

Teachers' Instructional Strategies, Learners Interest, and Performance

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Abstract

This study explored the relationship between teachers' instructional strategies, learners' interest, and academic performance in the Schools Division of Antique for the school year 2024–2025. A total of 365 teacher respondents from various public schools participated in the research, which utilized a descriptive-correlational design. Data were gathered through a structured and validated questionnaire measuring the frequency of instructional strategy use, perceived learner interest, and academic performance. Findings indicated that the most common strategies involved the use of collaborative learning, differentiated instruction, and technology-integrated teaching. Teachers documented a high overall level of learner interest, especially in the classes that utilized interactive and varied teaching methods. In addition, findings provided a high positive correlation between learners' interest and performance, and moderate between instructional strategies and interest and performance. These findings highlight the major influence of instructional practices to increase student learning and motivation. It suggests strengthening teacher preparation courses that cover learner-centered approaches, promoting creative teaching methods, and constant monitoring of teacher effectiveness. Additional research with direct student input and objective performance data is invited to cross-validate and extrapolate these results. Overall, the research underscores the need to connect teaching methods with learners' interests and needs to ensure effective and meaningful learning experiences in public schools.

Keywords: instructional strategies, learners' interest, academic performance, teacher practices, and learners. engagement.

Introduction

The interplay between learners' interest, teachers' instructional strategies, and academic performance has been an area of concern in educational research for a long time, since effective teaching methods are the key to improving student outcomes (Hattie, 2009). Instructional strategies are the purposeful plans and approaches teachers use to help students learn, get involved, and grasp what the curriculum is teaching (Marzano, 2007). Meanwhile, learners' interest is of paramount importance in keeping students motivated, maintaining their engagement, and ultimately affecting their academic performance (Schiefele, 1991). Hence, recognizing how teaching strategies engage learners' interests to affect performance is crucial for educational stakeholders who want to maximize teaching and learning processes.

Within the Schools Division of Antique, this research investigates these interdependent variables by collecting data from 365 teacher respondents during the 2024-2025 school year. Antique, a heterogeneous province with varied learning needs, is a special place to consider the extent to which instructional practices can be adapted to promote student motivation and accomplishment. Previous research has shown that student-centered methods like cooperative learning and differentiated instruction extensively improve students' motivation and school performance (Tomlinson, 2014; Johnson & Johnson, 1999). Yet localized studies are required to determine contextual variables that affect the efficiency of the above-mentioned strategies in particular regions, such as rural and semi-urban settings like Antique.

Through the consideration of teachers' perceptions and practices, this research aims to offer insights on instructional strategies utilized in Antique's schools and their perceived effects on learners' interest and academic achievement. The outcomes will assist policy development and professional growth activities that help teachers implement effective teaching practices that are focused on students' interests in order to enhance schooling outcomes within the division. This study therefore has relevance to educators, educational administrators, and policy makers who are interested in improving education quality in Antique and similar contexts.

This research seeks to establish the correlation of instructional strategies of teachers, learners' interest, and academic performance in the Schools Division of Antique for the school year 2024-2025. In particular, this study is looking for answers to the following questions: What instructional strategies teachers use frequently? How do these instructional strategies create learners' interest? And how do instructional strategies and learners' interest contribute to the academic performance of students? Knowing these associations will enhance instructional practices and student performance in the division.

Methodology

This research utilized a descriptive-correlational approach to investigate teachers' instructional strategies, interest of the learners, and academic performance in the Schools Division of Antique for the school year 2024-2025. The participants were 365 public school teachers from different schools in the division, which were selected via stratified random sampling to have representation by grade level and subject matter.

Data were gathered via a structured questionnaire with three sections: instructional strategies among teachers, interest among learners, and perceived academic performance of students. The questionnaire was tested via pilot testing to establish validity and reliability with Cronbach's alpha coefficient being 0.87, reflecting high internal consistency.

Descriptive statistics including frequency, percentage, mean, and standard deviation were utilized to examine teachers' response on instructional strategies and learners' interest. Pearson's correlation coefficient was utilized to find the correlation among instructional strategies, learners' interest, and academic performance. SPSS software version 28 was utilized for data analysis.

Ethical steps were followed by taking informed consent from all the participants, maintaining confidentiality, and utilizing the data only for research purposes.

Results

This part reports the results of the study on how teachers' instructional strategies, learners' interest, and academic achievement are related among public school teachers in the Schools Division of Antique.

1. Instructional Strategies Frequently Utilized by Teachers

Descriptive statistics showed that the most commonly used instructional strategies were collaborative learning ($M = 4.21$, $SD = 0.55$), differentiated instruction ($M = 4.10$, $SD = 0.60$), and technology-integrated teaching ($M = 4.05$, $SD = 0.64$), on a Likert scale of 5. Less commonly used were project-based learning ($M = 3.65$, $SD = 0.70$) and flipped classroom strategies ($M = 3.45$, $SD = 0.75$).

2. Teachers' Perception of Learners' Interest

Teachers indicated a fairly high rate of student interest ($M = 4.02$, $SD = 0.58$). Students were characterized as being more interested in lessons that utilized interactive techniques and practical applications. Courses that were taught using varied teaching methods were likely to generate greater learner enthusiasm and participation.

3. Teachers' Perception of Learners' Academic Performance

Teachers assessed students' academic performance as above average ($M = 3.85$, $SD = 0.63$), with better results being seen in classes where instructional strategies were individualized to students' needs and interests.

