

Teaching Approaches and Learners' Confidence in Select Public Secondary Schools

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ABSTRACT

Teaching approaches play a vital role in shaping academic performance and learners' confidence, most specifically in terms of self-esteem and resilience. This study aims to determine the relationship between teaching approaches and learners' confidence in select public secondary schools of El Salvador City, Division of Misamis Oriental, during School Year 2024–2025. Specifically, it identifies the respondents' profiles; determines the teachers' level of teaching approaches; assesses the learners' level of confidence; evaluates the significant relationship between the teachers' profile and their level of teaching approaches; and determines the significant relationship between the respondents' teaching approaches and the learners' respondents' level of confidence as measured by their self-esteem and resilience. The study respondents were the one hundred ninety-two (192) teachers and three hundred eighty-two (382) learners. The study employed a descriptive-correlational research design using a universal sampling. Data were collected through standardized questionnaires and were analyzed using statistical tools, such as mean, percentage, standard deviation, and Pearson's correlation.

Results show that most teacher respondents were aged 36 to 45 years old, female, held the position of Teacher I, had 6 to 10 years of teaching experience, possessed units in a doctoral degree, and actively participated at the regional level. Personalized approaches got the highest mean among teaching approaches, while engaging teaching techniques got the lowest mean. Resilience was rated highest, followed by self-esteem, which was rated lowest. There is no significant relationship between teachers' profile and their level of teaching approaches. At the same time, a significant relationship was found between teaching approaches and learners' confidence. The study concludes that improving learners' confidence, especially self-esteem, requires adaptive and inclusive teaching approaches that promote resilience and emotional security. It recommends professional development programs to enhance effective teaching approaches and address the needs of diverse or less confident learners.

Keywords: teaching approaches, learners' confidence

INTRODUCTION

Background of the Study

Education is a holistic process that develops knowledge, skills, values, and confidence, preparing

individuals to contribute meaningfully to society. Teaching approaches significantly influence academic performance, engagement, and personal growth, particularly among Junior High School learners. Confidence plays a critical role in motivating students, supporting resilience, and enhancing learning outcomes.

Despite the emphasis on inclusive learning, many classrooms still rely on traditional approaches that may not meet the emotional and cognitive needs of diverse learners. Struggling students, though not diagnosed with disabilities, often face challenges in comprehension and attention, which can undermine their self-esteem and resilience. There is limited localized research on how teaching approaches can strengthen learner confidence in public schools. This study aims to address this gap by examining the relationship between teaching approaches, self-esteem, and resilience to inform more responsive and empowering classroom practices.

Various factors affect learning, including trauma, medical conditions, and overprotection, which can hinder independence and confidence. Nurturing resilience and autonomy is as crucial as academic instruction in helping students thrive (Smith et al., 2023). Effective teaching strategies, personalized learning, positive reinforcement, and a growth mindset are essential for building confidence and addressing learning disparities (Cagatan et al., 2024; Dalmış et al., 2025; Lloren et al., 2025).

Literature and Related Studies

Confidence is the trust in one's ability to face challenges, learn from experiences, and endure setbacks. Studies show that confident learners are more engaged, perform better academically, and develop stronger social skills. Teachers play a key role in fostering confidence through supportive, student-centered approaches that encourage resilience and academic achievement.

Respondents' Profile

Understanding the profiles of teachers—age, sex, position, civil status, length of service, education, and training—provides insights into how teaching approaches influence learner confidence.

- **Age:** Younger teachers (26–35) bring energy, technological fluency, and student-centered approaches. Middle-aged teachers (36–55) balance innovation with structured discipline, while older teachers (56+) offer mentorship and stability (Garcia et al., 2023; Santiago et al., 2024; Martinez et al., 2024). Effectiveness is linked to continuous professional development rather than age alone (Fernandez et al., 2024).

- **Sex:** Female teachers often create nurturing, collaborative environments, supporting emotional well-being and confidence (Santos et al., 2022). Male teachers may focus on structured, goal-oriented approaches that build resilience. Gender diversity enriches collaborative teaching, providing complementary strengths that enhance learner outcomes (De Guzman, 2021).

- **Position**

Teacher rank often reflects experience, leadership, and professional development. Higher-ranked teachers, such as Master Teachers and Teacher III, mentor colleagues, guide curriculum development, and promote best practices (Reyes et al., 2023; Santiago et al., 2024). They foster motivation, collaboration, and continuous skill enhancement in schools. Lower-ranked teachers, such as Teacher I and II, tend to adopt innovative, technology-driven approaches and seek mentorship to improve classroom effectiveness.

(Garcia et al., 2023; Fernandez et al., 2024). Overall, teacher rank shapes the balance between traditional expertise and modern innovation in instructional culture.

- **Civil Status**

Marital status can influence work-life balance, resilience, and teaching effectiveness. Married teachers often demonstrate stronger time management and coping skills, while single teachers may devote more time to lesson planning and professional development (Fernandez et al., 2024; Reyes et al., 2023). Widowed or separated teachers may face additional emotional challenges, highlighting the importance of supportive school environments and wellness programs (Santiago et al., 2024).

- **Length of Service**

Experience affects classroom management, motivation, and confidence-building approaches. Veteran teachers (20+ years) excel in structured lesson delivery and discipline (Cruz et al., 2023; Santos et al., 2024). Novice teachers (<5 years) favor student-centered, technology-based methods (Garcia et al., 2024), while mid-career teachers (6–10 years) balance traditional and modern approaches and facilitate collaboration between novice and veteran staff (Martinez et al., 2023; Kim et al., 2024). Continuous professional development enhances teaching effectiveness across all experience levels (Santos, 2021).

