

Effective Teaching Strategies for Enhanced Learning: The Case of Sulu State College

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Abstract

This research focuses on SSC to understand how effective teaching strategies can be implemented and adapted to a challenging and unique educational context. It seeks to identify and analyze the teaching strategies currently employed by faculty members, assess their effectiveness in promoting enhanced learning outcomes, and explore the potential for improvement. By focusing on the specific context of SSC, this research contributes to a more nuanced understanding of effective teaching practices within a unique and challenging educational setting. It moves beyond generalized pedagogical models to offer context-specific insights and recommendations for enhancing the quality of education at SSC and potentially informing similar institutions in comparable settings.

This study aims to determine the teaching strategies for students' engagement and learning as assessed by teachers in Sulu State College on academic year 2024-2025. It employed descriptive design with 100 teacher-respondents taken through purposive sampling method. The following are findings of this study: The demographic profile of the teacher-respondents from different schools at Sulu State College, Sulu

reveals that they are mostly female, in their early adulthood, single or married, below 10 years in service, and have bachelor's degree. The extent of teaching strategies as assessed by teachers at Sulu State College, Sulu shows that they have high or very high levels of agreement with the statements related to differentiated instruction, active learning, technological integration, and effective communication. The tables also show that there are less or some variations among the teacher-respondents in their ratings of the teaching strategies. The tables reveal that there are no significant differences in the assessments of the teacher-respondents across the different groups for most of the variables, except for effective communication aspect by age, active learning aspect by civil status, and active learning aspect by length of service. The correlation coefficients between the four sub-categories of teaching strategies: differentiated instruction, active learning, technological integration, and effective communication reveals that all the correlations are positive and significant, meaning that there is a linear relationship between the variables. The table also indicates that the correlations are either moderate or low, meaning that the strength of the relationship is not very high.

Keywords: *Assessment, Assessment of teaching strategies, teaching Strategies,*

INTRODUCTION

The global landscape of education is undergoing a period of rapid transformation, driven by technological advancements, evolving societal needs, and a growing emphasis on 21st-century skills (Fullan, 2013). The pursuit of quality education, recognized as a fundamental human right and a crucial driver of economic and social development (UNESCO, 2015), necessitates a continuous reevaluation and refinement of teaching methodologies. Effective teaching, far from being a static concept, is a dynamic process that requires adaptation to diverse contexts and evolving learning needs. This research explores effective teaching strategies and their impact on enhanced learning, focusing specifically on the unique context of Sulu State College (SSC) in the Philippines.

At the national level, the Philippines has made significant strides in expanding access to education, yet challenges remain in ensuring quality and equity (DepEd, 2020). The country's K-12 curriculum reform, implemented in recent years, aims to enhance the quality of basic education by aligning it with international standards and preparing students for the demands of the globalized workforce. However, the effectiveness of these reforms hinges on the implementation of effective teaching strategies that can translate curriculum goals into tangible learning outcomes. Factors such as teacher training, resource allocation, and infrastructure limitations continue to pose significant challenges to achieving national educational goals (UNESCO, 2018). Furthermore, the diverse socio-cultural contexts across different regions of the Philippines necessitate context-specific approaches to teaching and learning.

Within the local context of Sulu, the challenges are further amplified. Sulu, a province in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), faces unique socio-political and economic realities that significantly impact the educational landscape (Abubakar et al., 2019). Factors such as poverty, conflict, and limited access to resources contribute to lower educational attainment rates and hinder the progress towards achieving quality education for all. The cultural diversity of Sulu, with its rich tapestry of ethnicities and traditions, also requires culturally sensitive pedagogical approaches that respect and incorporate local knowledge systems. Sulu State College (SSC), situated within this complex environment, plays a crucial role in providing access to higher education and contributing to the socio-economic development of the region.

This research focuses on SSC to understand how effective teaching strategies can be implemented and adapted to a challenging and unique educational context. It seeks to identify and analyze the teaching strategies currently employed by faculty members, assess their effectiveness in promoting enhanced learning outcomes, and explore the potential for improvement. By focusing on the specific context of SSC, this research contributes to a more nuanced understanding of effective teaching practices within a unique and challenging educational setting. It moves beyond generalized pedagogical models to offer context-specific insights and recommendations for enhancing the quality of education at SSC and potentially informing similar institutions in comparable settings.

The significance of this research extends beyond the confines of SSC. The findings will provide valuable insights for educational policymakers, curriculum developers, teacher trainers, and faculty members in understanding and improving teaching practices in similar contexts characterized by diverse student populations and resource constraints. The research will contribute to the growing body of knowledge on effective teaching strategies, particularly within the context of higher education in the Philippines.

The implications of this study will inform the development of more effective teacher training programs, curriculum design, and institutional support mechanisms aimed at enhancing student learning outcomes.

This research employs a quantitative research approach, a Quantitative data will be gathered through surveys to measure student learning outcomes and gauge the effectiveness of different teaching strategies. the data will provide a comprehensive and nuanced understanding of the research problem.

