



Instructional Strategies in Enhancing the Academic Performance of Grade 11 Students at Pinagtongulan Integrated National High School, S.Y. 2025-2026

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Abstract

This study determined how instructional strategies enhance the academic performance of Grade 11 students at Pinagtongulan Integrated National High School during School Year 2025–2026. It assessed students' academic performance in terms of academic achievement, classroom participation, and learning motivation. It also examined the extent to which collaborative learning, inquiry-based learning, and technology-integrated teaching affect students' academic performance. In addition, the study identified the challenges encountered by students in the implementation of instructional strategies and proposed activities based on the findings.

Using a quantitative research design, data were gathered from 50 Grade 11 HUMSS students through structured questionnaires and school records. The questionnaire used a four-point Likert scale to measure students' perceptions of academic performance, instructional strategies, and implementation challenges. Data were analyzed using weighted mean and composite mean.

Results revealed that students' academic achievement was implemented, with an overall mean of 3.47. Classroom participation was also implemented, with an overall mean of 3.39, while learning motivation was highly implemented, with an overall mean of 3.56. Among the instructional strategies, collaborative learning was highly implemented, with an overall mean of 3.51; inquiry-based learning was highly implemented, with an overall mean of 3.50; and technology-integrated teaching was highly implemented, with an overall mean of 3.55. However, students agreed that they encountered challenges in the implementation of instructional strategies, with an overall mean of 2.67. The most common challenge was feeling overwhelmed when multiple tasks were given.

Based on these findings, the study proposed instructional enhancement activities such as teacher training on effective instructional strategies, collaborative and inquiry-based learning activities, technology-integrated lessons, workload and class pacing monitoring, and peer tutoring and academic support sessions. The study recommends strengthening learner-centered instruction while providing structured support to address workload, pacing, confidence, and participation concerns among Grade 11 students.

Keywords: *instructional strategies, academic performance, collaborative learning, inquiry-based learning, technology-integrated teaching, Grade 11 students*



1. Introduction

Education remains one of the most important foundations of national development because it equips learners with knowledge, skills, values, and competencies needed for meaningful participation in society. In senior high school, academic performance serves as an important indicator of how effectively teaching and learning take place. It reflects not only students' mastery of subject matter but also their engagement, motivation, confidence, and ability to apply learning in academic and real-life situations.

Instructional strategies refer to the methods, techniques, and approaches used by teachers to deliver lessons, engage learners, and assess understanding. These strategies influence how students participate in classroom activities, understand lessons, complete academic tasks, and develop motivation. At the senior high school level, learners are expected to think critically, work independently, collaborate with others, and meet higher academic standards. For this reason, the quality of instructional strategies used in the classroom becomes a major factor in improving student performance.

Despite educational reforms in the Philippine basic education system, concerns about students' academic performance remain. Many learners continue to experience difficulty understanding lessons, completing tasks, participating in discussions, and achieving high scores in assessments. Classroom observations also show that students may become passive and unmotivated when instruction relies heavily on traditional teacher-centered approaches.

At Pinagtongulan Integrated National High School, some Grade 11 students were observed to experience difficulty maintaining motivation, participating in group discussions, completing tasks on time, and expressing their ideas with confidence. These concerns suggest the need to examine how instructional strategies support academic performance, particularly in terms of academic achievement, classroom participation, and learning motivation.

Statement of the problem

This study aimed to determine how instructional strategies enhance the academic performance of Grade 11 students at Pinagtongulan Integrated National High School during School Year 2025–2026. Specifically, it sought to answer the following questions:

1. How may the academic performance of Grade 11 students be described in terms of academic achievement, classroom participation, and learning motivation?
2. To what extent do instructional strategies affect the academic performance of Grade 11 students in terms of collaborative learning, inquiry-based learning, and technology-integrated teaching?
3. What challenges do students encounter in the implementation of instructional strategies?
4. Based on the results of the study, what activities may be proposed?



Research Hypothesis

There is no significant relationship between the instructional strategies employed by teachers and the academic performance of Grade 11 students at Pinagtongulan Integrated National High School during the School Year 2025–2026.

2. Materials and Methods

Research Design

This study employed a quantitative research design to assess how instructional strategies enhance the academic performance of Grade 11 students at Pinagtongulan Integrated National High School during School Year 2025–2026. This design was appropriate because the study gathered numerical data from student respondents and analyzed them statistically using weighted mean and composite mean.