- **Highest Educational Attainment**

Teachers with advanced degrees (master's or doctoral) demonstrate greater competence in curriculum adaptation, differentiated instruction, and research-based methods, leading to improved learner outcomes (Mendoza et al., 2023; Reyes et al., 2024; Garcia et al., 2024). Continuous education fosters adaptability to new curricula and teaching technologies (Lopez et al., 2023).

- **Related Training or Seminars**

Professional development equips teachers with updated teaching strategies, enhancing learners' performance and confidence (Santiago et al., 2024). Attendance in district, regional, and international training promotes collaboration, learner-focused instruction, and equitable teaching (Fernandez et al., 2024; Garcia, 2022). Access to these opportunities strengthens personalized learning and emotional support for students.

- **Teaching Approaches**

Teaching approaches include personalized learning, positive reinforcement, engaging techniques, achievable goal-setting, strong teacher-student relationships, emotional support, peer learning, and social skills development. Learner-centered methods foster confidence, resilience, and motivation, promoting inclusive and effective educational experiences (Ghafar, 2024).

- **Personalized Learning Approaches**

Personalized learning is a learner-centered approach where teachers consider each student's abilities, challenges, learning preferences, and background, while reflecting on their own competencies and resources. Research shows that personalized learning enhances academic performance, engagement, and confidence, with learners gaining autonomy and self-regulation (Aliyeva, 2022). Teachers can design lessons incorporating structured pathways for diverse learners and enrichment activities for advanced learners. Formative assessment is critical for monitoring progress and adjusting instruction to support individual needs, yet many teachers face challenges in implementing effective assessment cycles (Dahmen et al., 2023).

- **Positive Reinforcement**

Positive reinforcement involves recognizing and rewarding students' efforts, providing timely feedback, and fostering an encouraging classroom environment. It promotes intrinsic motivation, engagement, and

confidence, helping learners take academic risks and develop a growth mindset (Senados, 2023). Displaying student work publicly further boosts motivation and sense of achievement (Fernandez et al., 2021, 2024). Consistent reinforcement, integrated with differentiated instruction and peer support, strengthens an inclusive learning environment.

- **Engaging Teaching Techniques**

Engaging teaching methods maintain learner interest and promote active participation. Interactive learning, gamification, collaborative discussions, and slow pedagogy—allowing learners ample time for reflection—support comprehension, critical thinking, and engagement, especially for slower learners (Ismail, 2023; Fournier, 2024). These approaches create inclusive classrooms that accommodate diverse learning needs and foster both academic and personal growth.

- **Setting Achievable Goals**

Setting realistic, measurable, and attainable goals helps guide learners' progress while promoting resilience and a growth mindset (Stock, 2024; Zhao et al., 2024). Using structured frameworks like SMART goals enables both teachers and learners to track progress, adapt strategies, and manage time effectively. Coupled with positive reinforcement, goal-setting supports motivation, self-confidence, and continuous improvement, empowering learners to embrace challenges and achieve long-term success (Dweck, 2020; Woolfolk et al., 2020).

- **Strong Teacher-Student Relationship**

A strong teacher-student relationship is shaped by mutual trust, respect, and consistent guidance (Cristine et al., 2022). Teachers who provide choices, prioritize learners' interests, and demonstrate empathy create supportive environments that foster academic success, self-confidence, and resilience (Adeyemi et al., 2023; 6 Ways to Build Strong Teacher-Student Relationships with SEL, 2022). Fair and consistent teacher behavior is crucial; learners' perceptions of fairness directly influence motivation, engagement, and classroom behavior (Chory, 2023). Establishing equitable practices nurtures a respectful and inclusive classroom that strengthens learners' confidence and cooperation.

- **Encouragement and Emotional Support**

Encouragement and emotional support are vital for fostering learners' motivation, resilience, and confidence, particularly for slow learners (Dreikurs, 2025). Self-determination theory suggests that emotionally supported learners exhibit higher intrinsic motivation, improved self-efficacy, and persistence in learning (Ryan et al., 2000). Teachers who provide praise, constructive feedback, and reinforcement nurture a growth mindset, enabling learners to embrace challenges and recover from failures (Dweck, 2020).

- **Peer Support and Group Learning**

Collaborative learning enhances learners' confidence by promoting peer support, shared problem-solving, and social interaction. Group learning strengthens comprehension, retention, and mental well-being (Pointon-Haas et al., 2023). Studies show that peer collaboration and structured group activities develop social skills, emotional support, and resilience, creating a supportive environment that boosts self-assurance (Putri et al., 2024).

- **Building Social Skills and Self-Expression**

Encouraging self-expression develops learners' communication, collaboration, empathy, and creativity, enabling them to navigate social situations confidently (Bagtong, 2025; Bartolo et al., 2025). Inclusive strategies help learners with disabilities express themselves, enhancing engagement, academic performance, and interpersonal skills (Bartolo et al., 2025). Structured group activities, role-playing, and

creative projects facilitate social skill development, resilience, and self-confidence (Palladino et al., 2023; Robinson et al., 2020).

- **Learners' Confidence**

Confidence is central to learners' academic and personal success, with self-esteem and resilience being core components (Mental Health, 2023). Self-esteem, defined by the ratio of successes to aspirations, influences motivation and self-perception (Kohli, 2025; Ruhl, 2023). Learners with high self-esteem demonstrate confidence and perseverance, while those with low self-esteem may struggle with self-doubt. Emotional support from teachers reinforces resilience, helping learners recover from setbacks and maintain a positive mindset (Kim et al., 2024).

- **Resilience** a key component of learners' confidence, is the ability to maintain functioning after stress or setbacks (Park et al., 2021). It helps Junior High learners overcome academic challenges by fostering perseverance, adaptability, and problem-solving. Teaching strategies like consistent encouragement, achievable goals, and promoting a growth mindset strengthen resilience, boost confidence, and support mental well-being (Masten, 2021; Wright, 2023; Methi, 2024).

