

Effective Teaching Practices and Their Influence on Student's Achievement at a Private School in Camarines Sur

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Abstract

This study examined effective teaching practices and their influence on learners' achievement at Camarines Science Oriented High School, Pili, Camarines Sur. Anchored on Bronfenbrenner's Ecological Systems Theory, Danielson's Framework for Teaching Theory, Knowles' Andragogy, and the researcher-developed ACEE (Awareness, Commitment, Engagement, and Embracing) Theory, the study assessed instructional delivery practices, the effectiveness of teaching practices in terms of knowledge, teaching strategy, and learning environment, their influence on learners' achievement, and the challenges encountered by teachers. A descriptive quantitative research design was employed using a pre-validated structured questionnaire administered to 22 teachers and 100 learners selected through purposive sampling. Data were analyzed using frequency counts and weighted means. Findings revealed that instructional delivery practices were consistently implemented and positively perceived by both teachers and learners. Teaching practices in terms of knowledge, teaching strategy, and learning environment were rated very highly effective, with learning environment receiving the highest overall rating. The study further found that teaching practices exerted a very high influence on learners' achievement, particularly through knowledge, teaching strategy, and learning environment. Major challenges encountered by teachers included addressing diverse learning needs, maintaining discipline in large classes, designing assessments for diverse learners, limited collaboration opportunities, inadequate instructional resources, insufficient professional development, heavy workloads, and limited access to technology. Based on the findings, a Compendium of Effective Teaching Practices was developed to support instructional improvement and professional development. The study concluded that effective teaching practices significantly contribute to learner achievement and recommended sustained professional development, institutional support, and the adoption of evidence-based instructional practices. The study aligns with SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 17 (Partnerships for the Goals) by promoting instructional quality, teacher competence, and collaborative educational improvement. Its sustainability contribution lies in strengthening educational, institutional, socio-economic, and community sustainability through improved teaching effectiveness, learner achievement, and continuous professional growth.

Keywords: Camarines Science Oriented High School; Instructional Delivery Practices; Learner Achievement; Learning Environment; Teacher Knowledge; Teacher Professional Development; Teaching Effectiveness; Teaching Practices; Teaching Strategy

1. Introduction

Teaching effectiveness remains a critical factor influencing learners' academic achievement and holistic development. As educational systems increasingly emphasize learner-centered approaches, teachers are expected not only to deliver content effectively but also to foster motivation, engagement, and personal growth among learners. Philippine educational policies and professional standards underscore the importance of teacher quality, instructional competence, and ethical responsibility in ensuring quality education. Existing literature consistently identifies effective teaching practices, teacher competence, instructional strategies, and supportive learning environments as significant contributors to learner achievement. Despite extensive studies on instructional delivery, limited research has examined the combined influence of teacher knowledge, teaching strategies, learning environment, and instructional challenges on learner achievement within private science-oriented schools in Camarines Sur. This study addresses this gap by investigating effective teaching practices and their influence on learners' achievement in Camarines Science Oriented High School, Pili, Camarines Sur.

1.1 Effective Teaching Practices and Learners' Achievement in Camarines Science Oriented High School

Teachers play a vital role in developing learners holistically and significantly influence educational outcomes. Department of Education (2017) emphasizes the adoption of the Philippine Professional Standards for Teachers and recognizes that quality learning depends on quality teaching. The Code of Ethics for Professional Teachers emphasizes teachers' professional competence, commitment, ethical conduct, and responsibility in fostering learner development and

maintaining the dignity of the teaching profession (Board for Professional Teachers, 1997). Republic of the Philippines. (1994) and Republic of the Philippines. (2022) further emphasize teacher quality, professional standards, and continuous professional development as essential components of effective teaching. The Constitution of the Republic of the Philippines (1987) further mandates the provision of quality education for all citizens, reinforcing the importance of effective teaching practices. Similarly, Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, emphasizes the provision of quality, learner-centered, and relevant basic education, highlighting the critical role of effective teaching practices in improving learner achievement and educational outcomes. Research demonstrates the substantial impact of teacher effectiveness on learner achievement. Kim and Seo (2018) found teacher effectiveness to be one of the strongest determinants of learner performance, particularly through instructional clarity, feedback, and classroom organization. Similarly, Ventista and Brown (2023) emphasized that teacher quality is the most influential school-related factor affecting learning outcomes and highlighted the importance of continuous professional learning and reflective practice. In the Philippine context, Alieto et al. (2024) identified instructional practices and teacher-learner relationships as significant contributors to academic success. Despite these findings, limited studies have examined the collective effects of teacher knowledge, teaching strategies, learning environment, and instructional challenges on learners' achievement in private science-oriented schools in Camarines Sur. This study seeks to address this need and contribute to the improvement of instructional practices and learner achievement.