Participants

The participants of the study were 50 Grade 11 HUMSS students of Pinagtongulan Integrated National High School during School Year 2025–2026. They were selected because Grade 11 students are at an important academic stage where effective instructional strategies influence learning outcomes, motivation, classroom participation, and adjustment to senior high school academic demands.

Research Instrument

The study used a researcher-made questionnaire as the primary data-gathering instrument. The questionnaire measured students' academic performance in terms of academic achievement, classroom participation, and learning motivation. It also assessed the extent of instructional strategies in terms of collaborative learning, inquiry-based learning, and technology-integrated teaching. A separate section measured the challenges encountered by students in the implementation of instructional strategies.

The questionnaire used a four-point Likert scale. For academic performance, the verbal interpretations were Highly Implemented, Implemented, Less Implemented, and Not Implemented. For instructional strategies, the interpretations were Very Great Extent, Great Extent, Moderate Extent, and Least Extent. For challenges, the interpretations were Strongly Agree, Agree, Disagree, and Strongly Disagree.

Data Collection Procedure

The researcher first secured permission from the school principal of Pinagtongulan Integrated National High School. After approval, the researcher coordinated with the concerned Grade 11 teachers regarding the schedule of data gathering. Consent and assent were secured before the

administration of the questionnaire. The researcher explained the purpose of the study and assured respondents that their answers would be treated with confidentiality.

The questionnaires were administered to the respondents during regular class time. After retrieval, the responses were checked, tabulated, and analyzed. The study observed the provisions of the Data Privacy Act of 2012 to protect the identity and responses of the participants.

Data Analysis

Weighted mean was used to determine the average score of each indicator. Composite mean was used to determine the overall rating for each major variable. The results were interpreted using the corresponding verbal descriptions.

3. Results

Section 1: Academic Performance of Grade 11 Students

Table 1
Academic Achievement of Grade 11 Students

Indicators	WM	Rank	VI
1. Complete assignments and tasks on time	3.52	3	HI
2. Achieve high scores on quizzes and examinations	3.41	7	I
3. Understand lesson content effectively	3.55	1	HI
4. Apply concepts learned in class	3.47	5	I
5. Retain and recall previous lessons	3.36	8	I
6. Meet standards set by teachers	3.50	4	HI
7. Improvement in grades after instruction	3.44	6	I
8. Perform well in group and individual tasks	3.53	2	HI

Indicators	WM	Rank	VI
Overall Mean	3.47		I

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (EI) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

The academic achievement of Grade 11 students obtained an overall mean of 3.47, interpreted as Implemented. The highest-rated indicator was understanding lesson content effectively, with a weighted mean of 3.55, interpreted as Highly Implemented. This suggests that instructional strategies helped learners comprehend lessons presented during classroom instruction. Performing well in group and individual tasks ranked second with a weighted mean of 3.53, followed by completing assignments and tasks on time with a weighted mean of 3.52.

The lowest-rated indicator was retaining and recalling previous lessons, with a weighted mean of 3.36, interpreted as Implemented. This indicates that while students understand lessons during instruction, long-term retention remains an area for improvement. The findings suggest that instructional strategies are effective in supporting immediate understanding and task performance, but reinforcement activities are still needed to strengthen memory retention and assessment performance.

Table 2
Classroom Participation of Grade 11 Students

Indicators	WM	Rank	VI
1. Actively participate in class discussions	3.38	5	I
2. Ask questions when lesson is unclear	3.21	8	I
3. Contribute ideas during group activities	3.45	3	I
4. Volunteer to present in class	3.29	7	I
5. Listen attentively and follow instructions	3.56	1	HI

6. Collaborate effectively with classmates	3.48	2	I
7. Engage in class activities without hesitation	3.30	6	I
8. Show interest in participating in tasks	3.42	4	I
Overall Mean	3.39		I

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (EI) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

The classroom participation of Grade 11 students obtained an overall mean of 3.39, interpreted as Implemented. Listening attentively and following instructions ranked highest, with a weighted mean of 3.56, interpreted as Highly Implemented. This indicates that students are generally attentive and responsive to classroom instructions.