Objectives of the Study

This study aims to:

- **Describe respondents' profile** in terms of age, sex, position, civil status, length of service, highest educational attainment, and teacher-related training or seminars attended.
- **Assess the level of implementation** of teaching approaches commonly used by public school teachers, including personalized learning, positive reinforcement, engaging techniques, goal setting, strong teacher-student relationships, emotional support, peer learning, and social skills development.
- **Examine learners' confidence** in relation to these teaching approaches, focusing on self-esteem and resilience.
- **Determine significant relationships** between respondents' profiles and learners' confidence.
- **Analyze whether the relationship** between teaching approaches and learners' confidence differs significantly based on respondents' profiles.

Theoretical Framework

This study is grounded in **Jean Piaget's Constructivist Learning Theory**, which views learning as an active process where learners build understanding through experiences and interactions. It supports confidence-building through **student-centered approaches** such as inquiry-based learning, differentiated instruction, collaborative learning, experiential learning, and active participation.

- **Inquiry-Based Learning** encourages learners to ask questions, explore topics independently, and develop reasoning skills.
- **Differentiated Instruction** tailors content, pace, and methods to learners' needs, supporting slow learners and promoting autonomy.
- **Encouragement and Motivation** through praise and recognition fosters a growth mindset and self-esteem.
- **Collaborative Learning** develops social confidence, peer support, and problem-solving skills through group activities and discussions.
- **Active Learning** (hands-on projects, role-playing, gamification) engages learners and strengthens skills while reducing fear of failure.

Conceptual Framework

Despite efforts to improve inclusivity, many public Junior High learners still face low self-esteem, disengagement, and poor academic performance. This study examines how **teachers' profiles** (age, sex, position, civil status, experience, educational attainment, training) and **teaching approaches** (personalized learning, positive reinforcement, engaging techniques, goal setting, teacher-student relationships, encouragement, peer support, social skills, and self-expression) influence **learners' confidence**, specifically self-esteem and resilience.

Key points:

- Personalized approaches align with **K to 12 curriculum**, emphasizing learner-centered, inclusive education.
- Positive reinforcement boosts motivation, confidence, and emotional resilience (DepEd, 2023).

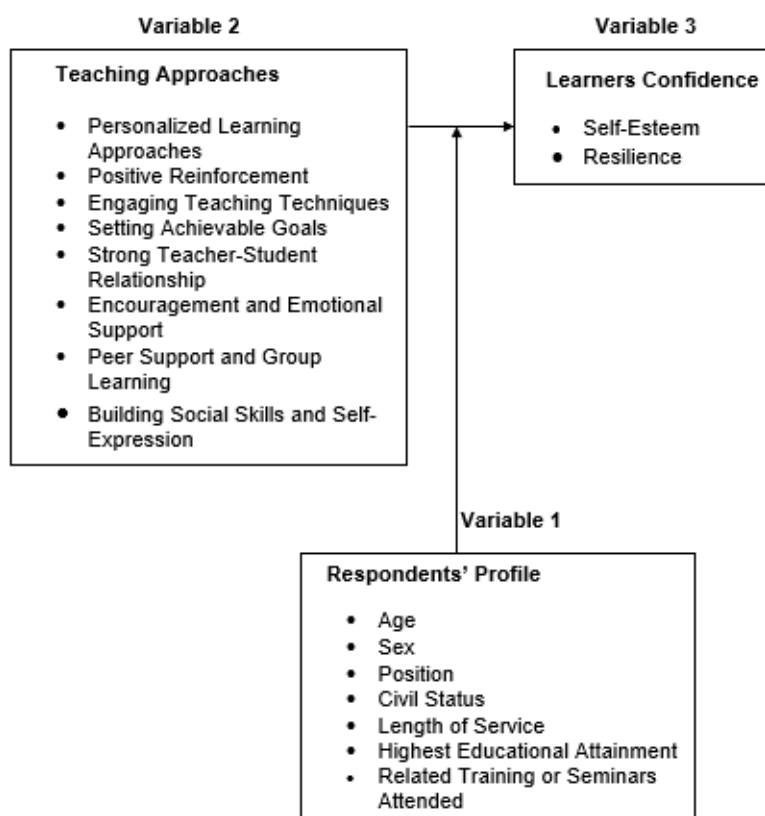


Figure 1 .Schematic Presentation Showing the Interplay among Variables of the Study

Engaging techniques foster critical thinking and problem-solving (RA 10533).

- Teacher-student relationships and emotional support encourage participation and persistence.
- Goal setting and achievable milestones reinforce self-esteem and resilience.
- Peer support, group learning, social skills, and self-expression cultivate collaboration, empathy, and confidence.

The framework assumes that teachers' reported practices reflect actual classroom approaches, and learners' responses reflect genuine confidence levels. Teachers' profiles may influence teaching approaches, which in turn mediate learners' self-esteem and resilience.

Statement of the Problem

This study aimed to determine the teaching approaches and learners' confidence in selected public secondary schools of El Salvador City, Division of Misamis Oriental, during School Year 2024-2025.

This study specifically aimed to answer the following questions.

1. What is the profile of the respondents in terms of age, sex, position, civil status, length of service, highest educational attainment and related training or seminars attended?
2. What is the respondents' level of teaching approaches considering personalized learning approaches, positive reinforcement, engagement teaching techniques, setting achievable goals, strong teacher-student relationships, encouragement and emotional support, peer support and group learning, and building social skills and self-expression?
3. What is the learner-respondent's level of confidence in terms of self-esteem and resilience?
4. Is there a significant relationship between the teacher profile and the level of teaching approaches?
5. Is there a significant relationship between the respondents' teaching approaches and the learner respondents' level of confidence as measured by their self-esteem and resilience?

