

# *Instructional Practices and Academic Achievement of BSEd Students in ESSU Guiuan*

Sarah A. Nadores<sup>#1</sup>, Razel Gil L. Abunales<sup>\*2</sup>, Rogelaine A. Galang<sup>#3</sup>, Francis Regie Cesista<sup>#4</sup>,  
Ceth Micah Baguio<sup>#5</sup>

*College of Education, Eastern Samar State University- Guiuan  
Campus, Guiuan, Eastern Samar*

[<sup>1</sup>nadoressarah@gmail.com](mailto:nadoressarah@gmail.com), [<sup>2</sup>rogelainegalang@gmail.com](mailto:rogelainegalang@gmail.com), [<sup>3</sup>razelgilabunales@gmail.com](mailto:razelgilabunales@gmail.com)

## **Abstract**

This study examined the relationship between preferred instructional practices and academic achievement of Bachelor of Secondary Education (BSED) Social Studies students in ESSU-Guiuan. It also described the respondents' demographic profile in terms of sex and year level and determined whether these variables were significantly related to instructional practices and academic achievement.

A quantitative correlational design was employed, with data gathered through a survey questionnaire from 73 students. Descriptive statistics and Pearson correlation were used to analyze the data.

Results showed that the majority of respondents were female forty-two (42) and thirty-one (31) were male. In terms of instructional practices, students often preferred interactive ( $M=3.75$ ) constructive ( $M=3.91$ ), and active ( $M=3.99$ ) learning approaches; however, passive learning emerged as the most preferred ( $M=4.28$ ), indicating that students favored listening to lectures and observing demonstrations. Regarding academic achievement, most students attained a "very good" rating, while only a few reached "excellent" and "good" levels.

Correlation analysis revealed no significant relationship between demographic profile and instructional practices, as well as between demographic profile and academic achievement. However, a significant relationship was found between preferred instructional practices and academic achievement, indicating that students' learning preferences influenced their academic performance.

The findings suggest that instructional practices play a role in shaping students' academic success, highlighting the importance of aligning teaching strategies with students' learning preferences.

**Keywords**— *academic achievement, BSED students, instructional practices, interactive, constructive, active, and passive*

## **INTRODUCTION**

Education is one of the most essential things that an individual should possess in any place or country. Most individuals strive hard to achieve it due to the benefits that they may receive from it. Education is one of the best weapons that an individual should possess in order to live successfully. Education is the activity and experience of learning and obtaining particular knowledge that can help individuals develop professionally and personally (Robinson, 2023).

Education is the most basic force that influences the intellectual, social, and personal growth of a person. A newly emerging topic of interest is the interaction between pedagogical style and academic achievement. Pedagogical preference is the modes of teaching and learning that are most effective and comfortable for students. Some students perform best in a lecture setting, whereas others like to learn in interactive discussion, hands-on, or technology-based environments.

There are several pedagogies that range from classical lecture-based pedagogy to learner-centered approaches including inquiry-based learning, cooperative learning, and technology-supported instruction. Many studies offer

empirical measures of the effect of teaching practice and learning facilitators on several indicators of student engagement, and correspondingly, for the effect of student engagement on academic achievement and attainment of students (Tomaszewski et al., 2022).

Research by Smith et al. (2018) as referenced in the study of De Leon (2024) established that a more interactive and stimulating teaching approach resulted in increased student participation and ultimately enhanced learning. This emphasizes the pivotal influence that teachers have on the learning process of their students. By creating an integrated and challenging learning environment, instructors can empower learners to actualize their full potential and achieve scholastically.

An investigation of Naminde quoted by Lamaro & Anena (2024) asserts that educational performance of students is impacted by teaching strategies. The learners are supposed to put in effort and achieve educational success, while the imparting of knowledge, skills and attitude that could help in the growth of society relies on the teaching strategies used.

Good performance helps individuals become better prepared, better organized and equipped with an

organizational plan for their career and society, as stated in the study by Henson referenced in the research of Lamaro and Anena, (2024). This is only possible when various teaching methods are employed.

The instructors, being the center individual in learning, should be skilled and educated in making sure that they pass on the knowledge they can provide to their learners. Good teaching is an extremely personal style. Successful teaching deals with the learner as an individual and with his overall development. The instructor should be cognizant of differences among students and provide instructions that are most appropriate to the learners. Teachers are said to be the light in the classroom. They are tasked with such numerous responsibilities ranging from very basic to most complicated and very demanding tasks (Barberos et al., n.d.).

Teachers employ instructional strategies to enable learners to become autonomous and strategic learners. The strategies are effective learning strategies when learners selected the appropriate ones and apply them to undertake tasks.

