

Instructional Strategies of Teachers and Academic Performance of Grade One Pupils in Public Elementary Schools

Maria Gichelle P. Vale, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal, Philippines

Teacher I, Balimbing Elementary School, Tanay, Rizal, Philippines

Publication history: Received: February 6, 2026; Revised: February 10, 2026; Accepted: February 25, 2026

Email of Corresponding Author: mariagichelle.vale@deped.gov.ph

Abstract

This study aimed to assess the instructional strategies of teachers and the academic performance of Grade One pupils in public elementary schools in the Tanay District, Schools Division Office of Rizal, during the School Year 2025–2026. The respondents consisted of the total population of 90 Grade One teachers, described in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. A descriptive survey research design was employed, utilizing a researcher-made questionnaire checklist to measure the extent of instructional strategies in teaching Grade One pupils, specifically differentiated instruction, cooperative learning, and explicit instruction. Documentary analysis was also conducted using the pupils' average grades in the first quarter as a basis for academic performance. Findings revealed that most teachers were 31 years and above, female, married, and pursuing graduate education, with the majority holding positions as Teacher I or Teacher II. Most had over 10 years of teaching experience and had attended in-service trainings ranging from division to international levels. Explicit instruction was consistently used, while cooperative learning and differentiated instruction were often applied. No significant differences were found in instructional strategies based on sex, civil status, educational attainment, position title, or trainings attended; however, age and length of service showed significant differences. Pupils' academic performance was satisfactory, and a significant relationship was observed between the extent of instructional strategies and pupils' academic performance. The study concluded that instructional strategies are influenced by teachers' age and length of service, and these strategies significantly affect pupils' academic performance. It is recommended that school administrators provide continuous professional development, and teachers incorporate diverse instructional strategies to enhance students' learning outcome

Keywords: instructional strategies, differentiated instruction, cooperative learning, explicit instruction, academic performance, Grade One pupils

1. Introduction

Education is a dynamic and continuous process designed to equip learners with the knowledge, skills, values, and attitudes necessary to develop their personalities and become productive citizens. It serves as a foundation for creativity, critical thinking, and self-esteem, enabling individuals to respond effectively to the demands of contemporary society. In the Philippine context, education is a fundamental right guaranteed under Article XIV, Section 1 of the 1987 Constitution, which mandates the State to provide quality education free of charge to all children of school age and underscores the government's role in supervising educational institutions to ensure effective learning outcomes.

In line with this constitutional mandate, the Department of Education (DepEd) issued Order #10 s.2024, which provides the "Implementation of Policy Guidelines in the MATATAG Curriculum." This policy directs teachers to use the curriculum as the primary guide for instructional planning, including the selection of subject matter, teaching strategies, learning resources, and assessment tools. It emphasizes that instructional strategies and classroom activities should align with the curriculum's design and intended outcomes. In practice, this requires teachers to integrate effective teaching methods that address learners' diverse needs, foster engagement, and facilitate comprehension of the subject matter.

Teaching Grade One pupils under the MATATAG Curriculum involves foundational subjects such as Language, Reading and Literacy, Mathematics, Makabansa, and Good Manners and Right Conduct. Effective teaching at this level requires a combination of explicit instruction, cooperative learning, differentiated instruction, and interactive group activities. Techniques such as guided reading, hands-on activities, peer-to-peer learning, and the integration of visual aids and technology are crucial in addressing the varied learning needs of first graders. Based on the researcher's classroom observations, many pupils struggle with understanding lessons, which underscores the importance of employing multiple instructional strategies to enhance engagement and academic performance.

Numerous studies, both foreign and local, support the significant role of instructional strategies in academic achievement. Lamaro (2024) reported that project work, group discussion, role-play, storytelling, and presentations positively correlate with secondary students' performance. Baafi (2020) emphasized that teacher-prepared strategies and classroom management significantly influence student achievement, highlighting the need for structured professional development. Mosimege (2020) identified problem-solving with teacher guidance and teacher-learner interactions as key factors in improving mathematics performance. Akpan (2021) demonstrated the effectiveness of demonstration and inquiry strategies in technical education, while Awan (2024) found that varied instructional strategies positively impact students' self-esteem, which in turn enhances academic performance. Local studies also reinforce these findings. Ramos and Bendo (2025) noted that technology integration and cooperative learning improved elementary learners' achievement, Domine (2025) highlighted the relationship between teachers' planning, delivery, and assessment practices and student performance, and Caballero and Calasang (2025) showed that differentiated instruction and engagement strategies foster inclusive learning environments, though performance may also depend on motivation and prior knowledge. Villamarzo (2024) observed a positive link between instructional strategies and teacher effectiveness, while Villaflor (2025) confirmed that differentiated instruction significantly enhances academic outcomes.