Hypothesis

Problems 1, 2, and 3 were hypothesis-free. Based on Problems 4 and 5, the null hypotheses were tested at a 0.05 level of significance.

H01: There is no significant relationship between the respondents' profile and their level of teaching approaches.

H02: There is no significant relationship between the respondents' teaching approaches and the learners' level of confidence as measured by their self-esteem and resilience.

Significance of the Study

This study benefits various groups:

- **DepEd El Salvador Division and Region X policy makers:** Provides baseline data on teaching approaches that require support, guiding professional development programs for public school teachers.
- **School Heads:** Helps design policies, allocate resources, and implement teacher development programs to improve learners' confidence and engagement.
- **Teachers:** Serves as a guide for tailoring teaching strategies to meet the needs of students with learning difficulties, fostering inclusion and active participation.
- **Learners:** Receives effective, confidence-boosting teaching approaches that improve motivation, engagement, and academic and social outcomes.
- **Researchers:** Offers a reference for further studies on teaching approaches and their impact on learners' confidence and performance.

Scope and Limitations

The study examined teaching approaches and learners' confidence in **self-esteem and resilience** among 192 Junior High School teachers and 382 learners in El Salvador City (SY 2024-2025). Focused approaches include personalized learning, positive reinforcement, engaging techniques, goal setting, teacher-student relationships, encouragement, peer support, and social skills development. Teachers assessed learners' confidence through classroom observation, grades, and professional judgment.

Limitations:

- Reliance on self-reported data may include bias; no standardized tests were used.
- Contextual constraints (time, resources, school environment) limited data depth.
- External factors such as family or community influence were not included.

Despite limitations, the study provides insights for professional development, policy-making, and fostering inclusive, confidence-building learning environments.

Definition of Terms

- **Age:** Chronological age of teachers or learners.
- **Building Social Skills and Self-Expression:** Activities improving communication, teamwork, and self-confidence.
- **Building Confidence Approaches:** Techniques helping learners develop self-assurance academically and socially.
- **Diverse Learners:** Students needing additional support to grasp new concepts.
- **Encouragement and Emotional Support:** Verbal motivation and empathy to boost learners' morale.
- **Educational Qualification:** Highest educational attainment of teachers.
- **Engaging Teaching Techniques:** Interactive methods promoting active learning.
- **Length of Service:** Total years of teaching experience.
- **Peer Support and Group Learning:** Collaborative learning to enhance understanding and confidence.
- **Personalized Learning Approaches:** Teaching strategies tailored to individual learner needs and pace.
- **Position:** Official job title or rank of teachers.
- **Positive Reinforcement:** Recognition or rewards to motivate desired behavior or performance.
- **Resilience:** Ability to overcome challenges and adversity.
- **Self-Confidence:** Belief in one's ability to succeed academically and socially.
- **Self-Esteem:** Overall sense of personal value and worth.
- **Setting Achievable Goals:** Establishing realistic academic or personal objectives.
- **Strong Teacher-Student Relationship:** Trust-based, supportive teacher-learner interactions.
- **Teaching Approaches:** Methods, strategies, and techniques employed by teachers to foster learning.
- **Teaching-Related Training or Seminars Attended:** Professional development programs attended to improve teaching effectiveness.

METHODOLOGY

This section describes the research design, setting, subjects, sampling, data collection, and statistical analysis used in the study.

Research Design

The study employed a **correlational descriptive design** to examine the relationship between teaching approaches—including personalized learning, positive reinforcement, engaging techniques, goal setting, teacher-student relationships, encouragement, peer support, and social skills development—and learners' confidence in terms of self-esteem and resilience.

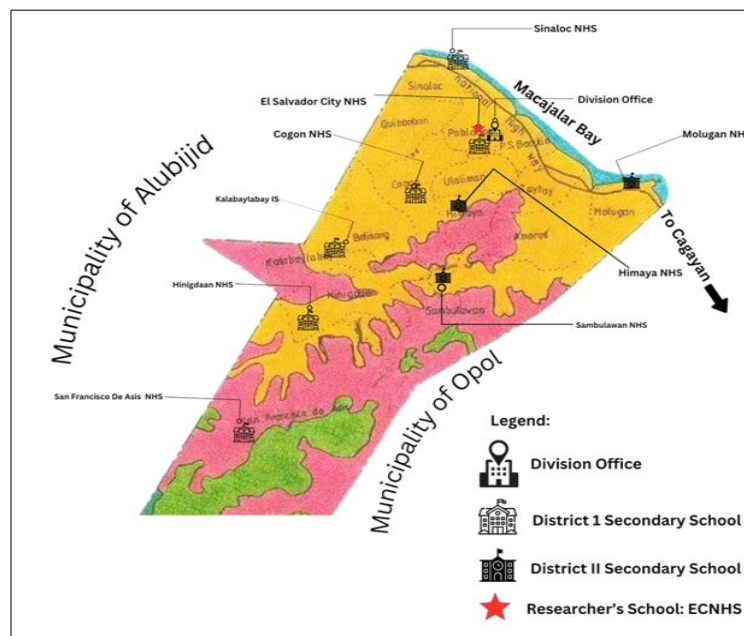
A **teacher-made questionnaire** was developed, anchored in **Piaget's Cognitive Development Theory**, emphasizing active learner knowledge construction (Piaget, 1964), and aligned with the five pedagogical approaches mandated by the Department of Education: constructivist, inquiry-based, reflective, collaborative, and integrative approaches (RA 10533, Enhanced Basic Education Act of 2013; SEAMEO INNOTECH, 2022).