Instructional strategies have the ability to energize learners and enable them to focus and integrate information in comprehension and remembering (Francisco & Celon, 2020).

Teachers also have a great role to play in the lives of their students within the classroom. They are not only supposed to teach, but their way of teaching is a mirror of the actions and environment they create in the classrooms. The success of students does not only lie in the grades obtained, but the manner in which the grades were obtained — whether students were interested, or it was learned just for the purpose of it (Inayat & Ali, 2020).

A genuine teaching must not only involve the skillful demonstration of what the teacher knows but must also involve the capability to lead the learners to meaningfully comprehend what the knowledge contains (Filgona et al., 2020). Because teacher quality is closely associated with all aspects of student learning, the quality of teacher training programs is critical. There is a better understanding that a well-trained, thoughtful, and capable educator can influence the educational background of a student (Fabelico & Afalla, 2023).

Most Southeast Asian nations are lagging behind the rest in education and learning outcomes. This is according to the 2022 Program for International Student Assessment (PISA) results, an international survey by the Organization for Economic Co-operation and Development (OECD) to assess the performance of 15-year-old students in the educational system (Hayashi et al., 2024). As per UNICEF (2022), education problems in Southeast Asia are more and more associated with classroom practices instead of school access, with ineffective teaching methods and insufficient teacher training preventing students from developing critical thinking and problem-solving skills.

Pedagogical preference influences the academic performance of students during their learning process. As learning also advances, it is imperative to learn about the correlation between pedagogical preferences and student performance as each student differs from others. Within a given learning system, students tend to learn naturally based on their ability to learn and catch-up new findings and information. The individuality of a learner requires suitable learning methods that may one day guide them in their academic success (Pineda, 2021).

This study sought to examine the relationship between students preferred instructional practices and their academic achievement. Specifically, it aims to determine whether a significant relationship exists between students preferred instructional practices and their academic achievement. This research is essential since it integrates individual preferred instructional practices that impact its academic achievement. Therefore, this research aims to explore whether there exists any significant relationship between preferred instructional practices and academic achievement. By exploring this relationship, the study aims to offer insights into how tailored teaching methods can boost learning experiences and enhance academic performance.

Numerous studies have focused on the relationship between teachers' instructional practices and student academic achievement at the elementary and high school levels (Bibon, 2021; Francisco & Celon, 2020). There is limited research that directly investigates the relationship between preferred instructional practices and learner outcomes at the tertiary level, specifically for students in pre-service education. Although, a study of Domine (2025) entitled *Instructional Practices and Students' Academic Achievement in the College of Teacher Education of ISPSC* investigates the impact of instructional practices on university students' performance. Although this research is useful, this research paid more attention to what teachers do in the classroom, rather than what instructional practices students prefer. There is still a lack of research on how students preferred instructional practices correlate with their performance in school. This is particularly worth investigating in pre-service teacher programs, where prospective teachers are developing their own conceptualizations about effective instruction. This study aims to address that gap by looking at the connection between preferred instructional practice and academic achievement among BSED students at ESSU-Guiuan. This gap emphasizes the need to understand how future educators themselves respond to various teaching approaches, which could inform both curriculum design and teacher training programs.

## LITERATURE REVIEW

The literature discusses the seven domains of the study, namely: promoting quality education, academic achievement and its influencing factor, alignment of teaching methods with learning styles, interactive

instruction, constructivist instruction, active instruction, and passive instruction.

Education is extremely significant as it assists in creating a brighter future for society and individuals. Quality education is one of the 17 Sustainable Development Goals or SDG 4. United Nations (2015) wants to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030" which means modifying teaching approaches to accommodate diverse learning styles. It emphasizes not just the right of every person to have access to education but also the obligation of education systems to deliver significant, useful, and transformative learning experiences. This emphasizes the value of modifying teaching approaches to meet diverse learning styles an idea that fits perfectly with the idea pedagogical preferences. Just as much, UNICEF (n.d.) emphasized that no child should be left behind irrespective of gender, ethnicity, disability, or socio-economic status.

Academic achievement indicates the degree to which students, classes, and schools achieve the desired educational goals. It is the level of intellectual education of people, communities, and the whole country. This definition involves to what extent people or communities such as classes or schools fulfill the anticipated education goals as outlined by the education system, and that academic success is not merely a matter of the grades pupils receive at school, but a wide-ranging measure of how effectively education goals are achieved and how it affects society overall (Hongyu, 2024). Similarly, York et al. (2015) conducted a study about defining and measuring academic success. According to them, due to the ambiguity of the phrase "academic achievement", it is still one of the most utilized constructs in educational research and assessment within higher education. Fatima et al. (2024) discovered that students at university level in Lahore have varied learning styles. Women prefer discussion, independent learning, and e-learning, and students of different ages prefer varied styles. Students whose learning styles correspond with methods of teaching such as lecture-based learning, discussion, independent learning, and e-learning perform better academically, which implies that teaching should be responsive to these styles.