Despite the extensive literature, research gaps remain. Most foreign studies focused on secondary or tertiary students, whereas the present study centers on Grade One pupils in public elementary schools. Many studies examined students' perspectives or combined teacher-student data, while this study emphasizes teachers' instructional strategies as reported by the educators themselves. In addition, prior research often focused on a single subject area, whereas this study covers all core Grade One subjects under the MATATAG Curriculum. Furthermore, while some studies employed experimental designs, the present study uses a descriptive survey research design coupled with documentary analysis to examine real classroom practices and their impact on pupils' first-quarter grades.

The researcher's classroom observations indicate that Grade One pupils exhibit varying levels of comprehension and engagement, necessitating the use of diverse instructional strategies to support learning. These observations reinforce the relevance of the present study in assessing the extent of instructional strategies applied by teachers and their relationship to pupils' academic performance. By addressing these gaps, the study aims to provide insights for professional development, curriculum implementation, and evidence-based teaching practices in public elementary schools.

2. Materials and methods

2.1 Research Design

This study applied the descriptive survey research design utilizing a questionnaire-checklist to gather the needed data.

2.2 Research Setting

The study was conducted in public elementary schools within the Tanay District, Schools Division Office of Rizal, during the School Year 2025–2026. The district comprises a mix of urban and rural communities, with schools varying in size, resources, and student population, providing a representative environment for examining instructional strategies and their influence on academic performance. The participating schools included Aguho Elementary School, Alas-Asin Elementary School, Aldea Elementary School, Balimbing Elementary School, Bathala Elementary School, Bitik Elementary School, Camp Mateo Capinpin Elementary School, Cayabu Integrated School, Cuyambay Elementary School, Daraetan Elementary School, Dona Paz Sumulong Elementary School, Don Domingo Capistrano Memorial Elementary School, Ilaya Elementary School, Laiban Elementary School, Lorenzo A. Ramos Elementary School, Madilaydilay Elementary School, Magata-Manggahan Elementary School, Mamuyao Elementary School, Manhain Elementary School, Marciana P. Catolos Memorial Elementary School, Monte De Tanay Elementary School, Nayon Elementary School, Patricio Jarin Memorial Elementary School, Pinagsabiran Elementary School, Rawang Elementary School, Sampaloc Elementary School, San Andres Elementary School, S.R. Bendana Sr. Memorial Elementary School, Sta. Ines Integrated School, Sto. Niño Integrated School, Tablon Elementary School, Tanay Ville Elementary School, Tinucan Elementary School, and Wawa Elementary School. The inclusion of these schools ensured that the study covered the full geographic and demographic scope of the Tanay District, representing diverse learning environments and classroom settings, which provided a comprehensive context for analyzing instructional strategies and their impact on Grade One pupils' learning outcomes.

2.3 Respondents

The study considered the total population of grade one teachers in public elementary schools in Tanay District. These consist of 90 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended.

2.4 Research Instruments

The study employed a researcher-made questionnaire-checklist to gather the necessary data, structured in two parts. Part I collected the personal information of teacher-respondents, including age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. Part II assessed the extent of instructional strategies employed in teaching Grade One pupils, comprising 30 items across three aspects, with each aspect containing 10 items. A 5-point Likert scale was used to rate each item, ranging from 1 (Never) to 5 (Always). Pupils' academic performance was determined using their first-quarter average grades, interpreted according to standard descriptors from "Outstanding" (90 and above) to "Did Not Meet Expectations" (70–74). The questionnaire-checklist underwent content validation by the thesis adviser, principal, master teacher, professorial lecturers, statistician, and dean of the graduate studies program, and their feedback was incorporated to finalize the instrument prior to administration.

2.5 Data Collection

The study was conducted following a structured Gantt Chart of Activities, beginning with the formulation of the research problem and concluding with the revision and submission of the final manuscript. After the instrument was validated, permission to conduct the study was obtained from the Office of the Schools Division Superintendent, and the questionnaire-checklist was administered to the respondents in accordance with the Data Privacy Act of 2012. Upon retrieval, the data were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Based on the interpreted results, the summary of findings, conclusions, and recommendations were formulated. The manuscript underwent oral defense, after which revisions were made incorporating the feedback of the examination committee. The final manuscript was subjected to an anti-plagiarism check, and hardbound copies were submitted to the Office of the Graduate Studies Program and other relevant offices.