STATEMENT OF THE PROBLEM:

This study determined the teaching strategies for student's engagement and learning at SSC-SULU on the academic year 2024-2025. Specifically, this research gathered information to answer each of the following questions.

1. What is the socio- demographic profile of the respondents in terms of ;
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil status;
 - 1.4 Length of Service; and
 - 1.5 Educational attainment?
2. What is the extent of teaching strategies as assessed by teachers in SSC-SULU in terms of;
 - 2.1 Differentiated Instruction;
 - 2.2 Active learning;
 - 2.3 Technological Integration; and
 - 2.4 Effective Communication?
3. Is there a significant difference in the teaching strategies when data are grouped according to;
 - 3.1 Age;
 - 3.2 Gender;
 - 3.3 Civil status;

3.4 Length of Service; and

3.5 Educational attainment;

METHODOLOGY

This chapter includes the research design and method used in this study. In more details, the researcher outlined in this chapter the research design, locale of the study, respondents of the study sampling technique, research instrument, data gathering procedure, validity and reliability, and statistical treatment of data.

Research Design

Research Design was used in research to refer to the researcher's plan of how to proceed. This design allows data to be collected at a single point in time and can be used for a descriptive study as well as determination of relationship between variable.

1. The Socio- Demographic Profile of the Respondents in terms of Age, Gender, Civil status, Length of Service, Employment status
2. The Extent of teaching strategies for student's engagement and learning as assessed by teachers at Sulu State College in terms of Differentiated Instruction, Active learning, Technological Integration, Effective Communication.
3. The Significant difference in the teaching strategies for engagement and learning when grouped according to socio- demographic profile of the respondents?
4. The Significant correlation among the sub-categories subsumed under the teaching strategies for student's engagement and learning as assessed by teachers in Sulu State College

The study was conducted among teachers in SSC- Sulu. The respondents of this study were one hundred (100) selected teachers at SSC- Sulu, was the main source of data which was quantified to answer the research questions in this study. Library and internet were the source of information that were used to enrich the theoretical and conceptual frameworks of this research, the data from the respondents were collected through the use of questionnaires.

Research Locale

The study was conducted among teachers in SSC-SULU during the School year 2024-2025.

Respondents Of The Study

The respondents of the study were One hundred (100) respondents of which all are Teachers from different schools in SSC- Sulu during the School year 2024-2025.

Selected teachers were drawn as respondents in the study

Sampling Design

In this study, the researcher used a purposive sampling, also known as judgmental selection or subjective sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys.

The researcher utilized purposively one hundred (100) respondents from SSC-SULU. The use of purposive sampling study and help the study to meet its goals.

A survey questionnaire was the main instrument to be employed to gather data on the extent of teaching strategies for student's engagement and learning as assessed by teachers in SSC-Sulu during the Academic year 2024-2025. In the context of

the Extent of Effective teaching strategies for enhanced learning as assessed by teachers at SSC-SULU in terms of Differentiated Instruction, Active learning, Technological Integration, Effective Communication.

The questionnaire was adapted and patterned from the study of Dr. Igbaria, et al, et.al, (2015), teaching strategies and their role on student's engagement in English.

This model encompasses the following teaching strategies;

- 1.1 Differentiated Instruction
- 2.2 Active learning
- 2.3 Technological Integration
- 2.4 Effective Communication

Research Instrument

The research instrument was utilized in this study consist of two parts. Part I of the questionnaire which focused on obtaining the demographic profile of the teacher respondents.

Part II focused towards obtaining data on the extent of Data to be obtained using this questionnaire was analysed through 5-point modified Likert scale such as 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (U), 2=Disagree (D), 1=Strongly Disagree (SD)

Data Gathering Procedure

The following procedures were employed in the course of data gathering: A permit to administer the questionnaire was sought from college president. Sulu state college through a formal letter was sent to the director for research. The launching and administering, as well as the retrieval of the questionnaire were conducted personally by the researcher. The researcher also ensures the confidentiality and anonymity of responses to encourage honest answers.

This chapter presents the analysis, presentation and interpretation of the findings based on the data collected for this study, which aimed to determine the teaching strategies for students' engagement and learning as assessed by faculty at SSC-Sulu on academic year 2024. It examines the teacher-respondents' demographic profiles in terms of age, gender, civil status, length of service, and educational attainment; and the extent of teaching strategies as assessed by teachers at SSC-Sulu in terms of Differentiated Instruction, Active learning, Technological Integration, and Effective Communication. It also explores the differences and correlations among these variables based on the teacher-respondents' demographic profiles.

The following are the analysis, presentation, and interpretation of results according to the research questions and the data analysis methods:

Validity And Reliability

The instrument used in this research was adapted and patterned from the study of *Dr. Igbaria, et al, (2015) with the title " teaching strategies and their role on student's engagement in English*

It was a standardized research instrument with established validity and reliability. However, to suit its usability in the local setting, a slight modification were made and these were subjected to the perusal of at least two (2) experts from the faculty members of Sulu state College.

