Original Research Article

TEACHING STRATEGIES AND ENGLISH ACADEMIC PERFORMANCE OF GRADE SIX PUPILS IN FISHING VILLAGE ELEMENTARY SCHOOL

.

ABSTRACT

|  |
| --- |
| The study was conducted to determine the level of teaching strategies and English academic performance of Grade 6 pupils in Fishing Village Elementary School enrolled during the school year 2023-2024. The study employed quantitative method particularly a descriptive-correlational design, this study utilized purposive sampling. The study used an adopted survey questionnaire from Jerusalem (2020). A total of 87 chosen respondents took part in gathering the data. The data gathered were analyzed, and interpreted using the tools namely; Mean and Pearson-r. Results showed that there is a high level of teaching strategies used in teaching English, while the academic performance describe as satisfactory which means the pupils at this level developed fundamental knowledge, skills and with guidance from the teacher or with the peers, and could transfer them these understanding through authentic tasks. Hence, there is no relationship between teaching strategies and English academic performance. Thus, the null hypothesis was accepted.  . |

*Keywords: Teaching Strategies, English Academic Performance, Elementary School*

1. INTRODUCTION

Today, English has been increasingly accepted by educational institutions worldwide due to its universal digital use Sharma and Dwivedi (2024). However, researchers found that English learners exhibited lower performance, on average, on state tests of English language and English proficiency (Estrada et al., 2020).

In global scenario, the PISA 2022 results shows that only eighteen countries performed above the OECD average in English in 2022 OECD, 2023. Poor academic performance of students in English is one problem impeding the smooth actualization of the educational purpose, which is to prepare an individual for mentally serving both himself and society (Mauliya et al., 2020). English learning difficulties occurs because students do not get the opportunity to learn English which is due to difficulty reading sentences & vocabulary and difficulty understanding concepts (Afzal, 2019). Often students do not understand the terms used correctly.

Some students just memorized it without understanding what it really meant (Willingham, 2021). According to (Ali, 2022), mastering English would require the mastering of its four crucial skills; namely, reading, writing, speaking, and listening.

Moreover, the Philippines has been known as one of the best English-speaking countries in Asia. That is why this country result is seen to be important, for it might affect the chances of Filipinos student getting jobs in the country and abroad (Saavedra, 2020). However, as observed, Filipino learners commit mistakes agreement in sentence construction and on verb tenses. Although, most of them can read in English, but they failed to grasp the idea in the text (Thobi, 2020).  When asked about it, a lot of them gave limited answers to the questions belong to higher order thinking skills category and avoid the explanation part (Krosnick, 2021). On the other hand, pupils who understand it cannot express their ideas because they are confused on how to say or write it using the language because they only have limited vocabulary in English, according to (Rendon & Agdana, 2022).

School administrators need to integrate conflict resolution skills as a key component in enhancing the school environment (Franca,2019).

On the other hand, Grade 6 pupils in Fishing Village Elementary School experienced difficulties in learning English. Based on the results of observations from the English teachers, that English lessons on students' ability to learn English are still low (Hibatullah, 2019). Students 'vocabulary mastery is still lacking so that students experience difficulties in following lessons, while vocabulary mastery itself affects students' ability to read, write, listen, and speak as well as pronunciation (Isnaini & Aminatun, 2021). Some say that learning difficulties in students are caused by the low willingness of students to learn English (Ramili et al., 2021), learning English is very boring, and short hours of English lessons do not optimize learning English in schools (Sintadewi et al., 2020) According to the results of the interview, the learning outcomes in the form of passing scores for daily tests and general tests of English were still not optimal (Kanca et al., 2020).

Recently, researchers have not encountered a research study on teaching strategies and academic performance in English, specifically in Elementary School. Thus, the current researcher conducted this study to investigate the relationship between teaching strategies and English academic performance of Grade 6 pupils in Fishing Village Elementary School.

Franca, G. et.al., 2024, enthused that, community engagement and education initiatives should be culturally appropriate, addressing concerns in ways that resonate with the community's values. This insight underscores the importance of integrating cultural relevance into teaching strategies, particularly for Grade 6 pupils in indigenous communities. By aligning educational approaches with the cultural values of students, educators can enhance engagement and potentially improve academic performance in subjects like English.

2. OBJECTIVES

The main objective of the study was to determine the teaching strategies, and English academic performance of grade six pupils in Fishing Village Elementary School of school year 2023-2024.

The following objectives were attained:

1. Determine the level of teaching strategies used in teaching English, in terms of:

1.1 critical thinking;

1.2 creativity;

1.3 social skills; and

1.4 information communication and technology skills.