Interactive learning has emerged as an essential pedagogy that facilitates deeper learning through active participation and collaboration. Chi and Wylie (2014) introduced the ICAP framework (Interactive, Constructive, Active, Passive), in which interactive learning, characterized by extensive discussion and co-construction of knowledge, is regarded as the most productive way of learning. A study by Chi et al., quoted in the study of Mende et al. (2021), claimed that in co-learning, the external information sources are the instruction material and to the extent to which they externalize co-learners' knowledge. For an activity to be considered interactive, must fulfill two requirements: the learner must produce externalizations consisting of topic-related content that is

not found in the learning material and incorporates the externalized knowledge of another co-learner. Mende et al. (2021) presented two reasons learners ought to engage in collaborative learning activities. Initially, students enhance their better understanding of the content and subsequently, critical thinking and creativity are enhanced. Across Asia, education systems now include interactive instruction to develop classroom practice increasingly and increasingly. The collaborative learning variable serves as the mediator. Collaborative learning is vital as it encourages students to participate and collaborate. it affects students' grades, and allow them to perform well when working in groups, improve their critical thinking, become more confident, improve their communication skills, learn more and earn good grades using collaborative learning, and achieve their goals (Hussainabad, 2024). Similarly, a study by Li et al. (2024) says that the use of collaborative learning and active learning techniques has been found to enhance significantly both learning achievement and students' intrinsic motivation in vocational education. These remarks suggest that making use of such teaching practices is very effective in improving overall student performance, reflecting the importance of interactive and cooperative learning environments in schools.

Constructivism is best explained by the words of Confucius, "I hear, and I forget. I see and I remember. I do and I understand." These words capture constructivist learning, and active participation as the force that leads to real understanding. Applying constructivism to teacher training gives a useful model for guiding effective teaching methods that lead to academic success. Fosnot and Perry (n.d.) describe constructivism on four principles: learning in a meaningful manner is contingent upon what we already know; new concepts arise through adjusting and modifying our previous ideas; learning involves inventing new concepts instead of mindlessly accumulating facts; and meaningful learning takes place through reconsidering old ideas and drawing new conclusions about new ideas that conflict with our previous ideas. These principles indicate that teaching practice should not only seek to impart content but should be geared towards supporting learners in constructing knowledge through active investigation, reflection, and restructuring of previous knowledge.

In Finland, Kiljunen et al. (2023) argued for the importance of flipped classroom approach as one method proposed to address the needs of a diverse student body. The country tries to offer such assistance through accessibility and effort towards reasonable accommodation but students with learning disabilities can find numerous obstacles to their study. By the flipped classroom approach, it can cater the needs of the students with learning disabilities. According to the study of Garzon & Inga (2023) the application of ICTs takes into account the pedagogical potential they have to learn about, how they can adjust to the classroom situation, the student's nature, the aim, and the learning content. They enable the teachers

to be a mentor for the students for their studies as well as self-directed and collaborative work.

Over the years, educators used the lecture approach in transferring knowledge to students. The traditional teaching method is referred to as passive since information is communicated verbally to learners and they are not engaged in any way whereas active instruction entails the learner getting involved in a discussion, presentations and actual performance tasks (Laluan & Bautista, 2019).

This study is guided by two foundational theories that explain how students preferred instructional practices affect academic achievement by Jean Piaget's Constructivist Learning Theory and Howard Gardner's Multiple Intelligences. Piaget's Constructivist Theory and Gardner's Theory of Multiple Intelligences are combined to provide a comprehensive framework for understanding how individual preferred instructional practices affect academic achievement. Piaget's emphasis on student-centered learning aligns with Gardner's theory of intelligence as a complicated concept, which believes that student learn when they are given the freedom to interact with learning in ways that suits their cognitive development and intelligences.

Based on the theoretical framework, it is expected that there is a relationship between preferred instructional practices and students' academic achievement. Therefore, the following hypothesis was tested.

*H<sub>1</sub>*: There is a significant relationship between the demographic profile and the academic achievement of BSED students in ESSU-Guiuan.

*H<sub>2</sub>*: There is a significant relationship between preferred instructional practices, and academic achievement of BSED students in ESSU-Guiuan.