Statistical Treatment Of Data

Descriptive and inferential statistical tools were appropriately employed in the treatment of data to be gathered for this study, namely:

1. To determine the Socio- Demographic Profile of the Respondents in terms of Age, Gender, Civil status, Length of Service, Employment status The statistical tools were used are Frequency and percentage.
2. To determine the extent of teaching strategies as assessed by teachers at SSC-SULU in terms of Differentiated Instruction, Active learning, Technological Integration, Effective Communication. The statistical tools were used are mean and standard deviation.

1. What is the Socio-demographic Profile of the Respondents in terms of 1.1 age, 1.2 gender, 1.3 civil status, 1.4 length of service, and 1.5 educational attainment?

1.1 In terms of Age

Table 1.1 presents the demographic profile of the teacher-respondents from different schools in SSC-Sulu in terms of age. The table indicates that out of 100 teacher-respondents, the majority are between 26-35 years old who make up 49% (49). This is followed by those aged 36-45 years, below 25 years, and above 46 years, accounting for 25% (25), 22% (22), and 4% (4) respectively. This shows that majority of the teacher-respondents are in their early adulthood stage. This means that there is a difference of at least 24% between the other groups. This implies a highly skewed age distribution among the teacher-respondents.

Table 1.1 Teacher-respondents' demographic profile in terms of age.

| Age | Number of Respondents | Percent |
|------------------------|-----------------------|-------------|
| 25 years old and below | 22 | 22% |
| 26-35 years old | 49 | 49% |
| 36-45 years old | 25 | 25% |
| 46 years old and above | 4 | 4% |
| Total | 100 | 100% |

1.2 In terms of Gender

Table 1.2 presents the demographic profile of the teacher-respondents from different schools in SSC-Sulu in terms of gender. The table indicates that out of 100 teacher-respondents, it highly concentrated towards female teacher-respondents who make up 85% (86), while male teacher-respondents account for 15% (15). This means that there is a gender gap of 70% between the female and male groups. This implies a highly skewed gender distribution among the teacher-respondents.

Table 1. Teacher-respondents' demographic profile in terms of gender.

| Gender | Number of Respondents | Percent |
|--------|-----------------------|-------------|
| Male | 15 | 15% |
| Female | 85 | 85% |
| Total | 100 | 100% |

1.3 In terms of Civil Status

Table 1.3 presents the demographic profile of the teacher-respondents from different schools in SSC- Sulu in terms of civil status. The table indicates that out of 100 teacher-respondents, single and married have the same frequency, making up 47% (47) each. This is followed by those who are widowed and separated, accounting for 4% (4), and 2% (2) respectively. This shows that most of the teacher-respondents are either single or married. This means that there is a difference of at least 43% between the other groups. This implies a highly skewed civil status distribution among the teacher-respondents.

| Civil Status | Number of Respondents | Percent |
|--------------|-----------------------|-------------|
| Single | 47 | 47% |
| Married | 47 | 47% |
| Widowed | 4 | 4% |
| Separated | 2 | 2% |
| Total | 100 | 100% |

Table 1.3 Teacher-respondents' demographic profile in terms of Civil Status.

1.4 In terms of Length of Service

Table 1.4 presents the demographic profile of the teacher-respondents from different schools in SSC- Sulu in terms of length of service. The table indicates that out of 100 teacher-respondents, 5 years and below, and 6-10 years in service have the same frequency, making up 39% (39) each. This is followed those who have been employed for 11-20 years, and 21 years and above, accounting for 20% (20), and 2% (2) respectively. This means that most of the teacher-respondents have been employed for either 5 years and below, or 6-10 years, with a gap of at least 19% between the other groups. This implies a highly skewed distribution of length of service among the teacher-respondents.

Table 1.5 Teacher-respondents' demographic profile in terms of length of service.

| Length of Service | Number of Respondents | Percent |
|--------------------|-----------------------|-------------|
| 5 years and below | 39 | 39% |
| 6-10 years | 39 | 39% |
| 11-20 years | 20 | 20% |
| 21 years and above | 2 | 2% |
| Total | 100 | 100% |

1.5

In terms of Educational Attainment

Table 154 presents the demographic profile of the teacher-respondents from different schools in SSC- Sulu in terms of educational attainment. The table indicates that out of 100 teacher-respondents, most have bachelor's degree, making up 90% (90). This is followed by those with master's unit, master's degree, and doctorate degree, accounting for 6% (6), 3% (3), and 1% (1) respectively. This shows that most of the teacher-respondents have bachelor's degree. This means that there is a difference of at least 84% between the other groups. This implies a highly skewed distribution of educational attainment among the teacher-respondents.