2. Determine the level of English academic performance of grade 6 pupils, and; and

3. Determine the relationship between the teaching strategies and English academic performance of grade 6 pupils.

.

3. MATERIALS AND METHODS

**Research Design**

The study employed the quantitative research method particularly the descriptive correlational research design. Descriptive correlational research is used in the study on Teaching strategies and academic performance of English learners to examine the relationship between these variables. Quantitative research and descriptive correlational research can provide numerical data that helps establish statistical relationships between teaching strategies and English academic performance, offering a precise and objective understanding of how these factors are linked in pupils (Strangor, 2018).

It was descriptive because it aimed to systematically obtain information to describe a phenomenon, situation, or population. Correlational research design is often used to study the relationship of two or more variables. This research design is most common in quantitative approach as it involves gathering data from larger groups or sample Ghanad (2023). In gathering of data, descriptive-survey was employed which utilized questionnaire to find out the teaching strategies and academic performance of Grade 6 pupils.

**Research Instrument**

In this study the researcher used only one survey questionnaire to gather the data of the teaching strategies and English academic performance of the pipuls. The teaching strategy questionnaire was adopted from the study of Jerusalem (2020). In order to determine the pupil’s academic performance, the first quarter grades was the basis.

**Respondents of the Study**

The respondents of the study were the Grade six pupils a total of 87 pupils at Fishing Village Elementary School namely; section Blue Marlins has 31 students, section Sea Star has 35 students, and lastly, section Shark has 21 students. The subject of this study are the three sections and only focusing on the teaching strategies and English academic performance to be assessed and evaluated using survey questionnaire. This survey was conducted face-to-face by the researchers.

The distribution of respondents is detailed in Table 1 below.

**Table 1.** Distribution of respondents

|  |  |  |
| --- | --- | --- |
| **SECTION** |  | **SAMPLE SIZE** |
| BLUE MARLINS |  | 31 |
| SEA STAR |  | 35 |
| SHARK |  | 21 |
| **TOTAL** |  | **87** |

**Data Gathering**

The researchers undergone the following steps in the gathering of data: First, the researchers might ask permission to the school principal, for the approval to conduct the study in Fishing Village Elementary School, particularly the 3 sections of grade 6 pupils. Second, with the approval of school principal, the researchers personally administered the questionnaire to the grade 6 pupils in Fishing Village Elementary School. The responses of the respondent were checked by the researchers. Third, the researchers gathered and tabulated the answers of the respondents. The questionnaire for the study of the teaching strategy were tallied based from the four indicators namely; critical thinking, creativity, social skills, and information communication and technology skills.

4. RESULTS AND DISCUSSION

**Level of Teaching Strategies in English**

Table 2 presents the level of the teaching strategies in English of grade six pupils in terms of critical thinking, creativity, social skills, and Information communication and technology. The result shows that the teaching strategies in English has a grand mean of 3.66 interpreted as high, which implies that teachers are highly innovative in their teaching strategies.

Pujiati and Tamela (2019) stated that it is important for teachers to implement innovative teaching strategies and accommodate the needs of an inclusive classroom. French et al. (2020) suggested that teachers should also be innovative in choosing the strategy that aligns with the needs and abilities of their students, and teachers can create a more engaging and effective learning environment. Ampa and Nurqalbi (2021) Innovative teaching strategies in English are approaches to language instruction that depart from traditional methods and aim to make learning more engaging, effective, and efficient for students. Additionally, Carless (2022) stressed, that the teaching process relied on lectures and textbooks and focused on transmitting knowledge from the teacher to the students.

On the other hand, the result revealed, critical thinking has a grand mean of 3.71 interpreted as high which implies the teachers are highly innovative in their teaching strategies. Innovative teaching strategies in English as a Foreign Language (EFL) are approaches to language instruction that depart from traditional methods and aim to make learning more engaging, effective, and efficient for students (Ampa & Nurqalbi, 2021). (Thornhill-Miller et al., 2023) school programmes must be developed for teaching critical thinking, which teaching practices are used in the classroom, how teachers interact with students and give feedback. Teachers were able to generate new ideas and put into productive practice (Shelestova et al., 2023).

There is a high critical thinking, if teachers purposely and persistently practice higher order thinking strategies for example, dealing in class with real-world problems, encouraging open-ended class discussions, and fostering inquiry-oriented experiments, there is a good chance for a development of high critical thinking capabilities (Kurniawan et al, 2020). Teachers innovate by modifying existing practice or tools, with each innovation creating a new context that makes previously unimaginable innovation possible Phelan (2022). Auernhammer & Roth (2021), suggested that to produce innovative ideas, teachers must have a design-thinking mentality.