1.2 Teacher Knowledge, Teaching Strategy, Learning Environment, and Learners' Achievement: Themes from Related Literature

The reviewed literature consistently identifies quality teaching as a major determinant of learner achievement. Stronge et al. (2021) and Engida (2024) emphasized that instructional quality, classroom management, clear objectives, and feedback directly contribute to academic success. Bransford (2022) highlighted the importance of integrating effective teaching strategies with appropriate instructional materials to facilitate meaningful learning, while Monis (2018) stressed the value of modular instruction in addressing individual learner differences. Batidor (2020) found that the effective implementation of instructional approaches in science and mathematics enhances learner engagement and supports improved academic performance. Teacher quality and instructional competence also emerged as strong predictors of learner attainment. Similarly, Cabalo and Cabalo (2020) found that teachers' competencies and professional characteristics are significantly associated with learners' academic performance, highlighting the importance of teacher effectiveness in achieving positive educational outcomes. Burroughs et al. (2019) further emphasized that teacher effectiveness significantly influences student outcomes through instructional quality, classroom management, and the ability to create supportive learning environments. Flores (2020) found that teacher competency contributes to effective curriculum implementation, while Serrano (2023), Abad and Decena (2020), and Andres (2022) emphasized continuous professional development as essential to educational quality. Cochran-Smith (2022), Stinnet (2021), Westera (2020), and Hattie (2009) further identified teacher quality, professional competence, feedback, classroom discussion, and teacher-learner relationships as key contributors to achievement. Studies likewise underscore the importance of teacher knowledge, instructional strategies, and learning environments. Abila (2023), Aquino et al. (2023), Kaplan and Owings (2023), Knight (2021), Metodio (2023), Tirosh and Glover (2021), and Spilkova (2022), emphasized the role of subject knowledge, pedagogical competence, reflective practice, and innovative teaching methods in enhancing learning outcomes. Teacher behavior and classroom climate were also found to significantly influence learner motivation and engagement. Thornberg et al. (2020), Wu and Dong (2024), Radil et al. (2023), Agyapong (2022), Havik and Westergård (2023), Maxwell et al. (2023), Liu and Fraser (2013), Oestar and Oestar (2022), Bautista (2018), and Balmaceda (2020) highlighted the importance of supportive teacher behavior, positive classroom climate, learner participation, emotional support, and practical application of learning. Professional development emerged as a recurring theme. Wadiwad (2020), Hernandez, Arrington, and Whitworth (2023), Cojorn and Sonsupap (2024), and Barbeau and Taylor (2023) emphasized that continuous training, innovation, and collaborative learning improve teaching effectiveness and learner performance.

1.3 Local, National, and Global Perspectives on Effective Teaching Practices and Learners' Achievement

Globally, teacher quality is recognized as a primary determinant of educational outcomes. Studies from different educational contexts consistently show that effective teaching practices, teacher competence, and professional development contribute significantly to learner achievement (Kim and Seo, 2018; Ventista and Brown, 2023; Hattie, 2009). Nationally, Philippine educational policies such as Department of Education (2017) and the Code of Ethics for Professional Teachers emphasize professional competence, ethical conduct, and quality instruction. Research conducted in the Philippine setting, including Alieto et al. (2024), supports the importance of instructional practices and teacher-learner relationships in promoting academic success. Locally, there remains limited evidence regarding how instructional delivery practices influence learner achievement in private science-oriented schools in Camarines Sur. The present study responds to this need by examining the context of Camarines Science Oriented High School, Pili, Camarines Sur.