Universal sampling was employed, including all Junior High School learners in the selected public schools. The **Pearson-r correlation** was used to determine the relationship between teaching approaches and learners' confidence. This design allowed for data-driven insights into how teacher profiles and instructional strategies foster learner confidence and academic performance.

Study Setting

The study was conducted in public secondary schools of El Salvador City, Misamis Oriental, Philippines during the School Year 2024-2025. El Salvador City, a 4th-class component city with a population of approximately 50,204 (2015 Census), is known as the "City of the Savior" and "The Divine Mercy City of the Philippines." The city has a diverse population with varied cultural and linguistic backgrounds, reflected in its educational institutions.

El Salvador City comprises 15 elementary schools, 2 integrated schools, 8 junior high schools, and 3 senior high schools, all administered by DepEd and following national curriculum guidelines. These schools emphasize inclusive, learner-centered education, making them ideal for studying how teaching approaches contribute to building learner confidence. Teachers continuously adapt strategies to enhance engagement, foster self-esteem, and support learners' academic and personal growth, providing a rich context for this study.



Research Respondents

The respondents of this study included the entire population of select public schools in the El Salvador City District for the School Year 2024–2025. This comprised 192 Junior High School teachers actively engaged in classroom teaching and 382 Junior High School learners, allowing for a comprehensive analysis of teaching approaches and learner confidence.

Data were collected from eight (8) public secondary schools: Cogon National High School, El Salvador City National High School, Himaya National High School, Hinigdaan National High School, Kalabaylabay Integrated School, Molugan National High School, Sambulawan National High School, San Francisco De Asis National High School, and Sinaloc National High School.

Sampling Technique

Universal sampling was employed for teachers, including the entire population of 192 public school teachers in the district. For learners, purposive sampling was used to select 382 Junior High School students based on relevance to the study objectives.

This approach ensured a holistic and unbiased representation of the teaching population while capturing diverse experiences. It also allowed for analysis of teacher profiles (age, sex, position, civil status, length of service, educational attainment, and training) in relation to teaching approaches and learners' confidence.

Research Instrument

The primary instrument was a researcher-made, three-part questionnaire:

1. **Variable 1:** Teacher profile—age, sex, position, civil status, length of service, highest educational attainment, and related training/seminars.
2. **Variable 2:** Teaching approaches—including personalized learning, positive reinforcement, engaging techniques, goal setting, teacher-student relationships, encouragement, peer support, and social skills/self-expression.
3. **Variable 3:** Learners' confidence—self-esteem and resilience.

Validity and Reliability

To ensure validity, a panel of five (5) experts in education, reading instruction, and research methodology reviewed the questionnaire for clarity, relevance, and alignment with the study's objectives. Feedback from the panel was incorporated, and a pilot test with 30 teachers outside the study sample confirmed suitability for full implementation.

Reliability was measured using Cronbach's alpha, yielding a coefficient of $\alpha = 0.9644$, indicating excellent internal consistency. This confirmed that the instrument consistently measured the intended constructs, supporting the credibility and dependability of the study's findings.

Categorization of Variable and System of Scoring

The following categories and scoring guide are created to aid in the analysis

and interpretation of gathered data:

Part I. Respondents' Characteristics

Age

56 years and above

46 – 55 years old

36 - 45 years old

26 - 35 years old

25 years old and below

Sex

Male

Female

Position

Master Teacher I

Teacher III

Teacher II

Teacher I

Civil Status

Single

Married

Widowed

Separated

Highest Educational Attainment

Doctoral Degree

With Units in Doctoral Degree

Master's Degree

With Units in Masteral Degree

Bachelor's Degree

Training or Seminars Attended (highest level attended)

National and International Level

Regional Level

Division Level

District Level

School Level

Length of Service

20 years above

11-19 years

6 – 10 years

Part II. Teaching Approaches and Learners' Confidence

Scale	Range	Description	Interpretation
4	3.26 - 4.00	All the Times	Very High
3	2.51 – 3.25	Most of the Time	High
2	1.76 – 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very Low

Data Gathering Procedure

The researcher secured an endorsement from the Dean of the School of Graduate and Professional Studies at PHINMA–Cagayan de Oro College and obtained a permit from the Schools Division Superintendent of El Salvador City. Copies were presented to principals of seven public secondary schools. With their cooperation, teacher-respondents were oriented on the study's objectives and procedures. Completed questionnaires were personally collected to ensure accuracy before organizing and analyzing the data.

Statistical Treatment of Data

- **Problem 1:** Frequency and percentage described respondents' profiles (age, sex, position, civil status, length of service, educational attainment, and training/seminars).
- **Problems 2 & 3:** Weighted mean and standard deviation measured the extent of teaching approaches used and learners' confidence levels.
- **Problems 4 & 5:** Pearson-r correlation determined relationships between teaching approaches, learners' confidence, and respondents' profiles.

Ethical Considerations

The study adhered to strict ethical standards. Participants were informed of the study's purpose, procedures, and rights, and provided informed consent. Participation was voluntary, with the right to withdraw anytime. Confidentiality was ensured through anonymization and secure data storage. No harm was inflicted, and all responses were treated with respect. The study underwent ethics review to ensure compliance with established guidelines, reinforcing integrity and transparency.

RESULTS AND DISCUSSION

This section presents the results, discussions, conclusions, and recommendations of the teaching approaches and learners' confidence in selected Junior High School learners, with their interpretation and analysis from the findings of the study.

Problem 1. What is the profile of the respondents in terms of age, sex, position, civil status, length of service, highest educational attainment and related training or seminars attended?