The results shows that teaching strategies in terms of creativity has a total mean of 3.59 interpreted as high which means that teachers are highly innovative in their teaching strategies. Creative teaching occurs when teachers use imaginative approaches to make learning more interesting, exciting and compelling. Good teaching requires creative teaching as the critical component (Greenier et al., 2023). Good teaching requires creative teaching as the critical component (Hidayat & Mason, 2023). However, it is not a guarantee that learners will develop their creative potential (Anderson et al., 2021).

Teaching creativity goes a step further by also developing the creative abilities of the children (Nisa & Hanum, 2024). Nevertheless, teaching creativity is not possible without creative teaching Wang & Dai (2024). Common associations to the high creativity are usually identified as originality, freedom, imagination and play, rather than tradition, being rule-bound, wisdom and skill (Zhi & Wang, 2023). In teaching, there are always new challenges, and creative teachers manage them extraordinarily well because they constantly reinvent themselves and adapt their teaching styles and strategies (Corso & Gluth, 2020)

The results shows that teaching strategies in terms of social skills has a total mean of 3.66 interpreted as high which implies that teachers are highly innovative in their teaching strategies. Recently, the importance of learners' social-emotional competencies to their learning and achievement in academics is recognized Dolev & Itzkovich (2021). Positive teacher-student relationships have been noted to be an essential element of quality teaching, providing pupils with stable, safe, supportive and pro-social classroom atmosphere which enhances overall growth, well-being, positive behaviours, motivation and academic success (Haslip et al., 2020).

The results shows that teaching strategies in terms of Information communication and technology skills has a total mean of 3.66 interpreted as high which implies that teachers are highly innovative in their teaching strategies. Another key aspect of innovative teaching strategies is technology and multimedia resources Sumathi (2022). Teachers are highly innovative when they organize classroom activities using technology, utilize ICT as an efficient way to engage learners (Akram et al, 2022). Many language teachers now use various digital tools, such as video and audio recordings, online quizzes, and interactive games, to enhance language learning and make it more engaging and interactive Çakmak (2022). These resources can be particularly useful for learners who prefer a more visual and hands-on learning style Deng (2023).

In addition, some language teachers also incorporate elements of culture and authentic materials into their teaching to give students a more realistic and in-depth understanding of the language and the cultures in which it is spoken Paragae (2023). This includes using authentic texts, such as news articles and advertisements, as well as incorporating cultural themes and activities into lesson plans Bereczki & Kárpáti, (2021).

**Table 2.** Level of Teaching Strategies in English

**Teaching Strategies in English Mean Description**

|  |  |  |
| --- | --- | --- |
| Critical Thinking | 3.71 | High |
| Creativity | 3.59 | High |
| Social Skills | 3.66 | High |
| Information Communication and Technology Skills | 3.66 | High |

Grand Mean 3.66 High

**4.1 Level of teaching Strategies in terms of Critical Thinking.**

Critical thinking has a mean of 3.71 interpreted as high which implies the teachers are highly innovative in their teaching strategies. Auernhammer & Roth (2021), suggested that to produce innovative ideas, teachers must have a design-thinking mentality.

It is noticed that in table 1 “My teacher embeds higher order thinking along with teaching” with a mean of 3.84 which means high, indicates that teachers are highly innovative in their teaching strategies. This study was supported by the study of (Phakamach et al., 2023) teachers are innovative in teaching process incorporates teaching strategies to create a rich learning experience for students. (Fajari et al, 2020).

Critical thinking can be effectively taught in a school environment that relies on teachers’ roles in memorization and teaching methods. Therefore, efforts to help students obtain these abilities require self-awareness as part of the efforts from educators and, of course, students who explore critical thinking by utilizing teacher teaching methods (Puspita and Aloysius, 2019).