**Figure 1.** A Schematic Diagram showing the relationship between the variables of the study

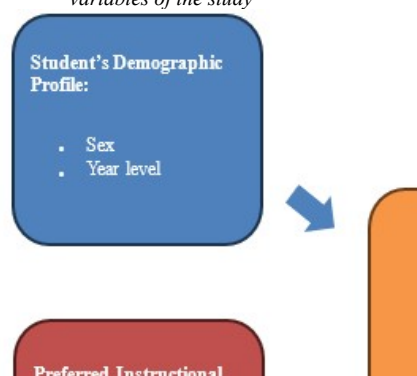


Fig. 1 presents the paradigm of the study, which illustrates the relationship between the independent and dependent variables. The independent variables include the demographic profile of the BSED Social Studies Students in terms of sex and year level. Another independent variable of this study is the preferred

instructional practices of the students, with focus on constructivist approach, collaborative approach, lecture-based approach, and interactive discussion. The dependent variable of this study is the academic achievement of students.

## STATEMENT OF THE PROBLEM

This study aimed to identify if there was a relationship between the preferred instructional practices of the students and their academic achievement. Specifically, this study answers to the following questions: (1) what is the profile of the learners in terms of their sex and year level, (2) what is the level of perception of the Social Studies Students on instructional practices, based on the following indicators: interactive; constructive; active; and passive? (3) what is the level of academic achievement among the respondents of the study? (4) is there a significant relationship between the demographic profile and the academic achievement of the respondents of the study? And (5) is there a significant relationship between the students' preferred instructional practices and their academic achievement?

## METHODOLOGY

This chapter presents the research design, research locale, respondents of the study, sampling technique, research instrument, data gathering procedure, data analysis and ethical considerations.

### Research Design

This study aimed to determine the relationship between preferred instructional practices and academic achievement of BSED Social Studies Students in Eastern Samar State University- Guiuan. Descriptive correlation design was used in this study. According to Devi et al. (2022), descriptive correlational research design describes the variables and measures the extent of the relationships that occur between and among the variables. Since it enabled the researchers to measure the strength and direction of the relationship between two variables, academic achievement and pedagogical preferences, without changing either variable, a descriptive correlational design was considered ideal.

The descriptive-correlational research design was suitable for this study since it could address two primary goals. First, the descriptive purpose of the study was to describe the demographic profile of the respondents in terms of their sex and year level. It also aimed to describe the preferred instructional practices and academic achievement levels of the respondents. Second, the correlational goal of the study was to ascertain whether there was a relationship between the demographic profile of students and their academic achievement, and between the preferred instructional practices of the students and their academic achievement. These goals entailed investigating the statistical connections or relationships among variables without manipulating them.

The correlational part did not try to establish cause and effect but instead determined whether there was any relationship between variables, which directly addressed the research questions posed in the study.

### Research Locale

Eastern Samar State University–Guiuan was chosen as the research site since it offers the Bachelor of Secondary Education program with a major in Social Studies, the primary subject of this study. This facilitated easy access to the appropriate set of students for the study. The researchers' familiarity with the campus, which allowed for easier and more convenient data gathering procedure and communication with the students and teachers. Lastly, there had been minimal research related to this subject on this campus. With the study conducted in this location, the results can be used to enhance teaching strategies and complement the academic achievement of BSED students in ESSU- Guiuan.

FIG.1. MAP OF ESSU-GUIUAN COLLEGE OF EDUCATION



### Respondents of the Study

The respondents of the study were first-year, second-year, and third-year BSED Social Studies students of ESSU- Guiuan for the Academic Year 2024–2025. As the total population of students was limited, the researchers utilized the complete enumeration sampling method, wherein the whole population of BSED Social Studies Students (first-year, second-year, and third-year) served as respondents. This method guaranteed extensive data

| Scale | Description | Interpretation       |
|-------|-------------|----------------------|
| 5     | Always      | Most Preferred       |
| 4     | Often       | Moderately Preferred |
| 3     | Sometimes   | Preferred            |
| 2     | Rare        | Less Preferred       |
| 1     | Never       | Not Preferred        |

collection and enhanced the validity and reliability of the findings, since all qualified individuals were assessed in the study.

### Sampling Technique

This research employed the total enumeration sampling technique. Total enumeration sampling is a research method where the whole population of interest is covered in the research, as opposed to the use of a sample. The method ensured that each member of the population had an equal opportunity to be covered and eliminated sampling bias while offering detailed information about the population characteristics or phenomenon being studied. Since the total number of students was manageable it was appropriate to use total enumeration sampling technique. The respondents of this study were the first-year, second-year, and third-year BSED major in Social Studies student in ESSU Guiuan during Academic Year 2024-2025.

### Research Instrument

The primary instrument used in this study was a survey questionnaire adopted by the researchers from DeMonbrun et al. (2017) for collecting information on the preferred instructional practices and academic performance of BSED students at Eastern Samar State University – Guiuan.