Table 1

Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
56 years old and above	20	10.8
46-55 years old	50	20.4
36-45 years old	72	37.5
26 - 35 years old	39	20.4
25 years old and below	10	10.8
Total	100	192

Table 1 presents the distribution of respondents' age. The data show that 72 (37.5%) respondents were aged 36–45, representing the largest group. This suggests that mid-career teachers are highly active in

educational activities, curriculum development, and peer collaboration. Their experience, patience, and adaptability position them as key contributors to meaningful and responsive teaching environments. Many serve as mentors, balancing traditional and modern instructional strategies, and play vital roles in shaping school culture and promoting personalized learning approaches. As Booth et al. (2021) note, mid-career teachers are often pillars of educational innovation, guiding junior educators and spearheading initiatives to enhance teaching practices.

In contrast, 21 (10.8%) respondents were 25 years old or younger, the smallest age group. While younger teachers bring digital fluency, fresh perspectives, and openness to innovative pedagogies, their limited representation may slow the broader integration of new teaching approaches. They may also require additional support to build confidence, classroom management skills, and collaborative teaching experience. As Garcia et al. (2023) highlight, early-career teachers are essential for modernizing education through technology integration, creative learning activities, and innovative instructional methods that enhance student engagement.

Table 2
Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	92	47.9
Female	100	52.1
Total	192	100

Table 2 presents the distribution of respondents by sex. The data show that 100 (52.1%) respondents were female, the largest group. Female teachers often bring empathy, teamwork, and strong communication skills to the classroom, which supports collaborative learning, peer support, and active learner engagement. Their nurturing approach fosters emotional support and positive teacher-student relationships, contributing to increased learner confidence and participation. As De Guzman (2021) notes, female teachers frequently employ cooperative strategies that enhance classroom engagement and promote meaningful peer interaction.

In contrast, 92 (47.9%) respondents were male, representing the smaller group. Male teachers contribute strengths such as structure, discipline, and analytical thinking but may be less involved in activities emphasizing reflection, communication, and collaboration. Limited male participation can reduce the diversity of teaching approaches in collaborative settings. Supporting male teachers through professional development and inclusive teamwork can help leverage their strengths while enhancing overall classroom dynamics. As De Guzman (2021) highlights, a gender-balanced teaching team combines nurturing and structured approaches, providing learners with diverse perspectives and richer learning experiences.

Table 3
Distribution of Respondents' Profile in terms of Position

Category	Frequency	Percentage
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Master Teacher I	42	21.9
Teacher III	48	25
Teacher II	30	15.6
Teacher I	72	37.5
Total	192	100

Table 3 shows respondents' positions. Most were Teacher I (72; 37.5%), indicating a need for mentoring and professional development. Many have years of experience and graduate studies, showing dedication to growth. Early-career teachers bring digital skills and innovative strategies, enhancing student engagement and inspiring colleagues.

The least represented were Master Teacher I (30; 15.6%), who focus on mentoring and administrative duties. They play a key role in curriculum development and guiding younger teachers. Despite heavy workloads, they remain committed to instructional quality, emphasizing the importance of support and workload management to maintain effectiveness.

Table 4
Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	40	20.8
Married	67	34.9
Widowed	34	17.7
Separated	51	26.6
Total	192	100

Table 4 shows that married teachers had the highest frequency (67, 34.9%), indicating that many respondents have family commitments. This implies that work-life balance is important for their job satisfaction and teaching effectiveness. Married teachers often bring emotional stability, patience, empathy, and a strong sense of responsibility to the classroom, fostering supportive teacher-student relationships and creating a nurturing learning environment (O'Shea, 2021; Fernandez et al., 2024).

Conversely, widowed teachers had the lowest frequency (34, 17.7%), suggesting lower participation and potential emotional vulnerability. This highlights the need for inclusive support systems, such as counseling, peer networks, and wellness programs, to ensure their engagement and well-being (Santiago et al., 2024).

Table 5
Distribution of Respondents' Profile in terms of Length of Service

Category	Frequency	Percentage
20 years above	29	15.1
11-19 years	44	22.9
6-10 years	81	42.2
5 years and below	38	19.8
Total	192	100

Table 5 shows respondents' length of service. Most were 6–10 years (81; 42.2%), representing mid-career teachers who balance traditional and modern teaching approaches. They serve as mentors, promote collaboration, and bridge generational teaching methods. Their experience and ongoing professional development make them key contributors to school culture and learner success (Booth et al., 2021; Martinez et al., 2023).

The least represented were 20 years of service (29; 15.1%), veteran teachers who may focus more on mentoring, administrative tasks, or preparing for retirement. While less involved in research or training, their expertise and guidance remain vital for sustaining high teaching standards and supporting both colleagues and learners.

Table 6**Distribution of Respondents' Profile in terms Highest Educational Attainment**

Category	Frequency	Percentage
Doctorate Degree	37	19.3
With Units in Doctoral Degree	52	27.1
Master's Degree	40	20.8
With Units in Master's Degree	27	14.1
Bachelor's Degree	36	18.7
Total	192	100

The distribution of respondents' highest educational attainment shows that most teachers hold a Doctorate degree (52; 27.1%), indicating strong involvement in research-based practices, leadership roles, and collaborative academic projects. These teachers often serve as mentors, contribute to curriculum development, and promote professional collaboration, fostering a culture of excellence and continuous learning (Delos Reyes, 2022).

The least represented were those with master's units (27; 14.1%), suggesting that some are in the early or middle stages of their graduate studies or face barriers such as time, workload, or financial constraints. Despite these challenges, master's level teachers actively pursue professional growth, engage in capacity-building workshops, and mentor colleagues, contributing to improved instructional practices and a supportive learning environment (Lopez et al., 2024).