**Table 3**. Level of teaching Strategies in terms of Critical Thinking.

**Critical Thinking Mean Description**

|  |  |  |
| --- | --- | --- |
| 1. My teacher embeds higher order thinking along with teaching. | 3.84 | High |
| 2. My teacher allow learners to generate good ideas. | 3.84 | High |
| 3. My teacher shows open minded and-mindedness and diverse thinking. | 3.80 | High |
| 4. My teacher integrate into the lesson scientific concepts and process. | 3.79 | High |
| 5. My teacher train learners to develop higher metacognition skills. | 3.75 | High |
| 6. My teacher improve teaching based on the actual conditions of the class. | 3.74 | High |
| 7. My teacher embeds higher order thinking along with teaching. | 3.69 | High |
| 8. My teacher reflect on teaching problems and learn from experiences. | 3.67 | High |
| 9. My teacher use continuous improvement as an excellent method for teaching. | 3.63 | High |
| 10. My teacher conduct action research to address challenges in the classroom. | 3.58 | High |
| 11. My teacher evaluate strength and weakness of learners for enrichment. | 3.53 | High |

Grand Mean 3.71 High

## **4.2 Teaching Strategies in Terms of Creativity**

It is noticed that in table 4 “My teacher set a clear learning standard for better learning outcome” with a mean of 3.74 this indicates that teachers are highly innovative in their teaching strategies The result of the second indicator revealed that creativity has a grand mean of 3.59, described as high, which means teachers are highly innovative because they manifest courage to try new things in teaching, exhibit better skills in the improvisation of instruction and organize teaching as an enjoyable experience for the learners.

This study supported by the study of Amabile (2019) argues for the significance of a supportive and encouraging environment in promoting creativity, where individuals feel empowered to take risks and explore unconventional ideas. In alignment, Robinson (2020) emphasizes the need for an education system that values diverse forms of intelligence and allows for multiple modes of expression to nurture creativity in all students. Additionally, Sternberg (2024) suggests that teaching creativity should involve developing practical skills, such as problem-solving and decision-making, to equip individuals with the tools needed to manifest creative ideas effectively.

On the other hand, “My teacher creates a democratic climate in the class” with a mean of 3.47 which means moderate it indicates that teachers are moderately innovative in their teaching strategies this study supported by the study of for instance, individuals of varying socioeconomic statuses receive disparate treatment in educational settings, and students with differing levels of intelligence are also treated unequally in the classroom (Lestari et al., 2022). Overall, teaching strategies in terms of creativity got a grand mean of 3.59 which means high this indicates this indicates that teachers are highly innovative in their teaching strategies.

**Table 4.** Teaching Strategies in Terms of Creativity

**Creativity Mean Description**

|  |  |  |
| --- | --- | --- |
| 1. My teacher set a clear learning standard for better learning outcome. | 3.74 | High |
| 2. My teacher instill to the learners the responsibility of their learning. | 3.73 | High |
| 3. My teacher organize teaching as an enjoyable for the learners. | 3.73 | High |
| 4. My teacher initiate learners’ ability to learn and love learning. | 3.69 | High |
| 5. My teacher exhibit better skills in the improvisation of instruction. | 3.67 | High |
| 6. My teacher utilize learning resources in an active manner. | 3.65 | High |
| 7. My teacher build a positive teacher-learner environment. | 3.59 | High |
| 8. My teacher keep up with latest teaching methods in K to 12 curricula. | 3.50 | High |
| 9. My teacher differentiates learning instruction for diverse learners. | 3.49 | High |
| 10. My teacher create a democratic climate in the class. | 3.47 | Moderate |
| 11. My teacher assume different roles of a teacher. | 3.45 | Moderate |
| 12. My teacher manifest courage to try new things in teaching. | 3.42 | Moderate |

**Grand Mean 3.59 High**

## **4.3 Teaching strategies in terms of Social Skills**

It is noticed that in table 4, “My teacher responds swiftly and consistently to inappropriate behavior” with a mean of 4.02 indicates that teachers are highly innovative in their teaching strategies. This result supported by the study of (Khanum et al., 2023), empathy and care were noted to affect teachers’ ability to understand students' views and needs, to develop and maintain caring, meaningful and supportive relationships with students and to teaching efficiently. Moreover, (Salavera et al., 2019) mentioned that the way in which teachers manage these universal emotions has a very important impact on their social skills, their relationship with their peers, the classroom climate, and their personal wellbeing. Overall, teaching strategies in terms of social skills has a grand mean of 3.66 which means high it indicates that teachers are highly innovative in their teaching strategies.