1.4 Theoretical and Conceptual Foundations of Effective Teaching Practices and Learners' Achievement

This study is anchored on the Ecological Systems Theory of Bronfenbrenner (1977), Framework for Teaching Theory of Danielson (2007), and Andragogy of Knowles (2010). Bronfenbrenner's Ecological Systems Theory explains that learner

development is shaped by interacting environmental systems, including school, family, community, and broader social influences. The theory supports the view that effective instructional delivery and supportive learning environments contribute to learner achievement. Danielson's Framework for Teaching Theory identifies four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities. These domains provide a comprehensive framework for evaluating teaching effectiveness and its influence on learner outcomes. Knowles' Andragogy emphasizes learner needs, experience, self-direction, readiness, problem orientation, and intrinsic motivation. Although originally developed for adult learning, its principles highlight the importance of learner-centered instruction, motivation, and meaningful engagement in the learning process. Drawing from these theories, the study adopts the ACEE (Awareness, Commitment, Engagement, and Embracing) Theory proposed by the researcher. The theory posits that teachers become more effective through awareness of strengths and weaknesses, commitment to professional growth, engagement in continuous improvement, and embracing transformation to better address learners' needs and improve learning outcomes.

1.5 Research Gaps on Teacher Knowledge, Teaching Strategy, Learning Environment, and Learners' Achievement in Camarines Sur

Although existing literature extensively discusses teacher quality, instructional competence, professional development, classroom climate, and learner achievement, several gaps remain. Most studies focus on instructional effectiveness in general educational settings, with limited attention to private science-oriented schools in Camarines Sur. Existing research also tends to examine individual variables such as learning environment or instructional strategy separately rather than investigating the combined influence of teacher knowledge, teaching strategies, learning environment, and instructional challenges on learner achievement. Furthermore, there is a lack of localized evidence examining these interconnected factors within Camarines Science Oriented High School, Pili, Camarines Sur. By addressing these gaps, the study seeks to provide context-specific insights that can support teacher development, instructional improvement, and learner achievement.

1.6 Alignment of Effective Teaching Practices and Learners' Achievement with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with:

SDG 4 – Quality Education, as it focuses on improving teaching effectiveness, instructional quality, and learner achievement through evidence-based educational practices.

SDG 8 – Decent Work and Economic Growth, as strengthening teacher competence and professional development contributes to workforce quality and long-term human capital development.

SDG 17 – Partnerships for the Goals, as the study recognizes the role of teachers, school administrators, parents, communities, and stakeholders in supporting educational improvement and learner success.

1.7 Importance of Effective Teaching Practices and Learners' Achievement to Multidisciplinary Sustainability

The study contributes primarily to educational sustainability by promoting effective teaching practices that enhance learner achievement and support continuous improvement in instructional delivery. It also supports socio-economic sustainability by strengthening educational outcomes that contribute to the development of productive and competent future citizens. The study advances institutional sustainability by providing evidence that may guide teacher development programs, instructional policies, and school improvement initiatives. Additionally, it contributes to community sustainability through the involvement of parents, school administrators, and other stakeholders in fostering supportive learning environments that promote learner success and educational quality.

2. Material and methods

2.1 Research Design

This study utilized a descriptive research design to assess effective teaching practices and their influence on learners' achievement at Camarines Science Oriented High School, Pili, Camarines Sur. According to Sevilla et al. (2004), descriptive research is designed to systematically describe existing conditions, practices, and relationships as they naturally occur, making it appropriate for studies that seek to examine current educational situations. The design was chosen because it provides a comprehensive description of existing conditions and enables the researcher to describe, explain, and validate research findings. According to Ardales (2015), descriptive design is the study of what exists in the present and seeks to determine prevailing conditions. The study employed a quantitative approach using a survey questionnaire to gather numerical data. It examined the instructional delivery practices utilized by teachers, the level of effectiveness of teaching practices in terms of knowledge, teaching strategy, and learning environment, the extent of their influence on learners' achievement, and the challenges encountered by teachers in instructional delivery. The findings served as the basis for developing a Compendium of Teaching Practices.

2.2 Locale of the Study

The study was conducted at Camarines Science Oriented High School, Pili, Camarines Sur during the School Year 2025–2026. The school served as the research setting because it provided the target population needed to assess effective teaching practices and their influence on learners' achievement.