Table 7**Distribution of Respondents' Profile in terms of Related Training or Seminars Attended**

Category	Percentage	Frequency
National Level and International Level	13.5	26
Regional Level	32.3	62
Division Level	24	46
District Level	19.3	37
School Level	10.9	21

Total	100	192
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The distribution of respondents' profiles in terms of training or seminars attended shows that most teachers participated in regional-level training (62; 32.3%), making it the most common and accessible form of professional development. Regional seminars provide broader participation, align with curriculum reforms like MATATAG, and foster collaboration, mentorship, and professional growth (Garcia, 2022). These opportunities enhance teacher competence, confidence, and instructional innovation, creating positive ripple effects in their schools.

In contrast, school-level training (21; 10.9%) had the lowest participation, often occurring early in teachers' careers. This highlights the need for more structured and timely school-based programs to support newly hired teachers. Effective school-level training can help teachers adapt quickly, apply new strategies, and contribute to a more inclusive and engaging learning environment (Bautista et al., 2023; Maguate et al., 2024).

Problem 2. What is the respondents' level of teaching approaches considering personalized learning approaches, positive reinforcement, engagement teaching techniques, setting achievable goals, strong teacher-student relationships, encouragement and emotional support, peer support and group learning, and building social skills and self-expression ?

Table 8
Summary Distribution of Respondents' Level of Teaching Approaches

Variable	Mean	SD	Interpretation
Personalized Learning Approach	3.27	0.70	Very High
Positive Reinforcement	3.10	0.75	High
Engaging Teaching Techniques	3.01	0.80	High
Setting Achievable Goals	3.24	0.79	High
Strong Teacher-student Relationship	3.24	0.78	High
Encouragement and Emotional Support	3.25	0.76	High
Peer Support and Group Learning	3.23	0.76	High
Building Social Skills and Self-Expression	3.20	0.73	High
Overall	3.19	0.76	High

Legend: 3.26-4.00 At all Times /Very High 1.76–2.50 Sometimes/Low
2.51-3.25 Most of the Time / High 1.00-1.75 Never / Very Low

Table 8 shows an overall mean of 3.19 (High), indicating that teachers consistently apply various teaching approaches. Personalized learning scored highest (3.27, Very High), reflecting strong emphasis on tailoring instruction to individual learners' needs, promoting engagement and academic growth. Engaging teaching techniques scored lowest (3.01, High), suggesting constraints like limited resources or training. The results highlight the need to balance personalized and interactive approaches and support teachers with professional development and resources to create inclusive, effective, and engaging classrooms.

Problem 3. What is the learner-respondents' level of confidence in terms of self-esteem and resilience?

Table 9

Summary Distribution of Learners' Confidence in terms of Self-esteem and Resilience

Variable	Mean	SD	Interpretation
Self-esteem	3.04	0.74	High
Resilience	3.23	0.74	High
Overall	3.14	0.74	High

Legend: 3.26-4.00 At all Times / Very High 1.76-2.50 Sometimes / Low
 2.51-3.25 Most of the Time / High 1.00-1.75 Never / Very Low

Table 9 shows an overall mean of 3.14 (High) for learners' confidence in self-esteem and resilience. Resilience scored highest (3.23, High), indicating learners can adapt to challenges, maintain motivation, and persist academically. This suggests resilience is being effectively nurtured through goal setting, constructive feedback, and supportive teacher-student interactions. Self-esteem scored lowest (3.04, High), meaning learners generally value themselves but may still experience self-doubt in certain academic situations.

The results imply that while learners are confident and resilient, continued support—through personalized feedback, emotional encouragement, peer collaboration, and safe classroom environments—is essential to further strengthen self-esteem and sustain resilience.

Problem 4. Is there a significant relationship between the teachers' profile and their level of teaching approaches?

Table 10

Test of Significant Relationship between the Teacher's Profile and their Level of Teaching Approaches									
Teacher's Profile	Personalized Learning Approach r-value p-value	Positive Reinforcement r-value p-value	Engaging Teaching Techniques r-value p-value	Setting Achievable Goals r-value p-value	Strong Teacher-Student Relationship r-value p-value	Encouragement and Emotional Support r-value p-value	Peer Support and Group Learning r-value p-value	Building Social Skills and Self-Expression r-value p-value	Overall mean
Age	0.545 0.586 NS	0.695 0.488 NS	0.609 0.543 NS	0.847 0.398 NS	0.405 0.686 NS	0.723 0.471 NS	0.72 0.47 NS	0.723 0.471 NS	0.659 0.514 NS
Sex	0.862 0.360 NS	0.592 0.555 NS	0.891 0.374 NS	0.873 0.382 NS	0.733 0.465 NS	0.918 0.361 NS	0.91 0.36 NS	0.918 0.361 NS	0.838 0.406 NS
Position	0.374 0.709 NS	0.430 0.668 NS	0.530 0.596 NS	0.437 0.663 NS	0.617 0.537 NS	0.347 0.729 NS	0.347 0.729 NS	0.347 0.729 NS	0.429 0.670 NS
Civil Status	0.603 0.515 NS	0.587 0.559 NS	0.725 0.470 NS	0.698 0.458 NS	0.813 0.415 NS	0.894 0.489 NS	0.694 0.489 NS	0.694 0.489 NS	0.689 0.494 NS
Length of Service	0.735 0.464 NS	0.847 0.398 NS	0.893 0.373 NS	0.871 0.383 NS	0.754 0.453 NS	0.723 0.471 NS	0.723 0.471 NS	0.723 0.471 NS	0.784 0.436 NS
Highest Educational Attainment	0.653 0.515 NS	0.772 0.441 NS	0.819 0.415 NS	0.849 0.397 NS	0.723 0.471 NS	0.750 0.455 NS	0.750 0.455 NS	0.750 0.455 NS	0.756 0.451 NS
Related Training or Seminars Attended	0.783 0.435 NS	0.831 0.407 NS	0.799 0.443 NS	0.816 0.417 NS	0.693 0.489 NS	0.807 0.423 NS	0.807 0.423 NS	0.807 0.423 NS	0.807 0.423 NS

Legend: *Significant at p<0.05 alpha level S- Significant NS- Non-Significant

Table 10 shows that all p-values exceeded 0.05, leading to acceptance of the null hypothesis. This indicates no significant relationship between teachers' profile (age, sex, position, civil status, length of service, highest educational attainment, and training/seminars attended) and their level of teaching approaches. In other words, teaching approaches were applied consistently across different teacher profiles.