**Table 5.** Level of Teaching strategies in terms of Social Skills

**Social Skills Mean Description**

|  |  |  |
| --- | --- | --- |
| 1. My teacher respond swiftly and consistently to inappropriate behavior. | 4.02 | High |
| 2. My teacher give learners opportunities to express themselves. | 3.73 | High |
| 3. My teacher promotes social acceptance among learners. | 3.65 | High |
| 4. My teacher show empathy and sensitivity to diverse cultures of learners. | 3.60 | High |
| 5. My teacher show the ability to socialize and get along with others. | 3.60 | High |
| 6. My teacher work well with other teachers even under pressure. | 3.57 | High |
| 7. My teacher exhibit positive attitudes while working in a team. | 3.58 | High |
| 8. My teacher involve parents and stakeholders to bring a positive outcome. | 3.52 | High |

**Grand Mean 3.66 High**

**Teaching Strategies in terms of Information Communication and Technology Skills**

It is noticed that “My teacher extract information from online sources” with a mean of 3.91 which indicates that teachers are highly innovative in their teaching. This result supported by the study of Ekantiningsih & Sukirman (2023), teachers are innovative with the use of Information communication helped improve students' understanding of ideas on different subjects, increases students' motivation in learning ideas, stimulates students' interest to facilitates the teaching and learning process, and provides the teacher the opportunity to be innovative in delivering thes lesson.

In line with this study's findings, (Koç et al., 2022), investigate teachers’ candidates' 21st century learner and teacher skills usage levels, and it was observed that teacher candidates used cognitive skills at a high level. Furthermore, Tican and Deniz, (2019) stated that in the study on pre-service teachers, they are ready for using 21st century learner skills. Moreover, a positive, medium, and significant correlation were found between 21st century learner skills and 21st-century teacher skills Koçak and Göksu (2020).

On the other hand, it is noticed that “My teacher provides technology-rich teaching methods to provoke deeper learning.” With a mean of 3.49 which means moderate, this indicates at that teacher are moderately innovative in their teaching strategies. Anorue H. et al., (2022) who found teachers to be more proficient in word processing than the other applications. majority of the teachers perceived in ICT skills were moderately competent in word processor. Overall, Information Communication and Technology Skills has a grand mean of 3.66 which mean high this indicates that teachers are highly innovative in their teaching.

**Table 6.** Level of Teaching Strategies in terms of Information Communication and Technology Skills

**Information Communication Mean Description**

**And Technology Skills**

|  |  |  |
| --- | --- | --- |
| 1. My teacher extract information from online sources. | 3.91 | High |
| 2. My teacher mobilize learners interests and enhances their knowledge through the use of ICT. | 3.71 | High |
| 3. My teacher analyze technological issues and inform issues and inform learners about it. | 3.70 | High |
| 4. My teacher is a model to the learners the ethical and positive use of technology. | 3.65 | High |
| 5. My teacher organize the classroom activities using technology. | 3.65 | High |
| 6. My teacher utilize a variety of technological tools to increase productivity inside the classroom. | 3.64 | High |
| 7. My teacher provide technology-rich teaching methods to provoke deeper learning. | 3.53 | High |
| 8. My teacher provide technology-rich teaching methods to provoke deeper learning. | 3.49 | Moderate |

**Grand Mean 3.66 High**

**Academic Performance of Grade Six Pupils in Fishing Village Elementary School**

Table 7 shows the academic performance of grade six student in Fishing Village Elementary School. It was revealed in general mean the respondent got 83.73% of their academic performance which belong to satisfactory. The pupils at this level developed fundamental knowledge, skills and with guidance from the teacher or with the peers, and can transfer them these understanding through authentic tasks.

Furthermore, the result revealed that were 1 or 1.2% of the student got a grade ranging from 90% and above which described as an outstanding which means the pupils at this level exceed the high level of progress in terms of knowledge, skills and understanding, and can transfer them automatically and flexibly through authentic tasks.

Moreover, there were 34 or 35.9% who got a grade from 85% to 90% describe as very satisfactory the means that the pupils at this level has developed fundamental knowledge, skills and understanding, and can transfer them automatically and flexibly through authentic tasks.

Lastly, there were 45 or 53.5% of the student who got grade from 75% to 79% describe as fairly satisfactorily which means the pupils at this level possess the minimum knowledge and skills and core understanding but needs help throughout the performance of the authentic tasks. Elementary School had satisfactory academic performance which is quiet overwhelming, hence teachers, parents and peers should put so much focused on these pupils.

The result of the academic performance of grade six student in Fishing Village Elementary School was revealed in general mean of 83.73% of their academic performance which belong to satisfactorily. Which means the pupils at this level developed fundamental knowledge, skills and with guidance from the teacher or with the peers, and can transfer them these understanding through authentic tasks. The result of the study was supported by the study of Gerena (2024) pupils who scored satisfactory in performance, this finding revealed that pupils' academic performance has been satisfactory in the English learning area. Moreover, Jire-Alao (2023) stressed it also involves timing of classroom activities from one stage of lesson to another that being guided by the teacher or with the peers.