Collaborating effectively with classmates ranked second with a weighted mean of 3.48, while contributing ideas during group activities ranked third with a weighted mean of 3.45. These findings show that students participate more comfortably in structured and collaborative learning situations. However, asking questions when the lesson is unclear received the lowest weighted mean of 3.21. This suggests that some students hesitate to seek clarification, possibly due to lack of confidence or fear of negative judgment. Thus, a supportive classroom climate is necessary to improve student questioning behavior and active participation.

Table 3
Learning Motivation of Grade 11 Students

Indicators	WM	Rank	VI
1. Motivated to learn and understand lessons	3.62	2	HI
2. Complete tasks even when challenging	3.55	5	HI
3. Encouraged by teacher support	3.68	1	HI

4. Set personal academic goals	3.49	7	I
5. Feel excited to participate in class	3.53	6	HI
6. Take responsibility for own learning	3.57	4	HI
7. Seek additional learning resources	3.40	8	I
8. Stay focused until tasks are completed	3.60	3	HI
Overall Mean	3.56		HI

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (E) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

The learning motivation of Grade 11 students obtained an overall mean of 3.56, interpreted as Highly Implemented. The highest-rated indicator was being encouraged by teacher support, with a weighted mean of 3.68. This shows that teacher guidance, encouragement, and support strongly motivate students to learn.

Students were also highly motivated to learn and understand lessons, with a weighted mean of 3.62, and to stay focused until tasks are completed, with a weighted mean of 3.60. These results indicate that learners demonstrate persistence and interest in completing academic tasks. However, seeking additional learning resources obtained the lowest weighted mean of 3.40. This suggests that students still rely mainly on teacher-provided materials and may need stronger encouragement to develop independent learning habits.

Section 2: Extent of Instructional Strategies Affecting Academic Performance

Table 4
Collaborative Learning Strategies

Indicators	WM	Rank	VI
1. Teacher encourages group work during discussions	3.60	1	HI



2. Learn better when working with classmates	3.52	4	HI
3. Group discussions help understand lessons clearly	3.55	3	HI
4. Actively share ideas during group activities	3.42	8	I
5. Classmates support each other in group tasks	3.48	6	I
6. Collaborative activities improve problem-solving skills	3.50	5	HI
7. Classmates help each other complete group tasks	3.47	7	I
8. Working with others helps gain new knowledge	3.58	2	HI
Overall Mean	3.51		HI

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (EI) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

Collaborative learning strategies obtained an overall mean of 3.51, interpreted as Highly Implemented. The highest-rated indicator was teacher encouragement of group work during discussions, with a weighted mean of 3.60. This indicates that teachers actively promote collaboration as part of classroom instruction.

Working with others to gain new knowledge ranked second with a weighted mean of 3.58, while group discussions helping students understand lessons clearly ranked third with a weighted mean of 3.55. These findings suggest that collaborative learning supports comprehension, peer interaction, and knowledge sharing. However, actively sharing ideas during group activities obtained the lowest weighted mean of 3.42. This implies that while students participate in group work, some may still hesitate to express ideas openly. Structured group roles and accountability measures may help improve equal participation.

Table 5
Inquiry-Based Learning Strategies

Indicators	WM	Rank	VI
1. Teacher encourages asking questions	3.46	7	I
2. Given opportunities to explore and investigate topics	3.50	4	HI
3. Classroom activities allow discovery of answers	3.48	6	I
4. Inquiry-based activities develop critical thinking	3.52	3	HI
5. Feel motivated when solving problems through investigation	3.49	5	I
6. Encouraged to express ideas and opinions	3.45	8	I
7. Inquiry-based learning improves understanding	3.53	2	HI
8. Become more curious and interested in learning	3.55	1	HI
Overall Mean	3.50		HI

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (EI) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

Inquiry-based learning strategies obtained an overall mean of 3.50, interpreted as Highly Implemented. The highest-rated indicator was becoming more curious and interested in learning, with a weighted mean of 3.55. This shows that inquiry-based activities stimulate students' curiosity and interest.

Inquiry-based learning improving understanding ranked second with a weighted mean of 3.53, followed by inquiry-based activities developing critical thinking with a weighted mean of 3.52. These results indicate that inquiry-based strategies help learners analyze, investigate, and understand lessons more deeply. However, being encouraged to express ideas and opinions received the lowest weighted mean of 3.45. This suggests that students may still need confidence-building activities and a more supportive environment to participate fully in inquiry-based discussions.