4. Interrelation between Instructional Strategies, Learners' Interest, and Academic Performance

Through Pearson's correlation coefficient, findings indicated moderate positive correlation between instructional strategies and learners' interest ($r = 0.62$, $p < 0.01$). A positive and high correlation was also observed between academic performance and learners' interest ($r = 0.70$, $p < 0.01$). Also, there was a moderate correlation observed between academic performance and instructional strategies ($r = 0.58$, $p < 0.01$). These observations imply that instructional strategies used to engage students actively play an important role in both interest and performance.

Discussion

This research offers significant insights into the interrelatedness of instructional practices of teachers, learners' interest, and academic achievement in the Schools Division of Antique for the school year 2024–2025. Drawing on the surveys of 365 teacher respondents, a number of key trends and associations have been identified that reveal the essential function of instructional practices in determining student interest and academic performance.

Instructional Strategies and Their Prevalence

The research found that technology-integrated instruction, differentiated teaching, and collaborative learning were among the most prevalent strategies employed by teachers. These strategies are reflective of the current pedagogical directions that focus on student-centered instruction. Collaborative learning, for instance, has been found to enhance higher-order thinking, social interaction, and greater engagement (Johnson & Johnson, 1999). Differentiated instruction facilitates the varied needs of learners through content, process, and assessment approaches tailored to suit (Tomlinson, 2014), which can account for its widespread adoption among instructors in Antique. Inclusion of technology, especially in the post-pandemic education environment, also facilitates interactive and flexible instruction (Mishra & Koehler, 2006).

The reduced application of project-based and flipped classroom approaches could be due to contextual barriers, including time, class size, and availability of resources, particularly in rural or poorly funded schools. This indicates a requirement for focused training and resource provision for more effective implementation of innovative approaches.

Learners' Interest and Engagement

Instructors indicated that there was a high degree of learner interest overall, especially among classes involving diverse and participatory approaches. This is evidence in support of Schiefele's (1991) contention that interest is a significant motivational factor that maintains effort and involvement. The correlation analysis established a high positive relationship between teaching methods and learners' interest ($r = 0.62$), such that how content is taught extensively contributes to how learners receive and engage in learning activities.

This result is aligned with Deci and Ryan's (2000) Self-Determination Theory, wherein the involvement of learners is enhanced when teaching approaches promote autonomy, competence, and relatedness. As teachers utilize methods that enable students to work together, investigate, and implement their learning in ways that have meaning to them, they promote intrinsic interest and motivation in the topics.

Academic Performance and Its Predictors

The research also discovered that learners' academic performance, as seen by teachers, was mostly above average, and there was a strong positive relationship between learners' interest and academic performance ($r = 0.70$). This supports previous research claiming that interest is a good predictor of performance, especially when it results in more time-on-task and perseverance (Ainley, Hidi, & Berndorff, 2002).

In addition, the moderate correlation between instructional methods and academic achievement ($r = 0.58$) accredits the idea that while the methods used to teach are important, their success is often conditioned by student motivation and interest. This underscores the significance of not only choosing the right instructional methods but also making sure they are adaptive to students' needs, preferences, and environment.

Conclusion

This research conducted an investigation of teachers' instructional strategies, learners' interest, and academic achievement in the Schools Division of Antique during the school year 2024–2025. From the responses of 365 teachers from different schools, the findings underscore the pivotal role that teaching strategies play in influencing learner interest and learning achievement.

The findings indicated that collaborative learning, differentiated instruction, and technology-infused instruction were the most frequently utilized strategies, and these positively impacted learners' interest. There was a strong positive correlation between learners' interest and their performance, highlighting that students will score better when they are engaged and motivated. In addition, instructional strategies were also moderately linked with academic achievement, indicating that instructional techniques directly and indirectly used by teachers are factors of student success.

The above findings support that efficient instructional strategies do not simply pass content but also engage interest and create constructive learning experiences. For this reason, enhancing instructional practices, investing in teacher training, and enhancing learner-centered approaches are vital steps in raising student performance in the Schools Division of Antique.

Recommendation

On the basis of the conclusions and findings of this research, the following are recommended to improve instructional strategies, generate learners' interest, and boost academic achievement in the Antique Schools Division:

Enhance Teacher Training and Professional Development

The DepEd and school leaders must conduct ongoing professional development programs emphasizing effective, research-based instructional strategies, most importantly differentiated instruction, collaborative learning, and technology integration into the classroom.

Foster Learner-Centered Teaching

Instructors are motivated to create and deliver instructionally responsive activities that address students' interests, learning needs, and styles. This entails the use of real-world applications, interactive activities, and adaptive assessments to maintain learner interest.

Foster Teacher Innovation in Teaching

Schools should facilitate and reward the utilization of innovative approaches like project-based learning and flipped classrooms through relevant resources, planning time, and peer collaboration.

Periodic Monitoring and Evaluation

School leaders and instructional administrators need to periodically observe teaching methods and their effects on student performance and participation. Classroom observations, learner evaluation, and feedback systems may be used to guide instructional development.

Involve Students in the Learning Process

Teachers need to engage students in the learning process by seeking feedback on teaching style, area of study, and activities to be done in class. This ensures instruction continues to be relevant and interesting.

Carry Out Further Research

Subsequent research needs to involve student views and true performance data to confirm results and investigate other variables like classroom climate, teacher-student connections, and parent involvement. Qualitative methods like interviewing and focus groups may give more information on teaching effectiveness.

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