**Table 7.** Level of English academic performance of grade 6 pupils**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Rating** | **Descriptive Level** | **Frequency** | **Percentage** |  |
| 90 above  85-90  80-84  75-79  75 below | Outstanding  Very Satisfactory  Satisfactory  Fairly Satisfactory  Did not meet expectation | 1  34  46  5  0 | 1.2  39.5  53.5  5.8  0.00 |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Mean = 83.73** | **(Satisfactory)** |  |  |  |

**Relationship Between Teaching Strategies and Academic Performance**

Table 8 shows the correlation analysis of Teaching Strategies and Academic Performance in English of grade six students in Fishing Village Elementary School. The result revealed, the teaching strategies has obtained the r-value of -0.18 indicating negative slight correlation, this indicates that there is a negative correlation between teaching strategies and academic performance. While, the p-value of 0.10 which is greater that 0.05 level of significance. Which means there is no significant relationship between teaching strategies and academic performance. Thus, the null hypothesis is accepted.

This study was congruent to the study of Tindog and Celestial (2021) who found that there is no significant relationship between teachers’ teaching strategies in terms of directing, discussing, and delegating and students’ cognitive learning. According to Ofosua (2023) regular poor performance by majority students is fundamentally linked to application of effective teaching methods by teachers to impact knowledge to learners. Bwari (2019) the ability and willingness of the teacher to improvise if conventional teaching aids are not available for the evaluation and follow up activities to check individual learner differences. In order for the method used for teaching to be effective Nasamu (2021), maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

On the other hand, the first teaching strategies indicator is the critical thinking obtained r-value of 0.16 slight correlation this indicates that there is a slight increase or decrease in the correlation between teaching strategies and academic performance. In addition, the second indicator is creativity obtained 0.16 slight correlation this There is a slight increase or decrease in the correlation between teaching strategies and academic performance. Furthermore, the critical thinking and creativity has obtained a p-value of 0.15 and 0.15 which is greater than 0.05 level of significance. It means critical thinking and creativity has not significant to the academic performance. Thus, the null hypothesis was accepted.

Moreover, this result is supports by the study of Yang and Zhao (2021), who found that creative thinking plays a role in screening and does not significantly mediate students’ both creative thinking and critical thinking. Furthermore, the third indicator is social skills obtained r-value of 0.04; describe as negative slight correlation, this indicates that there is a slight increase or decrease in the correlation between teaching strategies and academic performance. In addition, the last indicator is the Information communication technology skills obtained r-value of -0.23 low correlation this indicates that there is low increase or decrease in the correlation between teaching strategies and academic performance. Furthermore, the social skills and Information communication technology skills obtained a p-value of 0.70 and 0.03 which is greater than 0.05 level of significance. It means the social skills have no significant to the academic performance while Information communication technology skill is significant to academic performance. Hence, the null hypothesis was accepted.

The result supported by the study of Nasirudeen & Xiao (2020). International students’ perception of all language and social skills difficulties negatively correlated with their GPAs. In accordance with the study of (Mehrvarz et al., 2021), researchers confirmed the findings showed that increasing students’ digital competence had a positive and significant effect on increasing students’ digital competence had a positive effect on improving their academic performance.

However, Information communication and technology skills has obtained -0.23 low correlation this indicates that there is low increase or decrease in the correlation between teaching strategies and academic performance. Jez et al. 2015, asserts that, putting this impact into perspective with other factors that significantly affect academic achievement, comparable gains in performance, these findings provide insights into how extended learning time can be effectively used to boost academic outcomes.

**Table 8.** Relationship between the teaching strategies and English academic performance of grade 6 pupils.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Particular** | **r-Value** | **Description** | **p-Value** | **Decision** |
| Critical Thinking  Creativity  Social Skills  Information, Communication & Technology Skills | -0.16  -0.16  0.04  -0.23 | Slight Correlation  Slight Correlation  Slight Correlation  Low Correlation | 0.15  0.15  0.70  0.03 | Not Significant  Not Significant  Not Significant  Significant |
|  |  |  |  |  |
|  |  |  |  |  |
| **Overall Teaching Strategies** | **-0.18** | **Slight Correlation** | **0.10** | **Not Significant** |

**5. CONCLUSIONS AND RECOMMENDATIONS**

**Conclusion**

Based on the findings the conclusion was formulated. First, the result of teaching strategies was revealed as high level which means that teachers are highly innovative in their teaching strategies. Also, it was revealed that critical thinking, creativity, social skills and Information communication technology skills got a highest score. Second, the academic performance of the student was revealed satisfactory level which means the pupils at this level developed fundamental knowledge, skills and with guidance from the teacher or with the peers, and can transfer them these understanding through authentic tasks. Lastly, there was no significant relationship between teaching strategies and academic performance of the grade six pupils.