The survey questionnaire had three components. The initial section collected the demographic profile of the respondents, such as sex, and year level. The second section collected data on the respondents' General Weighted Average (GWA) from the first semester of Academic Year 2024–2025. GWA was classified as follows to facilitate an explanation of their academic standing.

| Grade      | Quantitative Description |
|------------|--------------------------|
| 1.00       | Outstanding              |
| 1.1 – 1.5  | Excellent                |
| 1.6 - 2.00 | Very Good                |
| 2.1 – 2.5  | Good                     |
| 2.6 - 3.00 | Fair                     |
| 3.1 – 3.5  | Conditional              |
| 3.6 – 5.0  | Fail                     |

This section facilitated the establishment of the relationship between preferred instructional practices and academic achievement.

The third section aimed to determine the teaching-learning methods that are favored by the students. It had 21 statements defining different instructional practices. Respondents were requested to indicate the degree of preference for each item on a 5point Likert scale:

The statements encompassed a broad spectrum of instructional practices including interactive, constructive,

active, and passive. This section played a crucial role in determining which instructional practices were aligned with higher or lower levels of academic achievement.

### Instrument Validation

The survey questionnaire had already been utilized by different research, and there is no need to conduct a dry run of this instrument. The survey questionnaire was adopted from DeMonbrun et al. (2017) for collecting information on the preferred instructional practices and academic performance of BSED students at ESSU– Guiuan.

### Data Gathering Procedure

Prior to the actual conduct of data gathering, the researchers obtained to carry out the study from the Dean of the College of Education. A formal letter of request was submitted for this undertaking. After approval was obtained, the researchers coordinated with the concerned class advisers or instructor of BSED Social Studies students to arrange for a schedule for distributing the survey questionnaires.

During the data collection, the researchers themselves facilitated the distribution of the survey questionnaires to the BSED Social Studies first-year, second-year, and third-year students. They provided clear instructions to the target respondents on how to accomplish the survey questionnaires, which were answered immediately to achieve a one hundred percent retrieval rate and to ascertain the validity of responses.

To get the academic performance records of BSED Social Studies students, the grades were gathered through self-reported data in the survey questionnaire. The grades were kept confidential and secure, whereby the data were not utilized for any purpose aside from the research and were processed in accordance with data protection regulations. The academic records were not disclosed to unauthorized individuals, and all data were anonymized in order to safeguard the identities of the students.

### Measurement of Variables

For a clear and comprehensive understanding of the results, the scales were formulated, and each was given interpretation.

#### Survey Questionnaire for Students Sex

| Scale | Description |
|-------|-------------|
| 1     | Male        |
| 2     | Female      |

#### Year Level

| Scale | Description |
|-------|-------------|
| 1     | First Year  |
| 2     | Second Year |
| 3     | Third Year  |

#### Academic Achievement

| Scale | Description |
|-------|-------------|
| 1     | 1.00        |
| 2     | 1.1 – 1.5   |
| 3     | 1.6 - 2.00  |
| 4     | 2.1 – 2.5   |
| 5     | 2.6 - 3.00  |
| 6     | 3.1 – 3.5   |
| 7     | 3.6 – 5.0   |

### Level of Preference for Instructional Practices

| Scale | Description |
|-------|-------------|
| 1     | Never       |
| 2     | Rare        |
| 3     | Sometimes   |
| 4     | Often       |
| 5     | Always      |

### Data Analysis

The researchers utilized three statistical tools in this study: the percentage, the weighted mean, one of the measures of central tendency, and the Pearson product moment correlation, also known as the Pearson's r.

Percentage was used to analyze the demographic profile of the respondents based on sex and year level.

The researchers computed the weighted mean for each item in the questionnaire to determine the preferred instructional practices of the respondents.

The formula for the Pearson's r was used to correlate the preferred instructional practices and academic achievement of the first-year, second-year, and third-year BSED students major in Social Studies in ESSU– Guiuan. The researchers tabulated the data in data matrices using spreadsheets in Microsoft Office Excel and SPSS Statistics to make the statistical analysis easier and more systematic.

The following alternative hypothesis was tested at 0.04 level of significance:

1. There is a significant relationship between preferred instructional practices and academic achievement of BSED Students.

### Ethical Considerations

This research was conducted with full attention to ethical standards to ensure the protection and respect of all the respondents who participated in this study. Respondents were informed about the purpose, procedures, and their role before participation. Written consent was obtained. It was completely voluntary participation process, and students had the right to withdraw from the study at any point in time without any negative consequences. All data collected- researched survey responses and academic records remained confidential and used solely for research purposes. No

identifying information appeared in any report or publication produced.