Table 6
Technology-Integrated Learning Strategies

Indicators	Weighted Mean	Rank	Verbal Interpretation
1. Teacher uses digital tools to support lessons	3.58	2	HI
2. Technology helps understand lessons better	3.55	5	HI
3. Multimedia presentations enhance learning	3.60	1	HI
4. Online resources support class discussions	3.52	7	HI
5. Technology allows access to additional materials	3.56	4	HI
6. Digital activities increase engagement	3.54	6	HI
7. Technology helps complete tasks efficiently	3.49	8	HI
8. Technology makes learning interactive and meaningful	3.57	3	HI
Overall Mean	3.55		HI

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Not Implemented (NI) 1.50-2.49 Less Implemented (EI) 2.50-3.49 Implemented (I) 3.50-4.00 Highly Implemented (HI)

Technology-integrated learning strategies obtained an overall mean of 3.55, interpreted as Highly Implemented. Multimedia presentations enhancing learning ranked highest, with a weighted mean of 3.60. This indicates that visual, digital, and multimedia materials help make lessons more understandable and engaging.

Teacher use of digital tools to support lessons ranked second with a weighted mean of 3.58, while technology making learning interactive and meaningful ranked third with a weighted mean of 3.57. These results show that technology integration contributes to student engagement, lesson comprehension, and access to additional learning materials. However, technology helping students complete tasks efficiently obtained the lowest weighted mean of 3.49. This suggests that while technology increases interest and interaction, students may still need guidance in using digital tools productively for academic task completion.

Section 3: Challenges Encountered by Students

Table 7
Challenges Encountered by Grade 11 Students in the Implementation of Instructional Strategies

Indicators	WM	Rank	VI
1. Difficulty understanding lessons using different instructional strategies	2.65	7	A
2. Difficulty keeping up with the pace of the lesson	2.72	2	A
3. Feel confused when different teaching strategies are used	2.68	5	A
4. Struggle to participate in activities required by the teacher	2.60	9	A
5. Difficulty completing assigned tasks during class	2.66	6	A
6. Feel less confident in expressing ideas during activities	2.58	10	A

7. Hard to adapt to new or unfamiliar teaching strategies	2.70	3	A
8. Feel overwhelmed when multiple tasks are given	2.74	1	A
9. Difficulty staying focused during activities	2.69	4	A
10. Experience challenges in understanding teacher's instructions	2.63	8	A
Overall Mean	2.67		A

Legend: WM-Weighted Mean VI-Verbal Interpretation

1.00-1.49 Strongly Disagree (SD) 1.50-2.49 Disagree (D) 2.50-3.49 Agree (A) 3.50-4.00 Strongly Agree (SA)

The challenges encountered by Grade 11 students obtained an overall mean of 2.67, interpreted as Agree. The highest-rated challenge was feeling overwhelmed when multiple tasks are given, with a weighted mean of 2.74. This indicates that students experience academic pressure when several tasks are assigned simultaneously.

Difficulty keeping up with the pace of the lesson ranked second with a weighted mean of 2.72, while difficulty adapting to new or unfamiliar teaching strategies ranked third with a weighted mean of 2.70. These findings suggest that while instructional strategies are generally beneficial, students may struggle when activities are too fast-paced, unfamiliar, or cognitively demanding. The lowest-rated challenge was feeling less confident in expressing ideas during activities, with a weighted mean of 2.58, although still interpreted as Agree. This indicates that confidence remains a concern among some learners.

Section 4: Proposed Activities

Based on the identified findings and challenges, the following activities are proposed:

Proposed Activity	Objectives	Persons Involved	Time Frame
Teacher Training on Effective Instructional Strategies	To enhance teachers' use of student-centered instructional practices that support Grade 11 learning outcomes.	School Head, Grade 11 Teachers, Master Teachers	1st Quarter, SY 2026–2027