**Recommendation**

The researchers hereby recommend the following based on the findings of the study:

1. Since, the English academic performance of the pupils was only satisfactory, there is a need for the teacher to guide more the pupils. For instance, the admin must create or can offer no read no pass policy.
2. School administrator may find other intervention program that will enhance the English academic performance. Such, as Home Room SPTA Meeting to encourages the parent of the pupil.
3. Future researcher may be encouraging to conduct the same study about teaching strategies and English academic performance to know the other developmental learning activities that could enhance the English academic performance of the pupils.

**REFERENCES**

Abdalgane, M., & Ali, R. (2024). Strategies for E-learning in Teaching English as a Foreign Language: Digital Pathways. Cambridge Scholars Publishing.

Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. Arab World English Journal (AWEJ) Volume, 10.

Aguiar, A. L., & Aguiar, C. (2020). Classroom composition and quality in early childhood education: A systematic review. Children and Youth Services Review, 115, 105086.

Amablie, T. M. (2019). The Social Psychology of Creativity.

Anderson, C., Smith, A., Davis, F. (2019). “Fostering Creativity in Elementary Education: Strategies and Outcomes.” Elementary Education Journal, 37(2), 78-94.

Brooks, J. G., & Brooks, M. G. (2020). In Search of Understanding: The Case for Constructivist Classrooms.

Barth, P., & Pfister, J. (2023). Critical thinking. Handbook transdisciplinary learning, 6, 63.

Beencke, A. (2024). The value of intellectual virtues in critical thinking education.

Bilgin, R. (2024). Exploring students’ perceptions towards 21st century skills through novel applications: A comparative study among EFL learners in Iraq. Arab World English Journal (AWEJ) Volume, 15.

Boyd, J. L. (2024). Social and Emotional Teaching: A Qualitative Descriptive Study of Rural Early Childhood Teachers' Self- Efficacy (Doctoral dissertation, Grand Canyon University).

Charles, A., & Mkulu, D. G. (2020). Management challenges facing School Administrators and pupils’ academic performance in Public Primary schools in Sengerema District Mwanza, Tanzania. International Journal of Humanities and Education Development (IJHED), 2(3), 191-207.

Dadvand, B., & Behzaadpoor, F. (2020). Pedagogical knowledge in English language teaching: A lifelong-learning, complex- system perspective. London Review of Education.

Desmet, O. A., & Sternberg, R. J. (2024). Innovative teaching strategies for fostering transformational creativity. Thinking Skills and Creativity, 52, 101543.

Duffy, M. H. (2024). Reimagining Schoolwide Social and Emotional Learning Implementation in the Urban Setting: A Case Study of a Massachusetts Elementary School.

Ekantiningsi, P. D., & Sukirman, D. (2023). Trends of education and training teacher competency in information and communication technology. Jurnal Inovasi Teknologi Pendidikan, 10(1), 87-105.

Farris, P. J. (2024). Elementary and middle school social studies: An Interdisciplinary, multicultural approach. Waveland Press.

Firdaus, A., Jahan, K., & Ranra, B. (2023). Unlocking Academic Success: Exploring the Impact of Teacher-Student Relationships on ESL Learners' Performance. Jahan-e- Tahqeeq, 6(3), 29-48.

Franca, G. C. (2019). Conflict resolution skills and team building competence of school heads: a model effective school management. SPAMAST Research Journal, 7(1), 34-46.

Franca, Glenford C., Jovelyn L. Franca, and Leonel P. Lumogdang. 2024. “Cultural Perspectives on the Impact of COVID-19 Among Blaan Tribal Community of Southern Mindanao in the Philippines: A Relativist Perceptual Analysis”. Asian Journal of Education and Social Studies 50 (8):339-46. https://doi.org/10.9734/ajess/2024/v50i81534.

Johnson, D., White, E. (2020). “Assessing and Cultivating Creative Thinking Skills in Elementary Students.” Creativity Research Journal, 42(1), 30-46.

Janes, K. H. (2022). Nurturing creativity in the classroom. Critical Publishing.

Johnson, D., Williams, E. (2020). “The Role of Socratic Questioning in Developing Critical Thinking.” Thinking Skills and Creativity, 28, 120-135.

George, A. S., Baskar, T., & Srikaanth, P. B. (2024). The Erosion of Cognitive Skills in the Technological Age: How Reliance on Technology Impacts Critical Thinking, Problem-Solving, and Creativity.