According to Evergreen State College (2022), confidentiality refers to a condition in which the researcher knows the identity of a research subject but takes steps to protect that identity from being discovered by others. Most human subjects research requires the collection of a signed consent agreement from participants, and the collection of other personally identifiable data, and thus researchers are aware of the identity of their subjects. In such cases, maintaining confidentiality is a key measure to ensure the protection of private information.

The survey questions designed did not involve discomfort or highly sensitive topics. If academic records were accessed, proper permissions from both the students and the institution were secured beforehand.

## RESULTS AND DISCUSSIONS

This chapter presented the answers to the research questions posed in this study based on the data gathered.

### Demographic Profile of Respondents

This section answered the first question regarding to the profile of the respondents in terms of their sex and year level.

**Sex.** Table 1 shows the sex of the BSED Social Studies Student respondents in ESSU- Guiuan. It shows that thirty-one (31) or 42% were male, while forty-two (42) or 58% were female.

This shows that most of the respondents surveyed in ESSU- Guiuan were female.

**Table 1.** *Distribution of Respondents according to Sex*

| Category | Frequency | Percentage |
|----------|-----------|------------|
| Male     | 31        | 42.47      |
| Female   | 42        | 57.53      |
| Total    | 73        | 100        |

**Year Level.** Table 1.2 shows the year level of the BSED student respondents major in Social Studies in ESSU- Guiuan. It shows that there are eighteen (18) or 25% first-year students which could be reflected with the lowest frequency of percentage. Twenty-four (24) or 33% were second-year students. Thirty-one (31) or 42% were third-year students with the highest frequency of percentage.

**Table 1.2** *Distribution of Respondents according to Year Level*

| Category    | Frequency | Percentage |
|-------------|-----------|------------|
| First Year  | 18        | 24.66%     |
| Second Year | 24        | 32.88%     |
| Third Year  | 31        | 42.47%     |
| Total       | 73        | 100%       |

## Status of Preferred Instructional Practices of BSED Students.

Tables 2.1, 2.2, 2.3, 2.4 show the instructional practices of choice among the BSED Social Studies Students, and it was observed that though they often interactive, constructive, and active learning approaches at an admirable rate, their most preferred is passive teaching with an overall mean of 4.28 understood as highly commendable. This indicates that they prefer to listen to lectures, observe demonstrations, and receive information directly from the teacher rather than collaborative, independent, or highly participative activities.

**Table 2.1** *Interactive*

| Interactive                                                       | Mean        | Description  | Interpretation       |
|-------------------------------------------------------------------|-------------|--------------|----------------------|
| 1. Solve problems in a group during class                         | 3.75        | Often        | Moderately Preferred |
| 2. Do hands-on group activities during class                      | 3.89        | Often        | Moderately Preferred |
| 3. Discuss concepts with classmates during class                  | 3.98        | Often        | Moderately Preferred |
| 4. Work in assigned groups to complete homework or other projects | 3.9         | Often        | Moderately Preferred |
| 5. Be graded based on the performance of my group                 | 3.58        | Often        | Moderately Preferred |
| 6. Study course content with classmates outside of class          | 3.41        | Often        | Moderately Preferred |
| <b>Total</b>                                                      | <b>3.75</b> | <b>Often</b> | <b>Commendable</b>   |

**Table 2.2** *Constructive*

| Constructive                                                            | Mean | Description | Interpretation       |
|-------------------------------------------------------------------------|------|-------------|----------------------|
| 7. Make and justify assumptions when not enough information is provided | 3.78 | Often       | Moderately Preferred |
| 8. Find additional information not provided by the instructor to        | 4.12 | Often       | Moderately Preferred |

|                                                                |      |       |                      |
|----------------------------------------------------------------|------|-------|----------------------|
| complete assignments                                           |      |       |                      |
| 9. Take initiative for identifying what I need to know         | 4.04 | Often | Moderately Preferred |
| 10. Brainstorm different possible solutions to a given problem | 4.06 | Often | Moderately Preferred |
| 11. Assume responsibility for learning material on my own      | 3.78 | Often | Moderately Preferred |
| 12. Solve problems that have more than one correct answer      | 3.67 | Often | Moderately Preferred |
| <b>Total</b>                                                   | 3.91 | Often | Commendable          |

Table 2.2 shows that students often prefer constructive learning, with an overall mean of 3.91, interpreted as commendable.