2.3 Respondents of the Study

The respondents consisted of 22 teachers and 100 learners from Camarines Science Oriented High School, Pili, Camarines Sur during the School Year 2025–2026. Teachers were selected because they directly implement instructional delivery practices and classroom strategies, while learners were included as recipients of instruction whose perceptions and experiences provided valuable information regarding the influence of teaching practices on academic performance, motivation, and learning outcomes.

2.4 Sample and Sampling Procedure

The study employed purposive sampling. This technique was considered appropriate because it enabled the researcher to select participants who were knowledgeable and directly involved in the instructional and learning processes relevant to the study. The sampling procedure ensured that the data collected accurately reflected the experiences of teachers and learners regarding teaching practices and learner achievement.

2.5 Research Instrument

The primary research instrument was a pre-validated structured questionnaire designed to assess effective teaching practices and their influence on learners' achievement. The instrument consisted of four parts corresponding to the study objectives. The first part focused on instructional delivery practices utilized by teachers. The second part measured the level of effectiveness of teaching practices in terms of knowledge, teaching strategy, and learning environment. The third part assessed the extent of influence of teaching practices on learners' achievement in the same areas. The final part examined the challenges encountered by teachers in instructional delivery. The questionnaire was developed after reviewing related literature and studies. The draft instrument underwent evaluation by the adviser and the Dean of the Graduate School and Research. After incorporating suggested revisions, the questionnaire was subjected to pilot testing involving ten teachers from Pili Central School. Permission to conduct the pilot test was obtained from the Schools Division Superintendent of SDO Camarines Sur. Feedback from the pilot test was used to refine the instrument before its final administration. Additional sources of data included informal interviews, observation, and library research. Informal interviews supplemented questionnaire responses, while library techniques supported the review of related literature and studies.

2.6 Data Gathering Procedure

The researcher secured approval and permission from the appropriate authorities before conducting the study. After approval, the researcher personally distributed and retrieved the questionnaires from the respondents. During the retrieval process, informal interviews were conducted to validate responses and gather additional comments and suggestions relevant to the study. The collected data were organized, tabulated, analyzed, and interpreted quantitatively. Library research was also conducted using resources from the University of Northeastern Philippines in Iriga City and the University of Saint Anthony Graduate School Library to support the study.

2.7 Data Analysis Techniques

The gathered data were classified, tabulated, and analyzed using appropriate statistical tools. The use of frequency counts, weighted means, and Likert-type scales is consistent with the statistical procedures recommended by Bolanos (2006) for analyzing and interpreting quantitative educational data. Frequency count was utilized to determine the number and percentage of responses for each variable. Weighted mean was used to determine the instructional delivery practices employed by teachers, the level of effectiveness of teaching practices in terms of knowledge, teaching strategy, and learning environment, the extent of influence of teaching practices on learners' achievement, and the challenges encountered by teachers in instructional delivery. The statistical tools employed in this study, particularly frequency counts and weighted means, are widely recommended for descriptive quantitative research and survey analysis (Bolanos, 2006). A five-point Likert-type rating scale was employed to quantify and interpret responses. For instructional delivery practices, responses ranged from Never to Always. For effectiveness of teaching practices, responses ranged from Low to Very High. For the influence of teaching practices on learners' achievement, responses ranged from Low Influence to Very Highly Influence. For challenges encountered in instructional delivery, responses ranged from Least a Challenge to Very Much a Challenge. These measures enabled objective interpretation of the quantitative data.

2.8 Ethical Considerations

Participation in the study was entirely voluntary. The researcher ensured that respondents faced minimal to no psychological, emotional, or social risks. Respondents were informed that they could decline to answer any question they

found uncomfortable. The researcher also declared that there were no financial or personal conflicts of interest that could influence the collection, analysis, or reporting of the data.

3. Results and Discussion

3.1 Instructional Delivery Practices

3.1.1 Teachers' Perceptions of Instructional Delivery Practices

The teachers consistently utilized instructional delivery practices, obtaining an overall rating interpreted as Always. The most frequently practiced strategies were the use of varied teaching methods, technology integration, and encouragement of active participation. Collaboration with colleagues, preparation of instructional materials, and provision of alternative assignments for learners with special learning needs were also highly practiced. The lowest-ranked practices were setting clear learning goals, adapting lessons to diverse learning styles, and using scaffolding techniques, although these were still rated as always implemented. The findings indicate that teachers consistently employ learner-centered and technology-supported instructional approaches. The high ratings suggest strong confidence in instructional delivery and commitment to implementing effective classroom practices. This supports Bandura's (1997) Self-Efficacy Theory, who emphasized that teachers with high self-efficacy persistently apply effective teaching strategies. The findings also align with Orbeta (2020), who noted that accountability standards in private schools encourage rigorous implementation of instructional plans. Similarly, De Guzman (2020) highlighted that teachers who demonstrate strong instructional delivery often attribute their effectiveness to mastery of flexible learning modalities.