Table 1.5 Teacher-respondents' demographic profile in terms of educational attainment.

| Educational Attainment | Number of Respondents | Percent |
|------------------------|-----------------------|-------------|
| Bachelor's degree | 1 | 1% |
| Master's units | 4 | 4% |
| Master's Degree | 80 | 80% |
| Doctorate degree | 15 | 15% |
| Total | 100 | 100% |

2. What is the extent of teaching strategies as assessed by teachers at SSC- Sulu in terms of 2.1 Differentiated Instruction, 2.2 Active learning, 2.3 Technological Integration, and 2.4 Effective Communication?

2.1 In the context of Differentiated Instruction

Table 2.1 shows the extent of teaching strategies as assessed by teachers at SSC-Sulu in terms of differentiated instruction. The result shows that the total mean score is 4.436, which indicates an overall rating of "Agree". The total standard deviation is 0.40240, which indicates that there is less variation

among the teacher-respondents in their agreement with the statements. This means that the teacher-respondents at SSC-Sulu assessed the extent of differentiated instruction on teaching strategies with high level.

The mean scores indicate that the teacher-respondents agreed that they use various assessment methods such as pre-assessment observations and student feedback to gather information about strength and weaknesses, interest, and prior knowledge, group the students based on their needs and abilities allowing them to work collaboratively, and employ a range of teaching methods, materials and resources to accommodate diverse learning styles and preferences. Further, they strongly agree that they provide targeted interventions and accommodations for students with special needs or learning difficulties and modify the pace and level of challenge to meet individual student needs. The highest agreement is on providing targeted interventions and accommodations for students with special needs or learning difficulties, which indicates that the teachers are aware of and responsive to the diversity of their students. The lowest agreement is on using various assessment methods to gather information about students' strengths, weaknesses, interests, and prior knowledge, which suggests that there is room for improvement in this area.

Table 2.1 Extent of teaching strategies as assessed by teachers at SSC-Sulu in terms of differentiated instruction.

| Statements | Mean | SD | Rating |
|--|--------|--------|----------------|
| 1. I use various assessment methods such as pre-assessment observations and student feedback to gather information about strength and weaknesses, interest, and prior knowledge. | 4.36 | .503 | Agree |
| 2. I group the students based on their needs and abilities allowing them to work collaboratively. | 4.37 | .506 | Agree |
| 3. I employ a range of teaching methods, Materials and resources to accommodate diverse learning styles and preferences. | 4.44 | .519 | Agree |
| 4. I modify the pace and level of challenge to meet individual student needs. | 4.50 | .541 | Strongly Agree |
| 5. I provide targeted interventions and accommodations for students with special needs or learning difficulties | 4.51 | .577 | Strongly Agree |
| Total | 4.4360 | .40240 | Agree |

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Moderate (M), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

2.2 In the context of Active Learning

Table 2.2 shows the extent of teaching strategies as assessed by teachers at SSC- Sulu in terms of active learning. The result shows that the total mean score is 4.564, which indicates an overall rating of "Strongly Agree". The total standard deviation is .43147, which indicates that there is less variation among the teacher-respondents in their agreement with the statements. This means that the teacher-respondents at SSC- Sulu assessed the extent of active learning on teaching strategies with very high level.

The mean scores indicate that the teacher-respondents strongly agree that they encourage students to actively participate, asks questions and discuss concepts, encourage students to actively involve

problem solving, group discussions and hands-on activities, promote deep learning by providing students with multiple opportunities to practice and reinforce their understanding of concepts, encourage students cooperation and teamwork, nurtures essential, interpersonal skills and prepares them for real -world environments, and empower student to take responsibility to their learning. The highest agreement is on encouraging students to actively participate, ask questions, and discuss concepts, which implies that the teachers recognize the importance of student engagement and dialogue in active learning. The lowest agreement is on promoting deep learning by providing students with multiple opportunities to practice and reinforce their understanding of concepts, which indicates that there is still room for improvement in this aspect of active learning.

Table 2.2 Extent of teaching strategies as assessed by teachers at SSC-Sulu in terms of active learning.

| Statements | Mean | SD | Rating |
|---|-------|---------|----------------|
| 1. I encourage students to actively participate, asks questions and discuss concepts. | 4.61 | .549 | Strongly Agree |
| 2. I encourage students to actively involve problem solving, group discussions and hands-on activities. | 4.57 | .573 | Strongly Agree |
| 3. I promote deep learning by providing students with multiple opportunities to practice and reinforce their understanding of concepts. | 4.51 | .541 | Strongly Agree |
| 4. I Encourage students' cooperation and teamwork, nurtures essential, interpersonal skills and prepares them for real -world environments. | 4.60 | .550 | Strongly Agree |
| 5. I empower student to take responsibility to their learning. | 4.53 | .559 | Strongly Agree |
| Total | 4.564 | 0.43147 | Strongly Agree |

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Moderate (M), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

2.3 In the context of Technological Integration

Table 2.3 shows the extent of teaching strategies as assessed by teachers at SSC- Sulu in terms of technological integration. The result shows that the total mean score is 4.0180, which indicates an overall rating of "Agree". The total standard deviation is .53718, which indicates that there is some variation among the teacher-respondents in their agreement with the statements. This means that the teacher-respondents at SSC- Sulu assessed the extent of technological integration on teaching strategies with high level.