This uniformity may result from institutional standards, school-based programs, and division-led training, ensuring all teachers implement effective strategies such as personalized learning, positive reinforcement, engaging techniques, achievable goals, strong teacher-student relationships, emotional support, peer learning, and skill-building.

The findings align with DepEd Orders (No. 025, s. 2023; Memorandum No. 89, s. 2022) and the Philippine Professional Standards for Teachers, emphasizing that effective teaching practices are maintained regardless of demographic or professional background. As supported by Alvarez et al. (2022), teachers' instructional strategies are more influenced by curriculum demands and institutional expectations than by individual characteristics. This consistency promotes equitable learning experiences and demonstrates the success of system-wide professional development initiatives.

Problem 5. Is there a significant relationship between the respondents' teaching approaches and the learners' level of confidence?

Table 11

Test Results of the Significance Relationship between the Respondents' Teaching Approaches and the Learners' Level of Confidence

Teaching Approaches	Learners' Confidence		
	Self-Esteem t – value p-value	Resilience t – value p-value	Overall Mean
Personalized Learning Approach	0.5762	0.6791	0.6276
	0.0424	0.0321	0.0373
	S	S	S
Positive Reinforcement	0.6754	0.6821	0.6788
	0.0345	0.0532	0.0438
	S		S
Engaging Teaching Techniques	0.7064	0.5683	0.6374
	0.0436	0.0234	0.0308
	S	S	S
Setting Achievable Goals	0.8561	0.6674	0.7618
	0.0215	0.0342	0.0278
	S	S	S
Strong Teacher-student Relationship	0.7573	0.7851	0.7712
	0.0321	0.0523	0.0422
	S		S
Encouragement and Emotional Support	0.8570	0.9576	0.9073
	0.0524	0.0435	0.0479

		S	S
Peer Support and Group Learning	0.9767	0.7582	0.8674
	0.0345	0.0421	0.0383
	S	S	S
Building Social Skills and Self-Expression	0.8568	0.9674	0.9121
	0.0261	0.0243	0.0252
	S	S	S

Legend: *Significant at $p < 0.05$ alpha level S- Significant

Table 11 shows that several teaching approaches significantly relate to learners' confidence ($p < 0.05$). Specifically, **personalized learning, engaging teaching techniques, peer support and group learning, and encouragement and emotional support** (for resilience) were significant, leading to the rejection of the null hypothesis.

Personalized Learning: Tailoring instruction to individual needs enhances **self-esteem, resilience, and overall confidence**, fostering independence, motivation, and a sense of value. It helps students take risks, engage actively, and close achievement gaps (Tomlinson, 2020).

Engaging Teaching Techniques: Interactive and participative strategies, such as collaborative activities and hands-on projects, strengthen **self-esteem, resilience, and confidence**, promoting a sense of competence, belonging, and academic growth (Zhao, 2024).

Peer Support and Group Learning: Collaborative environments significantly improve **self-esteem and confidence**, fostering social skills and belonging. Resilience, however, develops more through individual challenges than group activities (Masten, 2021).

Encouragement and Emotional Support: Emotional support enhances **resilience and overall confidence** by helping students cope with challenges, though its effect on self-esteem is less direct.

Other approaches, such as **positive reinforcement, setting achievable goals, and strong teacher-student relationships**, also contribute to confidence but were less consistently linked to resilience. Social skills and opportunities for self-expression were important for holistic confidence, influencing **self-esteem, resilience, and overall confidence** (Schonert-Reichl, 2020).

Discussion

Teachers' demographic profiles (age, sex, position, civil status, experience, education, or training) did not significantly influence their teaching approaches. However, the approaches themselves had a clear impact on learners' confidence, particularly resilience. Personalized, interactive, and collaborative methods empowered learners, encouraged participation, and fostered self-esteem and resilience. Positive reinforcement and emotional support further reinforced learner confidence, highlighting the importance of supportive and inclusive classroom environments aligned with DepEd standards (DepEd Order No. 42, s. 2017).

Conclusion

Personalized, engaging, and collaborative teaching approaches significantly enhance learners' self-esteem, resilience, and overall confidence. When teachers tailor instruction, encourage participation, and provide emotional support, learners develop independence, motivation, and a strong sense of belonging, which fosters both academic and emotional growth.

Recommendations:

- **DepEd Officials:** Provide ongoing training in personalized learning, resilience-building, and engaging teaching techniques, while promoting student leadership, communication, and social development.
- **School Heads:** Strengthen support systems for differentiated instruction, inclusive pedagogy, collaborative lesson planning, and access to diverse instructional resources.
- **Teachers:** Enhance professional responsibility, time management, and effective use of active, personalized, and collaborative approaches.
- **Learners:** Actively participate in teaching approaches, engage in peer collaboration, and apply lessons meaningfully.
- **Classroom Practice:** Continue prioritizing active, personalized, and collaborative teaching to nurture learners' self-esteem, resilience, and overall confidence.

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