3.1.2 Learners' Perceptions of Instructional Delivery Practices

Learners also perceived instructional delivery practices as consistently implemented. Technology integration received the highest rating, followed by clear and consistent communication and the use of varied teaching methods. Lower-rated indicators included providing alternative assignments for learners with special learning needs, scaffolding techniques, and preparation of instructional materials tailored to learning styles and abilities, although these remained within the always category. The results suggest that learners highly value technology-enhanced instruction and interactive classroom experiences. This finding supports the concept of Digital Natives discussed by Prensky (2001) and De Guzman (2020), which emphasizes learners' preference for technology-rich learning environments. Likewise, Al-Abdullatif (2024) found that technology integration significantly increases learner engagement and motivation. The differences between teacher and learner perceptions further support Oliveira and Henriques (2021), who emphasized the importance of learner feedback in improving instructional practices and measuring teacher effectiveness.

3.2 Level of Effectiveness of Teaching Practices

3.2.1 Effectiveness of Teaching Practices in Terms of Knowledge

Teachers rated their effectiveness in terms of knowledge as Very High. The highest ratings were given to mastery of subject matter, application of pedagogical theories, and knowledge of assessment principles and tools. Lower-ranked indicators included alignment of instructional strategies with learning goals, lesson modification for diverse learners, and awareness of current educational trends, although all remained within the very high category. The findings suggest that teachers possess strong content knowledge and professional competence. However, slightly lower ratings in adaptive aspects of teaching indicate opportunities for continuous professional growth. Holloway (2024) found that highly efficacious teachers are more likely to pursue leadership opportunities and professional development. Similarly, Buric and Kim (2021) reported that teachers with strong self-efficacy are more willing to adopt innovative instructional practices. Learners likewise rated teacher knowledge as Very High. The highest ratings were given to teachers' knowledge of assessment principles, awareness of educational trends, and ability to align instructional strategies with learning goals. The lowest ratings involved curriculum standards, pedagogical planning, and lesson modification for diverse learners. These findings indicate that learners primarily observe knowledge through instructional execution rather than curriculum planning. Haeley (2025) noted that instructional strategies help learners understand, remember, and independently apply learning. The results suggest that teachers' instructional competence contributes positively to learners' understanding and knowledge acquisition.

3.2.2 Effectiveness of Teaching Practices in Terms of Teaching Strategy

Teachers rated teaching strategy as Very High. The highest-rated practices included the use of varied teaching strategies, learner-centered approaches, differentiated instruction, and experiential learning opportunities. Lower-rated indicators included collaborative learning and inquiry-based strategies, although these remained very highly effective. The findings indicate that teachers are highly effective in engaging learners and making lessons meaningful. However, collaborative and inquiry-based approaches may require greater learner autonomy and critical thinking, making them relatively more challenging to implement consistently. The overall rating reflects strong confidence in instructional delivery and collective teacher efficacy. Learners also rated teaching strategy as Very High. Technology-based strategies received the highest rating, followed by learner-centered approaches and varied instructional methods. Collaborative learning, differentiated instruction, and inquiry-based strategies received comparatively lower ratings but remained highly effective. The results indicate that learners value engaging and technology-supported learning experiences. Adidul (2024) emphasized that

educators can utilize a variety of teaching strategies to support learning. Likewise, Ditingki et al. (2025) noted that inquiry-based learning enhances critical thinking, communication, and problem-solving skills. The findings suggest that effective teaching strategies contribute significantly to learner engagement and achievement.