The mean scores indicated that the teacher-respondents agreed that they help students to engage in technology like multimedia resources, etc., help the students are well- trained to use software and other platforms, help the students have a wide access to online research materials, e-books and digital libraries, help students collaborate and communicate in an online platform, and help the students adapt to digital age. The highest agreement is on helping students to engage in technology, which implies that the teachers recognize the importance of using multimedia resources and other technological tools to enhance student engagement and learning. The lowest agreement is on helping students to have a wide access to online research materials, which indicates that there might be some challenges or limitations in providing students with adequate and reliable online sources.

Table 2.3 Extent of teaching strategies as assessed by teachers at SSC-Sulu in terms of technological integration.

| Statements | Mean | SD | Rating |
|---|--------|--------|--------|
| 1. I help students to engage in technology like multimedia resources, etc. | 4.19 | .615 | Agree |
| 2. I help the students are well trained to use software and other platforms. | 4.01 | .689 | Agree |
| 3. I help the students have a wide access to online research materials, e-books, and digital libraries. | 3.87 | .774 | Agree |
| 4. I help students collaborate and communicate in an online platform | 3.94 | .694 | Agree |
| 5. I help the students adapt to digital age. | 4.08 | .614 | Agree |
| Total | 4.0180 | .53718 | Agree |

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Moderate (M), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

2.4 In the context of Effective Communication

Table 2.4 shows the extent of teaching strategies as assessed by teachers at SSC--, Sulu in terms of effective communication. The result shows that the total mean score is 4.3360, which indicates an overall rating of "Agree". The total standard deviation is .54449, which indicates that there is some variation among the teacher-respondents in their agreement with the statements. This means that the teacher-respondents at SSC- Sulu assessed the extent of effective communication on teaching strategies with high level.

The mean scores indicated that the teacher-respondents agreed that use concise language to explain concepts, listen attentively to students' questions, concerns, and ideas, maintain eye contact, and use appropriate facial expressions, use rephrasing or paraphrasing to students' responses to help clarify misunderstanding and ensure comprehension, and I utilize visual aids such as charts, diagrams, videos, or slideshows. The highest agreement is on utilizing visual aids, which implies that the teachers recognize the importance of using charts, diagrams, videos, or slideshows to enhance student understanding and retention. The lowest agreement is on maintaining eye contact and facial expressions, which indicates that there might be some challenges or distractions in maintaining non-verbal communication.

Table 2.4 Extent of teaching strategies as assessed by teachers at SSC- Sulu in terms of effective communication.

| Statements | Mean | SD | Rating |
|---|------|------|--------|
| 1. I use concise language to explain concepts. | 4.35 | .672 | Agree |
| 2. I listen attentively to students' questions, concerns, and ideas. | 4.36 | .689 | Agree |
| 3. I maintain eye contact and use appropriate facial expressions. | 4.23 | .664 | Agree |
| 4. I use rephrasing or paraphrasing to students' responses to help clarify misunderstanding and ensure comprehension. | 4.31 | .631 | Agree |
| 5. I utilize visual aids such as charts, diagrams, videos, or slideshows. | 4.43 | .640 | Agree |

| | | | |
|-------|--------|--------|-------|
| Total | 4.3360 | .54449 | Agree |
|-------|--------|--------|-------|

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Moderate (M), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

3. Is there a significant difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu when data are grouped according to 3.1 age, 3.2 gender, 3.3 civil status, 3.4 length of service, and 3.5 educational attainment??

3.1 In terms of Age

Table 3.1 presents the difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu, Sulu when data are grouped according to age. The variables include Differentiated Instruction, Active learning, Technological Integration, and Effective Communication. The table shows that the F-values and probability values for all variables, except for effective communication aspect, are not significant at alpha 0.05. This means that the assessments of teacher-respondents aged 25 years and below on the extent of these variables do not differ from those of teacher-respondents aged 26-35 years, 36-45 years, and 46 years and above, or vice versa. However, on the extent of effective communication aspect, the assessments of teacher-respondents aged 25 years and below differ from those aged 26-35 years, or vice versa, as shown in table 3.1.1. This implies that the teacher-respondents assess the extent of teaching strategies at SSC-Sulu in the same way regardless of their age, except for effective communication aspect. Therefore, the hypothesis which states that, "There is no significant difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu, Sulu when data are grouped according to age." is accepted.