**Table 2.3 Active**

| Active                                                              | Mean | Description | Interpretation       |
|---------------------------------------------------------------------|------|-------------|----------------------|
| 13. Make individual presentations to the class                      | 4.09 | Often       | Moderately Preferred |
| 14. Be graded on my class participation                             | 4.27 | Always      | Most Preferred       |
| 15. Solve problems individually during class                        | 3.98 | Often       | Moderately Preferred |
| 16. Answer questions posed by the instructor during class           | 4.04 | Often       | Moderately Preferred |
| 17. Ask the instructor questions during class                       | 3.79 | Often       | Moderately Preferred |
| 18. Preview concepts before class by reading, watching videos, etc. | 3.79 | Often       | Moderately Preferred |
| <b>Total</b>                                                        | 3.99 | Often       | Commendable          |

Table 2.3 shows that students often prefer active learning, with an overall mean of 3.99, interpreted as commendable. Notably, one aspect is rated highly commendable, indicating that students show very strong engagement in certain active learning activities.

**Table 2.4 Passive**

| Passive                                                                                | Mean | Description | Interpretation |
|----------------------------------------------------------------------------------------|------|-------------|----------------|
| Listen to the instructor lecture during class                                          | 4.43 | Always      | Most Preferred |
| Watch the instructor demonstrate how to solve problem.                                 | 4.39 | Always      | Most Preferred |
| Get most of the information needed to solve the homework directly from the instructor. | 4.02 | Often       | Most Preferred |
| <b>Total</b>                                                                           | 4.28 | Always      | Most Preferred |

Table 2.4 shows that students strongly prefer passive learning, with an overall mean of 4.28, interpreted as highly commendable. This means that students highly favor listening to lectures and watching demonstrations as shown by the “always” and highly commendable ratings.

**Table 3. Level of Preference for Instructional Practices**

| Range      | Scale | Description | Interpretation       |
|------------|-------|-------------|----------------------|
| 4.21 - 5.0 | 5     | Always      | Most Preferred       |
| 3.41-4.20  | 4     | Often       | Moderately Preferred |
| 2.61-3.40  | 3     | Sometimes   | Preferred            |
| 1.81-2.60  | 2     | Rare        | Less Preferred       |
| 1.0-1.80   | 1     | Never       | Not Preferred        |

### Academic Achievement of the BSED Students.

As shown in table 4, there are no respondents who have outstanding academic achievement, 4 or 5.48% of the respondents have excellent academic achievement, 67 or 91.78% of the respondents who have very good academic achievement, and 2 or 2.74 % of the respondents who got good academic achievement. Meanwhile, there were no respondents who got fair, conditional, and failing grades.

The data indicate that the majority of respondents (91.78%) attained very good academic achievement, whereas a smaller proportion (2.74%) reached the level of excellent academic achievement.

**Table 4.** *Distribution of Respondents According to Academic Achievement*

| Category    | Range    | Frequency | Percentage |
|-------------|----------|-----------|------------|
| Outstanding | 1.00     | 0         | 0%         |
| Excellent   | 1.1-1.5  | 4         | 5.48%      |
| Very good   | 1.6-2.00 | 67        | 91.78%     |
| Good        | 2.1-2.5  | 2         | 2.74%      |
| Total       |          | 73        | 100%       |

## Correlation Between Demographic Profile and

## Instructional Practices

**Table 5.** *Correlation Between Demographic Profile and Instructional Practices*

| Variable 1 | Variable 2              | Correlation Coefficient | Interpretation         | p-value | Interpretation  |
|------------|-------------------------|-------------------------|------------------------|---------|-----------------|
| Sex        | Instructional Practices | 0.092                   | Negligible Correlation | 0.438   | Not Significant |
| Year Level | Instructional Practices | 0.070                   | Negligible Correlation | 0.556   | Not Significant |

The relationship between the demographic profile and preferred instructional practices among the BSED Student participants in ESSU Guiuan is illustrated in Table 5. The computed correlation coefficient for sex was  $r=0.092$ , indicating a negligible correlation. The associated p-value was 0.438, which is not significant. Student's preferred instructional practices do not significantly differ according to sex.

The r- value for year level was .070, showing a negligible correlation with a p-value of .556 which is not significant. The teacher applied the same instructional practices to all year levels of BSED students involved in the study.

Therefore, no significant relationship was found between the students' demographic profile and their preferred instructional practices. This indicates that the teacher applies the same instructional practices to all

BSED students in the study, regardless of year level or sex.

## Correlation Between Demographic Profile and Academic Achievement

**Table 6.** *Correlation Between Demographic Profile and Academic Achievement*

| Variable 1 | Variable 2           | Correlation Coefficient | Interpretation         | p-value | Interpretation  |
|------------|----------------------|-------------------------|------------------------|---------|-----------------|
| Sex        | Academic Achievement | 0.005                   | Negligible Correlation | 0.964   | Not Significant |
| Year Level | Academic Achievement | 0.137                   | Negligible Correlation | 0.247   | Not Significant |

The correlation between the demographic profile and academic achievement among the BSED Social Studies Student respondents in ESSU Guiuan is illustrated in Table 6. The computed correlation coefficient for sex and academic achievement was  $r=0.005$  which indicates a negligible correlation. The p-value of sex and academic achievement was 0.964 which is not significant. The computed correlation coefficient for year level and academic achievement was  $r=0.137$  which indicates a negligible correlation. The p- value of 0.247 indicates that it is not significant.