3.2.3 Effectiveness of Teaching Practices in Terms of Learning Environment

Teachers rated learning environment as Very High, with the highest ratings given to promoting respect and cooperation, organizing the classroom to support learning, providing emotional support, and creating a motivating learning environment. Lower-ranked indicators included accessibility of learning materials, classroom routines, and encouragement of collaboration, although all remained very highly effective. The findings indicate that teachers prioritize creating supportive, respectful, and motivating learning environments. This finding is supported by Wang et al. (2025), who reported that positive classroom management strategies significantly enhance students' academic engagement, psychological well-being, and academic achievement by fostering supportive learning environments. Kettler et al. (2018) emphasized that effective classroom management and positive instructional practices contribute significantly to the creation of productive learning environments that support student engagement and achievement. They demonstrate confidence in establishing positive classroom climates while recognizing the complexity of managing peer interactions and learner autonomy. These findings support Okello (2023), who emphasized the importance of learning environments in enhancing learner development and academic performance. Learners also rated learning environment as Very High. Accessibility of learning materials, motivation to participate, and respect and cooperation ranked highest, while emotional support, classroom discipline, and collaboration ranked lowest, although all remained very highly effective. The results suggest that learners value accessible resources, motivation, and positive classroom relationships. Okello (2023) emphasized that supportive learning environments contribute significantly to learner comfort, concentration, and academic achievement. The findings reinforce the importance of classroom climate in shaping learning experiences and outcomes.

3.2.4 Summary of the Level of Effectiveness of Teaching Practices

Both teachers and learners ranked learning environment first, followed by teaching strategy and knowledge. All dimensions were rated Very High, indicating strong perceptions of teaching effectiveness across all areas. The consistency in rankings suggests a shared understanding of the factors that contribute to effective teaching. Sahito et al. (2025) found that active learning environments improve learner engagement, satisfaction, performance, and course completion rates. The findings imply that learning environment, teaching strategy, and knowledge collectively support learner achievement and educational quality.

3.3 Extent of Influence of Teaching Practices on Learners' Achievement

3.3.1 Influence on Learners' Achievement in Terms of Knowledge

Teachers perceived teaching practices as Very Highly Influential in developing learner knowledge. The highest-rated indicators involved helping learners understand key concepts, connecting new knowledge with prior learning, and promoting deeper thinking through questioning techniques. Learners likewise rated varied assessments, reinforcement of learning, and understanding key concepts as highly influential. The combined result indicated a very high influence of teaching practices on learner knowledge. The findings demonstrate that both teachers and learners recognize the role of instructional practices in promoting understanding, retention, and application of knowledge. Graham, L. et al. (2021) emphasized that teacher quality significantly influences learner learning. The results support the view that knowledge is actively constructed through purposeful instructional mediation rather than simple information transfer.

3.3.2 Influence on Learners' Achievement in Terms of Teaching Strategy

Teachers and learners perceived teaching strategies as Very Highly Influential in learner achievement. Teachers highlighted questioning techniques, connecting prior and new knowledge, and understanding key concepts, while learners emphasized varied assessments, reinforcement of learning, and understanding key concepts. The combined findings showed a very high influence of teaching strategy on achievement. The results suggest that learners develop competencies more effectively when teachers employ diverse and purposeful instructional strategies. Bangalisan and Naparota (2025) emphasized that effective teaching strategies are essential in developing learners' macro skills and academic competencies. The findings indicate that teaching strategies significantly contribute to learner achievement and skill development.

3.3.3 Influence on Learners' Achievement in Terms of Learning Environment

Teachers perceived learning environment as Very Highly Influential, particularly in fostering positive attitudes toward learning, perseverance, growth mindset, responsibility, and accountability. Learners likewise rated respect, cooperation, positive values, motivation, and accountability as highly influenced by the learning environment. The combined result confirmed a very high influence on learner achievement. The findings highlight the importance of positive teacher-learner interactions and supportive classroom environments. The Australian Education Research Organization (2023) emphasized that effective classroom management creates safe and supportive learning environments. Similarly, Wright et al. (2024) noted that trust, consistency, and positive teacher-learner relationships promote belonging and academic success. The results indicate that learning environment contributes to both character development and academic achievement.

