school. Effective teaching positively impacts students' academic, physical, social-emotional, and behavioral well-being. Achieving effective teaching requires active involvement from all stakeholders in education, including parents, policymakers, community members, and educators, who all share responsibility for ongoing improvement and student achievement. For teachers in classrooms, effective professional development emerges as the most powerful pathway to foster continuous improvement in teaching practices.

Table 3

Significance of the Relationship Between the Teaching Strategies and Effectiveness

Teaching Strategies Indicators	Dependent Variable	r-value	p- value	Decision on Ho
Strategies for Development of Self-Regulation		0.510	0.000	Rejected
Strategies for Development of Systematic and Interpretative Skills		0.525	0.000	Rejected
Strategies for Drawing Conclusions and Problem Solutions	**Effectiveness**	0.495	0.000	Rejected
Strategies for Development of Assessment		0.516	0.000	Rejected
Strategies for Development of Reading Skills		0.492	0.000	Rejected
Overall		**0.507***	**0.000**	**Rejected**

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between teaching strategies and effectiveness. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .507 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between teaching strategies and effectiveness. This shows that teaching strategies is correlated with effectiveness of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that strategies for development of self-regulation, strategies for development of systematic and interpretative skills, strategies for drawing conclusions and problem solutions, strategies for development of assessment, and strategies for development of reading skills revealed computed r-values of 0.510, 0.525, 0.495, .416, and .492 respectively with p-values which are less than 0.05 in the level of significance. This implies that as strategies for development of self-regulation, strategies for development of systematic and interpretative skills, strategies for drawing conclusions and problem solutions, strategies for development of assessment, and strategies for development of reading skills increase, the effectiveness of teachers increases.

The results of this study are in line with the findings of Killion and Hirsh (2011), who stress the importance of evaluating teaching strategies as a roadmap for diagnosing and enhancing effective teaching practices. Indeed, ensuring that every educator undergoes substantial professional development within a collaborative and accountable culture is key to achieving effective teaching in every classroom. Effective teaching is not a static destination but an ongoing journey. Educators continuously strive to integrate new technologies into their classrooms to improve learning outcomes, adapting to evolving benchmarks for student learning. As new research on effective instruction emerges and new colleagues and leaders join the faculty, systems of professional development are vital for turning challenges into opportunities to enhance both student and educator performance.

Similarly, Regina (n.d.) suggests that effective teaching is not defined by a set of generic practices but by context-driven decisions about teaching. Effective teachers do not adhere to a rigid set of practices for every lesson; rather, they engage in continuous reflection on their work, monitor student learning, and adjust their practices accordingly. Through reflective assessment of their strategies, methods, and skills, teachers can expand their repertoire of instructional approaches. This broadening of knowledge and expertise in various instructional approaches enriches the art of teaching and ultimately improves the effectiveness of instruction.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The prevalence of teaching strategies is often noticeable within school settings. Specifically, strategies aimed at fostering systematic and interpretative skills are consistently apparent, while strategies intended for promoting self-regulation, problem-solving, drawing conclusions, and assessment development are frequently observed. Conversely, strategies for enhancing reading skills are only occasionally evident. Concurrently, the prevalence of effectiveness among public elementary teachers is frequently observed in schools. Notably, activities related to assessment and evaluation, as well as teaching and learning, are consistently visible, while interactions with students and teacher preparedness are frequently observed. Furthermore, a correlation exists between teaching strategies and effectiveness, leading to the rejection of the null hypotheses. The findings robustly establish a significant and positive correlation between teaching strategies and the effectiveness of public elementary teachers. This correlation is reinforced by the substantial influence of various teaching strategy domains on service commitment, underscoring the pivotal role that strategic instructional approaches play in determining teaching effectiveness. The rejection of the null hypotheses represents a pivotal shift in understanding, highlighting the indispensable impact of diverse teaching strategies on enhancing teachers' commitment and effectiveness within the educational landscape.

Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify the teaching strategies and effectiveness of teachers.

Moreover, school principals may find means in enhancing teachers' teaching strategies. They may conduct regular observations and feedbacking to further improve teachers' teaching strategies. They may also strengthen their support to their teachers specifically on delivering instruction.

Furthermore, teachers may take an effort keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them reinforce their effectiveness highlighting their strategies as means on imparting learning to the students.

Lastly, future researchers may explore relevant information about teaching strategies and effectiveness of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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