Table 3.1 Difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu, Sulu when data are grouped according to age.

| Sources of Variation | | <i>Sum of Squares</i> | df | Mean Square | F | Sig. | Description |
|-----------------------------------|----------------|-----------------------|----|-------------|--------|------|-----------------|
| Differentiated Instruction | Between Groups | .365 | 3 | .122 | .746 | .527 | Not Significant |
| | Within Groups | 15.665 | 96 | .163 | | | |
| | Total | 16.030 | 99 | | | | |
| Active learning | Between Groups | 1.328 | 3 | .443 | 2.484 | .065 | Not Significant |
| | Within Groups | 17.103 | 96 | .178 | | | |
| | Total | 18.430 | 99 | | | | |
| <i>Technological Integration</i> | Between Groups | .211 | 3 | .070 | .239 | .869 | Not Significant |
| | Within Groups | 28.356 | 96 | .295 | | | |
| | Total | 28.568 | 99 | | | | |
| <i>Effective Communication</i> | Between Groups | 2.543 | 3 | .848 | 3.035* | .033 | Significant |
| | Within Groups | 26.808 | 96 | .279 | | | |
| | Total | 29.350 | 99 | | | | |

*Significant at alpha 0.05

A Post Hoc Analysis using Tukey test was conducted to identify which among groups classified according to age have different levels of mean in the extent of effective communication when data are grouped according to teacher-respondents' demographic profile in terms of age.

On Effective Communication: It shows that teacher-respondents aged 25 years and below obtained the mean difference of -.37495* with the Standard Error of .13562 and p-value of .034 over teacher-respondents aged 26-35 years which is significant at alpha 0.05.

Table 3.1.1 Multiple comparison of the extent teaching strategies as assessed by teachers at SSC-Sulu, Sulu by age.

| Dependent Variable | (I) Grouping by Age | (J) Grouping Age | Mean Difference (I – J) | Std. Error | Sig. |
|--------------------------------|---------------------|--------------------|-------------------------|------------|------|
| Effective Communication | 25 years and below | 26-35 years | -.37495* | .13562 | .034 |
| | | 36-45 years | -.33855 | .15448 | .133 |
| | | 46 years and above | -.55455 | .28724 | .222 |

*The mean difference is significant at the 0.05 level

3.2 In terms of Gender

Table 3.2 presents the difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu, when data are grouped according to gender. The variables include Differentiated Instruction, Active learning, Technological Integration, and Effective Communication. The table shows that the mean difference and probability values for all variables are not significant at alpha 0.05. This means that the extent of these variables does not affect the assessments of male and female teacher-respondents differently. This implies that the teacher-respondents assess the extent of teaching strategies at SSC- Sulu in the same way regardless of their gender, except for work discipline. Therefore, the hypothesis which states that, “There is no significant difference on the extent of teaching strategies as assessed by teachers in SSC-Sulu, Sulu when data are grouped according to gender.” is accepted.

Table 3.2 Difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu, when data are grouped according to gender.

| Variables | Grouping | Mean | SD | Mean Difference | t | Sig. | Description |
|-----------------------------------|----------|--------|---------|-----------------|--------|-------|-----------------|
| Differentiated Instruction | Male | 4.36 | 0.37947 | -.08941 | -.792 | .430 | Not Significant |
| | Female | 4.4494 | 0.40697 | | | | |
| Active learning | Male | 4.64 | 0.33123 | .08941 | .738 | .462 | Not Significant |
| | Female | 4.5506 | 0.44711 | | | | |
| Technological Integration | Male | 3.96 | 0.38693 | -.06824 | -.452 | .652 | Not Significant |
| | Female | 4.0282 | 0.56074 | | | | |
| Effective Communication | Male | 4.24 | 0.64675 | -.11294 | -0.739 | 0.462 | Not Significant |
| | Female | 4.3529 | 0.52703 | | | | |

*Significant at alpha 0.05

3.3 In terms of Civil Status

Table 3.3 presents the difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu, Sulu when data are grouped according to civil status. The variables include Differentiated Instruction, Active learning, Technological Integration, and Effective Communication. The table shows that the F-values and probability values for all variables, except for active learning aspect, are not significant at alpha 0.05. This means that the assessments of teacher-respondents who are single on the extent of these variables do not differ from those who are married, widowed, and separated, or vice versa. However, on the extent of active learning aspect, the assessments of teacher-respondents who are single differ from those who are married, or vice versa, as shown in table 3.4.1, This implies that the

teacher-respondents assess the extent of effective teaching strategies at SSC- Sulu, Sulu in the same way regardless of their civil status, except for active learning aspect. Therefore, the hypothesis which states that, “There is no significant difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu when data are grouped according to civil status.” is accepted.