3.3.4 Summary of the Extent of Influence of Teaching Practices

Teachers ranked knowledge and teaching strategy first, followed by learning environment. Learners ranked learning environment first, followed by knowledge and teaching strategy. Overall, all dimensions were rated Very Highly Influential, indicating that teaching practices strongly affect learner achievement. The findings suggest that effective teaching practices significantly contribute to academic success. Cooper and Ozansoy (2022) emphasized that instructional strategies and pedagogical approaches directly influence learner engagement and performance. The results imply that strengthening teacher knowledge, teaching strategies, and learning environments can further enhance educational outcomes.

3.4 Challenges Encountered in Instructional Delivery Practices

Teachers rated all identified challenges as Very Much a Challenge. The most significant challenges were preparing lesson plans that address diverse learning needs and maintaining discipline in large classes. Other major concerns included limited collaboration opportunities, difficulty designing assessments for diverse learners, lack of instructional resources, insufficient professional development, heavy workloads, difficulty selecting appropriate teaching strategies, and limited access to technology. The findings indicate that teachers face substantial instructional, managerial, and resource-related challenges. Similarly, Ibañez et al. (2020) and Mbugua (2022) reported that teachers encounter difficulties in implementing instructional programs due to diverse learner needs, curriculum demands, and limitations in instructional resources, which may affect teaching effectiveness and learner achievement. These concerns highlight the complexity of addressing learner diversity while maintaining effective instruction. Chui and Chui (2024) emphasized that learner achievement is strongly associated with effective teacher–learner relationships and school engagement. The findings suggest that addressing workload, professional development, instructional resources, and technological access may strengthen instructional effectiveness and learner achievement.

3.5 Compendium of Effective Teaching Practices

The study produced a resource material entitled “Compendium of Effective Teaching Practices.” The material was developed to provide teachers with practical guidance and evidence-based teaching practices that promote learner achievement and instructional effectiveness. The development of the compendium was based on the study’s findings that teacher knowledge, teaching strategies, and learning environment significantly influence learner achievement. Kim and Seo (2018) identified teacher effectiveness as a major determinant of learner performance, while Ventista and Brown (2023) emphasized the importance of teacher quality, professional learning, and reflective practice. The compendium serves as a supplemental resource that supports continuous improvement in teaching and learning.

4. Conclusion & Recommendations

The study found that instructional delivery practices were consistently implemented and positively perceived by both teachers and learners. Teaching practices in terms of knowledge, teaching strategy, and learning environment were rated as very highly effective, with learning environment emerging as the most influential factor in learner achievement. The findings further revealed that effective teaching practices significantly influenced learners’ achievement, particularly through knowledge and teaching strategies, while learning environment also contributed substantially to academic success. Despite these positive outcomes, teachers encountered persistent challenges in instructional delivery, particularly in addressing diverse learning needs, managing large classes, collaborating with colleagues, and designing appropriate assessments. Consequently, the development of the Compendium of Effective Teaching Practices provided a practical and evidence-based resource to enhance teaching effectiveness and support sustained learner achievement.

The school should sustain and strengthen effective instructional delivery practices through a structured sustainability plan and regular learner feedback mechanisms. Professional learning communities, mentoring partnerships, training programs, short courses, and workshops should be implemented to further enhance teacher competence in knowledge, teaching strategy, and learning environment. Greater institutional support should also be provided to address challenges related to diverse learning needs, classroom management, collaboration, and assessment design. Furthermore, the Compendium of Effective Teaching Practices should be formally adopted and utilized as a resource for professional development and classroom improvement to ensure the consistent implementation of evidence-based teaching practices across grade levels and subject areas.

The study was limited to assessing effective teaching practices and their influence on learners’ achievement in a single private school in Camarines Sur during the School Year 2025–2026. The findings were based on the perceptions of 22 teachers and 100 learners using a researcher-made questionnaire and focused only on instructional delivery practices, teaching effectiveness in terms of knowledge, teaching strategy, and learning environment, their influence on learner achievement, and the challenges encountered by teachers. Therefore, the

results may be limited in generalizability to other educational contexts, populations, and school settings.

Compliance with ethical standards

The study was conducted in accordance with established ethical principles for educational research. Prior approval and permission were obtained from the appropriate authorities before data collection. Participation was voluntary, and respondents were informed of their right to decline answering questions they found uncomfortable. The researcher ensured that participants were not exposed to undue psychological, emotional, or social risks during the conduct of the study. Ethical considerations were observed throughout the data collection, analysis, and reporting processes to protect the welfare and interests of all participants.

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