Therefore, the alternative hypothesis has been rejected. There's no significant relationship between the demographic profile and academic achievement of the respondents. Furthermore, differences in sex and year level do not affect students' academic achievement and do not hinder their excellence.

Similarly, a study of Hoeffner (2010) cited in the study of Daza et al. (2022) states that quality learning and experience are established by the structure, teaching material, methods of teaching, and capacity to direct learning to a meaningful interaction with the environments. The success of the students in their learning is not influenced by their race or gender and sex.

## Correlation Between Preferred Instructional Practices and Academic

## Achievement

**Table 7.** *Correlation Between Preferred Instructional Practices and Academic Achievement*

| Variable 1              | Variable 2           | Correlation Coefficient | Interpretation  | p-value | Interpretation |
|-------------------------|----------------------|-------------------------|-----------------|---------|----------------|
| Instructional Practices | Academic Achievement | 0.331                   | Low Correlation | 0.004   | Significant    |

Table 7 shows the variables correlated with one another the preferred instructional practices and academic achievement of BSED Social Studies Students, together with their corresponding coefficient, p-value, and their respective interpretation. The relationship between Preferred Instructional Practices and Academic Achievement among BSED students of ESSU-Guiuan is illustrated in Table 7. The computed correlation coefficient for Instructional Practices and Academic Achievement was  $r = 0.331$ , which indicates a low correlation. This resulted in a p-value of 0.004, which is significant. Therefore, the alternative hypothesis was accepted.

This implies that the manner students like to learn whether passive, active, constructive, or interactive can influence the quality of their learning. Their learning preference assists in determining how they learn lessons, remain motivated, and make sense of things, which further contributes to influencing academic performance.

The findings of the present study revealed that there is a significant relationship between preferred instructional practices and academic achievement of BSED students in ESSU- Guiuan. This result is consistent with the study of Hoge (2016) which found that instructional practices of teachers have a great impact on student achievement. There were certain practices, such as using a computer to enrich and individual goal setting, which enhanced student performance, while others produced undesirable effects. Little effect was produced by professional development, other than consulting a subject specialist, which enhanced achievement. This aligns with the current study as it also examines how instructional practices can influence the academic performance of BSED Social Studies Students in ESSU-Guiuan.

Similarly, a study of Domine et al. (2025) that was conducted at Ilocos Sur Polytechnic State College revealed that instructional practices of teachers in planning, delivery, and assessment had an impact on students' academic performance. The study also revealed that certain teacher attributes, such as educational attainment, years of service, and trainings undertaken, affected their instructional practices. This is in line with the current study as it also considers how instructional practices are connected to the academic performance of BSED Social Studies students in ESSU-Guiuan.

## Conclusions

Based on the findings of this study, positive insights were gained. The findings of this study revealed the instructional practices of choice among the BSED Social Studies Students. The respondent frequently engaged in active learning approaches yet their most preferred mode of learning was passive instruction, with an overall mean of 4.28 interpreted as most preferred.

The correlation of the two variables showed clear evidence that preferred instructional practices were significantly associated with academic achievement of the BSED students in ESSU- Guiuan. This further indicates that to learn either passively, actively, constructively, or interactively affects the quality of learning. Their preferred learning help determine how they learn lessons, stay motivated, and make sense, which in turn affects their academic achievement.

## Recommendations

Based on the result of the study, the following recommendations were offered:

Students are encouraged to step out of their comfort zones and try more engaging learning approaches such as participating in discussions, working with classmates, and studying independently. While listening to lectures is helpful, combining it with active participation can improve understanding and overall academic performance.

Teachers are encouraged to use a variety of teaching methods inside the classroom. Although students show a strong preference for lectures, it is still important to include activities that promote interaction, critical thinking, and collaboration. A balanced approach can help students become more engaged and improve their learning outcomes.

Educational institutions may support teachers by providing trainings, seminars, and workshops focused on improving teaching strategies. By doing so, teachers can better respond to students' learning preferences while also encouraging more active and meaningful learning experiences.

Future researchers may consider conducting similar studies in different schools or academic programs to compare results. They can also include other factors such as motivation, study habits, or learning environment to gain a deeper understanding of what influences academic achievement. Using additional methods like interviews may also help provide more detailed insights

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