Table 3.3 Difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu when data are grouped according to civil status.

| Sources of Variation | | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> | <i>Description</i> |
|-----------------------------------|----------------|-----------------------|-----------|--------------------|----------|-------------|--------------------|
| Differentiated Instruction | Between Groups | .232 | 3 | .077 | .469 | .704 | Not Significant |
| | Within Groups | 15.799 | 96 | .165 | | | |
| | Total | 16.030 | 99 | | | | |
| Active learning | Between Groups | 1.495 | 3 | .498 | 2.825* | .043 | Significant |
| | Within Groups | 16.936 | 96 | .176 | | | |
| | Total | 18.430 | 99 | | | | |
| <i>Technological Integration</i> | Between Groups | .047 | 3 | .016 | .053 | .984 | Not Significant |
| | Within Groups | 28.520 | 96 | .297 | | | |
| | Total | 28.568 | 99 | | | | |
| <i>Effective Communication</i> | Between Groups | .990 | 3 | .330 | 1.117 | .346 | Not Significant |
| | Within Groups | 28.360 | 96 | .295 | | | |
| | Total | 29.350 | 99 | | | | |

*Significant at alpha 0.05

A Post Hoc Analysis using Tukey test was conducted to identify which among groups classified according to civil status have different levels of mean in the extent of active learning when data are grouped according to teacher-respondents' demographic profile in terms of civil status.

On Active Learning: It shows that single teacher-respondents obtained the mean difference of -.24255* with the Standard Error of .08664 and p-value of .031 over married teacher-respondents which is significant at alpha 0.05.

Table 3.3.1 Multiple comparison of the extent teaching strategies as assessed by teachers at SSC- Sulu. by civil status.

| Dependent Variable | (I) Grouping by Age | (J) Grouping Age | Mean Difference (I – J) | Std. Error | Sig. |
|------------------------|---------------------|------------------|-------------------------|------------|-------|
| Active Learning | Single | Married | -.24255* | .08664 | .031 |
| | | Widowed | .00106 | .21876 | 1.000 |
| | | Separated | .05106 | .30325 | .998 |

*The mean difference is significant at the 0.05 level

3.4 In terms of Length of Service

Table 3.4 presents the difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu when data are grouped according to length of service. The variables include Differentiated

Instruction, Active learning, Technological Integration, and Effective Communication. The table shows that the F-values and probability values for all variables, except for active learning aspect, are not significant at alpha 0.05. This means that the assessments of teacher-respondents who have been employed for 5 years and below on the extent of these variables do not differ from those who have been employed for 6-10 years, 11-20 years, and 21 years and above, or vice versa. However, on the extent of active learning aspect, the assessments of teacher-respondents who have been employed for 5 years and below differ from those who have been employed for 6-10 years, or vice versa, as shown in table 3.4.1. This implies that the teacher-respondents assess the extent of teaching strategies at SSC- Sulu in the same way regardless of their length of service, except for active learning aspect. Therefore, the hypothesis which states that, "There is no significant difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu when data are grouped according to length of service." is accepted.

Table 3.4 Difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu when data are grouped according to length of service.

| Sources of Variation | | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> | <i>Description</i> |
|-----------------------------------|----------------|-----------------------|-----------|--------------------|----------|-------------|--------------------|
| Differentiated Instruction | Between Groups | .335 | 3 | .112 | .683 | .565 | Not Significant |
| | Within Groups | 15.695 | 96 | .163 | | | |
| | Total | 16.030 | 99 | | | | |
| Active learning | Between Groups | 2.048 | 3 | .683 | 3.999* | .010 | Significant |
| | Within Groups | 16.383 | 96 | .171 | | | |
| | Total | 18.430 | 99 | | | | |
| <i>Technological Integration</i> | Between Groups | .642 | 3 | .214 | .736 | .533 | Not Significant |
| | Within Groups | 27.926 | 96 | .291 | | | |
| | Total | 28.568 | 99 | | | | |
| <i>Effective Communication</i> | Between Groups | .806 | 3 | .269 | .903 | .443 | Not Significant |
| | Within Groups | 28.545 | 96 | .297 | | | |
| | Total | 29.350 | 99 | | | | |

*Significant at alpha 0.05

A Post Hoc Analysis using Turkey test was conducted to identify which among groups classified according to length of service have different levels of mean in the extent of active learning when data are grouped according to teacher-respondents' demographic profile in terms of length of service.

On Active Learning: It shows that teacher-respondents who have been employed for 5 years and below obtained the mean difference of $-.28205^*$ with the Standard Error of .09355 and p-value of .017 over teacher-respondents who have been employed for 6-10 years which is significant at alpha 0.05.

Table 3.4.1 Multiple comparison of the extent teaching strategies as assessed by teachers at SSC-Sulu by civil status.

| Dependent Variable | (I) Grouping by Age | (J) Grouping Age | Mean Difference (I – J) | Std. Error | Sig. |
|------------------------|---------------------|--------------------|-------------------------------|------------|------|
| Active Learning | 5 years and below | 6-10 years | $-.28205^*$ | .09355 | .017 |
| | | 11-20 years | -.27026 | .11362 | .088 |
| | | 21 years and above | -.51026 | .29950 | .327 |

*The mean difference is significant at the 0.05 level

3.5 In terms of Educational Attainment

Table 3.5 presents the difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu when data are grouped according to educational attainment. The variables include Differentiated Instruction, Active learning, Technological Integration, and Effective Communication. The table shows that the F-values and probability values for all variables are not significant at alpha 0.05. This means that the assessments of teacher-respondents with bachelor's degree on the extent of these variables do not differ from those with master's unit, master's degree, and doctorate degree, or vice versa. This implies that the teacher-respondents assess the extent of teaching strategies at SSC-Sulu in the same way regardless of their educational attainment. Therefore, the hypothesis which states that, "There is no significant difference on the extent of teaching strategies as assessed by teachers at SSC- Sulu when data are grouped according to educational attainment." is accepted.