2.6 Data Analysis

Data gathered in the study were analyzed using appropriate statistical tools to ensure accurate interpretation. Frequency, percentage, and rank distribution were used to describe the profile of the teacher-respondents across selected variables. The extent of instructional strategies in teaching Grade One pupils, as perceived by teachers, was analyzed using weighted mean for each aspect. One-way analysis of variance (ANOVA) was employed to determine whether significant differences exist in the extent of instructional strategies based on the teachers' profile variables. Pupils' academic performance, as indicated by their average first-quarter grades, was described using frequency, mean, and standard deviation. Finally, Pearson correlation analysis was applied to examine the significant relationship between the extent of instructional strategies utilized by teachers and the academic performance of Grade One pupils.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents

As reflected in the table, out of 90 teachers, 40 % are 41-50 years old while 26.7% are 31-40 years old. The rest are 51-60 years old and 21-30 years old with 24.4% and 8.9% respectively. The respondents are female dominated with only 1 male. Most of them are married with 63.3%. As regard to their educational attainment, 37.8 % have MA units, 33.3% have Master's degree, 23.3 % are still in their bachelor's degree and 5.6 % have Doctorate unit. As regard to their position title, 44.4 % are teacher II, 30 % are Teacher I, 20 % are Teacher III and only 5.6% are Master Teachers. With regard to their length of service, 40% have been in the service for 1-10 years while 31.1 % have been in the service for 11-20 years. As to the in-service trainings attended, 33.3 % have attended in the division level, 31.1 % have attended in the district level and the rest have attended in different levels.

Table 1: Profile of the Respondents in Terms of the Selected Variables

Age	Frequency	Percent	Rank
51-60 years old	22	24.4	3
41-50 years old	36	40.0	1
31-40 years old	24	26.7	2
21-30 years old	8	8.9	4
Total	90	100.0	
Sex			

Male	1	1.1	2
Female	89	98.9	1
Total	90	100.0	
Civil Status			
Single	32	35.6	2
Married	57	63.3	1
Separated	1	1.1	3
Total	90	100.0	
Educational Attainment			
Doctorate Degree	5	5.6	5
Masters Degree with Doctorate Units	10	11.1	4
Masters Degree	30	33.3	1
With MA units	24	26.7	2
Bachelor's Degree	21	23.3	3
Total	90	100.0	
Position Title			
Master Teacher	5	5.6	4
Teacher III	18	20.0	3
Teacher II	40	44.4	1
Teacher I	27	30.0	2
Total	90	100.0	
Length of Service			
21 years and above	15	16.7	3
11 - 20 years	28	31.1	2
1 - 10 years	36	40.0	1
below 1 year	11	12.2	4
Total	90	100.0	
In-Service Trainings Attended			
International Level	2	2.2	6
National Level	8	8.9	5
Regional Level	10	11.1	4
Division Level	30	33.3	1
District Level	28	31.1	2
School Level	12	13.4	3
Total	90	100.0	

3.2. Extent of Instructional Strategies in Teaching Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects

The table depicts that the composite weighted mean obtained for the extent of instructional strategies is 4.28 interpreted Often. Among the aspects, first in rank is Explicit Instruction with an overall weighted mean of 4.52. second and third in ranks are Differentiated Instruction and Cooperative Learning with overall weighted means of 4.34 and 3.98 respectively both interpreted Often. It could be deduced from the results that teachers always use explicit instruction and often use differentiated instruction in teaching grade one pupils. This means that teachers use varied strategies in teaching to help pupils learn or gain a better understanding of the subject. Findings imply that teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect and add excitement to the content being delivered. This is aligned with the statements of Miranda (2021) that instructional strategies methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. A teacher may select different teaching strategies according to unit topic, grade level, class size, and classroom resources. Many kinds of instructional strategies are employed to achieve teaching and learning goals and support different kinds of students.

Table 2: *Extent of Instructional Strategies in Teaching Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects*

Aspects	$\bar{W\bar{X}}$	Verbal Interpretation	Rank
Differentiated Instruction	4.34	Often	2
Cooperative Learning	3.98	Often	3
Explicit Instruction	4.52	Always	1
Composite $\bar{W\bar{X}}$	4.28	Often	

3.3. Significant Difference on the Extent of Instructional Strategies in Teaching Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects in Terms of Their Profile