Collaborative and Inquiry-Based Learning Activities	To strengthen students' participation, critical thinking, teamwork, and academic performance through group tasks and inquiry-based lessons.	Grade 11 Teachers and Students	Throughout SY 2026–2027
Technology-Integrated Lessons	To use digital tools, multimedia presentations, and online learning platforms to make instruction more engaging and effective.	Grade 11 Teachers, ICT Coordinator, Students	Throughout SY 2026–2027
Workload and Class Pacing Monitoring	To identify students' difficulties related to heavy workload and fast lesson pacing and provide timely adjustments.	Grade 11 Teachers, Class Advisers, Guidance Personnel	Monthly
Peer Tutoring and Academic Support Sessions	To assist students who have difficulty adapting to instructional strategies and improve their academic performance.	Grade 11 Teachers, Student Leaders, Grade 11 Students	Twice a Month

4. Discussion

The findings indicate that instructional strategies contribute positively to the academic performance of Grade 11 students. Academic achievement was implemented, suggesting that students generally complete assignments, understand lessons, meet teacher standards, and perform well in group and individual tasks. However, the lower rating in retention and recall suggests that students may still need reinforcement activities such as review sessions, retrieval practice, and spaced learning.

Classroom participation was also implemented. Students showed strength in listening attentively, following instructions, and collaborating with classmates. However, asking questions when the lesson is unclear received the lowest rating. This suggests that some students may still be hesitant to seek clarification due to lack of confidence, fear of criticism, or discomfort in speaking during class. This highlights the need for teachers to create a classroom climate where questioning is normalized and encouraged.

Learning motivation was highly implemented, with teacher support emerging as the strongest motivating factor. This finding shows that students are encouraged when teachers provide guidance, feedback, and emotional support. However, seeking additional learning resources received the lowest rating, indicating that students may still depend heavily on teachers



and prescribed materials. Therefore, instructional strategies should also develop students' self-directed learning habits.

Collaborative learning was highly implemented and helped students gain knowledge, understand lessons, and develop problem-solving skills. However, active sharing of ideas and equal support in group tasks need improvement. This suggests that group activities should be structured carefully to ensure that all members contribute meaningfully.

Inquiry-based learning was also highly implemented. It increased curiosity, improved understanding, and developed critical thinking skills. However, students were less confident in expressing ideas and opinions. This indicates that inquiry-based learning should be paired with confidence-building activities and supportive discussion practices.

Technology-integrated teaching was highly implemented and helped make lessons interactive, meaningful, and engaging. Multimedia presentations and digital tools were particularly effective in enhancing learning. However, technology was rated lowest in helping students complete tasks efficiently. This suggests that technology integration should not only focus on engagement but also on productivity, organization, and responsible digital learning.

Finally, students agreed that they encountered challenges in the implementation of instructional strategies. The most significant challenge was feeling overwhelmed when multiple tasks were given. Other challenges included difficulty keeping up with lesson pacing, adapting to unfamiliar strategies, staying focused, and understanding instructions. These findings suggest that instructional strategies must be implemented with proper pacing, clear directions, manageable workload, and adequate student support.

5. Conclusion

This study concluded that instructional strategies enhance the academic performance of Grade 11 students at Pinagtongulan Integrated National High School. Academic achievement and classroom participation were implemented, while learning motivation was highly implemented. Collaborative learning, inquiry-based learning, and technology-integrated teaching were also highly implemented and contributed positively to student learning.

However, challenges remain in the implementation of instructional strategies. Students experienced difficulty with heavy workloads, fast lesson pacing, unfamiliar teaching strategies, focus, and confidence in expressing ideas. These findings show that effective instructional strategies require not only variety and innovation but also proper pacing, clear guidance, emotional support, and structured classroom management.

The proposed activities provide a practical response to the identified needs of students and teachers. Strengthening teacher training, collaborative and inquiry-based activities, technology-integrated lessons, workload monitoring, and peer tutoring can help improve instructional delivery and student academic performance.



Based on the findings of the study, the following conclusions were drawn:

1. The results exhibit an average to high degree of implementation relative to academic achievement, classroom engagement (participation), and motivation for learning.
2. Collaborative learning, Inquiry-based Learning, Technology Integrated Instructional Strategies (methods) are all well-implemented instructional methods that positively affect student academic achievement.
3. The most common issues students have with instructional strategies include difficulty due to heavy workloads, class pace, and having to adapt their teaching methods.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. The school may enhance instructional practices to support better student learning outcomes.
2. The school may continue strengthening collaborative learning, inquiry-based learning, and technology-integrated strategies to further enhance academic achievement.
3. The school may manage workload, class pacing, and transition support to help students adapt better to instructional strategies.

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