Table 3.5 Difference on the extent of teaching strategies as assessed by teachers at SSC-Sulu when data are grouped according to educational attainment.

| Sources of Variation | | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> | <i>Description</i> |
|-----------------------------------|----------------|-----------------------|-----------|--------------------|----------|-------------|--------------------|
| Differentiated Instruction | Between Groups | .514 | 3 | .171 | 1.061 | .369 | Not Significant |
| | Within Groups | 15.516 | 96 | .162 | | | |
| | Total | 16.030 | 99 | | | | |
| Active learning | Between Groups | .844 | 3 | .281 | 1.536 | .210 | Significant |
| | Within Groups | 17.586 | 96 | .183 | | | |
| | Total | 18.430 | 99 | | | | |
| <i>Technological Integration</i> | Between Groups | 1.209 | 3 | .403 | 1.415 | .243 | Not Significant |
| | Within Groups | 27.358 | 96 | .285 | | | |
| | Total | 28.568 | 99 | | | | |
| <i>Effective Communication</i> | Between Groups | .782 | 3 | .261 | .875 | .457 | Not Significant |
| | Within Groups | 28.569 | 96 | .298 | | | |
| | Total | 29.350 | 99 | | | | |

*Significant at alpha 0.05

4. Is there a significant correlation among the sub-categories subsumed under the teaching strategies as assessed by teachers at SSC- Sulu?

Table 4 presents the correlation among the sub-categories subsumed under the teaching strategies as assessed by teachers at SSC- Sulu. The table shows that the computed Pearson correlation Coefficients (Pearson r) between these variables are significant at alpha 0.05. Based on the table, the following interpretation is as follows:

- 1) Differentiated Instruction and Active Learning have a moderate positive correlation of .445*. This means that teacher-respondents who use more differentiated instruction tend to use more active learning strategies, and vice versa.
- 2) Differentiated Instruction and Technological Integration have a moderate positive correlation of .442*. This means that teacher-respondents who use more differentiated instruction tend to integrate more technology in their teaching, and vice versa.
- 3) Differentiated Instruction and Effective Communication have a moderate positive correlation of .418*. This means that teacher-respondents who use more differentiated instruction tend to communicate more effectively with their students, and vice versa.

- 4) Active Learning and Technological Integration have a low positive correlation of .235*. This means that teacher-respondents who use more active learning strategies tend to integrate more technology in their teaching, and vice versa. However, this correlation is weak and may not be very meaningful, and the effect size is small.
- 5) Active Learning and Effective Communication have a moderate positive correlation of .449*. This means that teacher-respondents who use more active learning strategies tend to communicate more effectively with their students, and vice versa.
- 6) Technological Integration and Effective Communication have a moderate positive correlation of .392*. This means that teacher-respondents who integrate more technology in their teaching tend to communicate more effectively with their students, and vice versa.

These correlations are statistically significant, meaning that it is not likely to be due to chance. Therefore, the hypothesis which states that, "There is no significant correlation among the sub-categories subsumed under the teaching strategies as assessed by teachers at SSC- Sulu." is rejected.

Table 4. Correlation among the sub-categories subsumed under the teaching strategies as assessed by teachers at SSC- Sulu.

| Variables | | Pearson <i>r</i> | Sig. | N | Description |
|----------------------------|---------------------------|---------------------|------|-----|-------------|
| Dependent | Independent | | | | |
| Differentiated Instruction | Active learning | .445* | .000 | 100 | Moderate |
| | Technological Integration | .442* | .000 | 100 | Moderate |
| | Effective Communication | .418* | .000 | 100 | Moderate |
| Active learning | Technological Integration | .235* | .019 | 100 | Low |
| | Effective Communication | .449* | .002 | 100 | Moderate |
| Technological Integration | Effective Communication | .392* | .002 | 100 | Moderate |

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

1. To determine the significant difference in the teaching strategies when data are grouped according to socio- demographic profile of the respondents, the statistical tools were used are t-test for independent samples.
2. To determine the significant correlation among the subcategories subsumed under teaching strategies as assessed by teachers in SSC. The statistical tools were used are Pearson Product Moment Correlation Coefficient (Pearson *r*)

Compliance with ethical

Prior to data collection, participants were provided with detailed information about the study's purpose, procedures, and confidentiality measures. Informed consent will be obtained from all participants before their involvement in the research.

Participants' identities and sensitive information was kept confidential throughout the study. Data was securely stored and only accessed by the research ethics committee for analysis purposes.

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