The table depicts that with respect to the different aspects in terms of age and length of service, the F-test results show probability values less than .05. This rejects the null hypothesis stating that there is no significant difference on the extent of instructional strategies in teaching grade one pupils as perceived by the teacher-respondents with respect to the different aspects in terms of the cited variables. On the contrary, in terms of sex, civil status, educational attainment, position title and in-service trainings attended, the null hypothesis is accepted since all the probability values are less than .05. Results reveal that age and length of service are significant on the extent of instructional strategies employed by teachers in teaching grade one pupils. On the other hand, teachers' sex, civil status, educational attainment, position title and in-service trainings attended are not significant. Findings imply that teachers' maturity and length of teaching experience are contributory on the extent of their instructional strategies in teaching grade one pupils. This further implies that the older the teacher and the longer their teaching experience, they may be employing varied instructional strategies. This relates with the findings of the study of Baafi (2020) which found out that most teachers had an average experience of five years, with those over ten years' experience exhibiting ineffective teaching strategies due to lack of structured teacher professional development.

Table 3: *Result of the F-test on the Significant Difference on the Extent of Instructional Strategies in Teaching Grade One Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects in Terms of Their Profile*

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Differentiated Instruction	4.632	0.043	Rejected	Significant
Cooperative Learning	6.556	0.004	Rejected	Significant
Explicit Instruction	9.244	0.012	Rejected	Significant
Sex				
Differentiated Instruction	1.053	0.311	Accepted	Not Significant
Cooperative Learning	0.522	0.446	Accepted	Not Significant
Explicit Instruction	1.512	0.326	Accepted	Not Significant
Civil Status				
Differentiated Instruction	0.739	0.422	Accepted	Not Significant
Cooperative Learning	1.132	0.587	Accepted	Not Significant
Explicit Instruction	2.716	0.079	Accepted	Not Significant
Educational Attainment				
Differentiated Instruction	1.122	0.024	Accepted	Not Significant
Cooperative Learning	1.419	0.213	Accepted	Not Significant
Explicit Instruction	1.819	0.056	Accepted	Not Significant
Position Title				
Differentiated Instruction	0.839	0.422	Accepted	Not Significant
Cooperative Learning	0.922	0.412	Accepted	Not Significant
Explicit Instruction	1.216	0.322	Accepted	Not Significant
Length of Service				
Differentiated Instruction	7.965	0.006	Rejected	Significant
Cooperative Learning	9.212	0.018	Rejected	Significant
Explicit Instruction	5.536	0.013	Rejected	Significant

In- Service Trainings Attended				
Differentiated Instruction	1.821	0.094	Accepted	Not Significant
Cooperative Learning	1.754	0.142	Accepted	Not Significant
Explicit Instruction	1.812	0.187	Accepted	Not Significant

3.4. Level of Academic Performance of the Grade One Pupils as Revealed by Their Average Grades in the First Quarter

The table shows that with regard to the level of academic performance of grade one pupils, based on the average grade of the class handled by the teacher respondents, 53 % obtained average grade of 80-84 interpreted Satisfactory. Meanwhile, 27% obtained average grade of 85-89 interpreted Very Satisfactory. Only 20% got Outstanding performance with average grades of 90 and above. The highest grade is 91 while the lowest grade is 83 . The mean grade obtained is 83.43 interpreted Satisfactory with a standard deviation of 1.289 .It could be deduced from the results that many pupils are performing well in their studies. However, there are some pupils who still need to exert more efforts and develop good study habits to achieve better performance. Findings imply that to improve academic performance, students should focus on establishing consistent study habits, setting clear and realistic goals, and maintaining their physical and mental well-being through healthy habits like proper sleep and nutrition. Creating a structured study environment, actively participating in learning, and seeking help when needed are also crucial strategies for success. This relates with the study of Lamaro (2024) which showed that most students prefer presentation, seminars and class assessment. The results also show significant positive correlation between project method and level of academic performance , strong positive significant correlation between group discussion and level of academic performance , positive association between role play and level of academic performance and significant positive association between storytelling and level of academic performance .

Table 4: *Level of Academic Performance of the Grade One Pupils as Revealed by Their Average Grades in the First Quarter*

Grades	Verbal Interpretation	F	%
90 and above	Outstanding	18	20
85 - 89	Very Satisfactory	24	27
80 - 84	Satisfactory	48	53
75 - 79	Fairly Satisfactory	-	-
below 75	Did not meet expectations	-	-
Total		90	100.0
Highest Grade		91	
Lowest Grade		83	
Mean		83.43-Satisfactory	
Standard Deviation		1.289	

3.5. Significant Relationship Between the Perceived Extent of Instructional Strategies in Teaching Grade One Pupils and Their Level of Academic Performance

As depicted in the table, all three instructional strategies show strong positive correlations with Grade 1 pupils' academic performance. Since every p value is less than 0.05, the null hypothesis (Ho) is rejected and the relationships are statistically significant. Findings indicate that in differentiated instruction , tailoring lessons to varied learning needs aligns with higher performance, in cooperative learning , group based activities appear especially linked to better outcomes. Similarly, in explicit Instruction direct, clear teaching also contributes positively. Results imply that strong, significant positive relationships exist; the instructional strategies matter for Grade 1 academic performance. There is a significant positive relationship between instructional strategies and student performance; effective strategies, such as technology integration, cooperative learning, and explicit instruction, correlate with higher academic achievement. Student-centered approaches that encourage active participation and deeper processing, like group discussions and project-based learning, are linked to improved learning outcomes. This is similar with the findings of the study of Ramos and Bendo (2025) revealed that there is a significant positive relationship between the use of specific instructional strategies—particularly technology integration and cooperative learning—and learner academic achievement. The findings highlight the importance of using varied, student-centered teaching strategies in improving learning outcomes.

Table 5: *Computed r-Values on the Significant Relationship Between the Perceived Extent of Instructional Strategies in Teaching Grade One Pupil and Their Level of Academic Performance*

Aspects	r-values	p-values	Ho	Verbal Interpretation
Differentiated Instruction	.739	.004	Rejected	Significant
Cooperative Learning	.802	.027	Rejected	Significant
Explicit Instruction	.712	.035	Rejected	Significant

4. Conclusion & Recommendations

Based on the findings of the study, it was concluded that certain profile variables of teachers—specifically sex, civil status, educational attainment, position title, and in-service trainings attended—do not significantly influence the extent of instructional strategies employed in teaching Grade One pupils. However, age and length of service were found to contribute to the variation in the use of differentiated instruction, cooperative learning, and explicit instruction. Furthermore, the academic performance of Grade One pupils is significantly influenced by the instructional strategies applied by teachers, highlighting the importance of effective teaching practices in promoting student learning outcomes.

In light of these conclusions, it is recommended that school administrators continue to provide professional development opportunities for teachers to keep them abreast of current educational trends, effective instructional strategies, and available learning resources. Teachers are encouraged to employ a variety of instructional strategies that support student engagement and self-esteem, thereby enhancing academic performance. The implementation of the proposed action plan is also recommended, and similar studies may be conducted in the future considering additional variables to further enrich understanding of instructional strategies and student achievement.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating university and the nursing students for their contributions

REFERENCES

- Akpan, E. (2021). Demonstration and inquiry strategies as predictors of students' achievement in technical education. *Journal of Technical Education and Training*, 13(2), 45–59.
- Awan, R. U. (2024). Impact of varied instructional strategies on students' self-esteem and academic performance. *International Journal of Educational Psychology*, 18(1), 22–37.
- Baafi, R. K. A. (2020). Teacher-prepared instructional strategies and their influence on students' academic achievement. *African Journal of Teacher Education*, 9(1), 1–15.
- Caballero, M. L., & Calasang, J. P. (2025). Differentiated instruction and engagement strategies in fostering inclusive learning environments. *Philippine Journal of Educational Research*, 14(1), 66–82.
- Department of Education. (2024). DepEd Order No. 10, s. 2024: Implementation of policy guidelines in the MATATAG curriculum. <https://www.deped.gov.ph>
- Domine, R. T. (2025). Teachers' instructional planning, delivery, and assessment practices and their relationship to student performance. *Asian Journal of Educational Studies*, 7(2), 101–118.
- Lamaro, G. (2024). Instructional strategies and academic performance among secondary school students. *International Journal of Education and Practice*, 12(3), 155–170.
- Miranda, J. A. (2021). Instructional strategies in classroom teaching: Enhancing student engagement and skill development. *Journal of Modern Pedagogy*, 6(4), 88–102.
- Mosimege, M. D. (2020). Problem-solving approaches and teacher-learner interaction in improving mathematics performance. *African Journal of Research in Mathematics Education*, 24(1), 35–49.
- Ramos, L. D., & Bendo, S. A. (2025). Technology integration and cooperative learning as predictors of elementary learners' academic achievement. *Philippine Social Science Journal*, 8(1), 90–105.
- Villafior, C. M. (2025). Effects of differentiated instruction on academic outcomes of elementary learners. *International Journal of Curriculum and Instruction*, 17(1), 210–225.
- Villamarzo, P. R. (2024). Instructional strategies and teacher effectiveness in public elementary schools. *Journal of Educational Leadership and Practice*, 10(2), 134–149.