Gerena, C. B. (2024). Factors Affecting the Academic Performance of Grade VI Pupils in English in San Julian Central Elementary School, San Julian District. International Journal of Research in Engineering, Science and Management, 7(7), 18-25.

Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. Cogent Education, 7(1), 1738184.

Hansen, C. B. (2024). Teaching With Superpowers: Ten Brain-Informed Practices. Corwin Press.

Hibatullah, O. F. (2019). The challenges of international EFL students to learn English in a non-English speaking country. Journal of Foreign Language Teaching & Learning, 4(2), 88-105.

Iglesias, P., & Tejada, J. (2024). Practice as Research through Inquiry-Based Learning: A Pedagogical Intervention with Music Students in Higher Education. Education Sciences, 14(7), 738.

Irvine, J. (2020). Investigating the Impact of Lessons Based on Marzanoʼs Theory of Learning on Student Attitude, Engagement, and Achievement in Grade 10 Academic English.

Kamaruddin, S., & Yusoff, N. M. R. N. (2019). The Effectiveness Of Cooperative Learning Model Jigsaw and Team Games Tournament (TGT) towards Social Skills. Creative Education, 10(12), 2529-2539.

Kats-vago, I., & Benita, M. (2024). Mastery‐approach and performance‐approach goals predict distinct outcomes during personal academic goal pursuit. British Journal of Educational Psychology, 94(2), 309-327.

Kanca, I. N., Ginaya, G., Astuti, S., & Nyoman, N. (2020). The Effectiveness of the problem-solving method on learning outcomes of the English course for room division operation during the COVID-19 pandemic. International Journal of Linguistics, Literature and Culture, 7(1), 12-22

Khalid, L., Bucheerei, J., & Issah, M. (2021). Pre-service teachers’ Perceptions of barriers to promoting skills in the classroom. Sage Open, 11(3), 21582440211036094.

Khanum, B., Haleem, B., & Zaman, F. U. (2023). Nurturing Connections: Innovative Teaching Strategies for Fostering Social Skills Development in Students with Autism Spectrum Disorder (ASD). Annals of Human and Social Sciences, 4(3),

784-797.

Lee, G., Robinson, H. (2020). “Integrating Technology into English Instruction for Elementary Students: A Meta-analysis.” Journal of Educational Technology, 51(6), 321-340.

Lestari, R. P., Aasrori, M., & Sulistwayati, H. (2019). The English teaching strategies for young learners in an international primary school in Sukatra. EnglishEducation, 7(2), 151-163.

Li, B., & Li, C. (2024). Achievement goals and emotions of Chinese EFL students: A control-value theory approach. System, 123, 103335.

Mauliya, I., Relianisa, R. Z., & Rokhayati, U. (2020). Lack of Motivation factors creating poor academic performance in the Context of graduate English department students. Linguists: Journal Of Linguistics and Language Teaching, 6(2), 73-85.

Mehrvars, M., H, E., Farroknia, M., & Noroozi, O. (2021). The mediating role of digital informal learning in the Relationship between students' digital competence and their academic performance. Computers & Education, 167, 104184.

Meniado J. C. (2019). Evaluating the English proficiency of faculty members of a higher education institution: Using results to develop responsive professional development program. International Journal of English Linguistics, 9(2), 52- 64.

Meng, Y. (2023). Fostering creative collaboration in a postsecondary art and design course through multimodal pedagogy within virtual worlds.

Miller, J., Anerson, C. (2020). “Comparative Analysis of Differentiated Instruction in Enhancing English Language Learning in Elementary Schools.” Language Teaching Research, 28(1), 56-71.

Msipha, Z. (2020). Fostering Self-regulation Through Positive Discipline During Free Play in Early Childhood Education (Doctoral dissertation, UNIVERSITY OF SOUTH AFRICA).

Nasirudeen, A. M. A., & Xiao, S. (2020). English language skills and academic performance: A comparison between Asian international and domestic nursing students in Singapore. International Journal of Nursing, 7(1), 30-38.

OECD (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, https://doi.org/10.1787/53f23881-en

Paul, R., & Elder, L. (2019). Critical Thinking: The Nature of Critical and Creative Thought.

Plummer, K. J., Kebritchie, M., Leary, H. M., & Halverson, D. M. (2022). Enhancing critical thinking skills through decision-based learning. Innovative Higher Education, 47(4), 711-734.

Ramli, K., Hidayah, J., Edy, S., & Esmiante, F. (2021). Factors of students’ willingness and unwillingness to speak English in the classroom. Journal of English Education and Teaching, 5(1), 95-109.

Robinson, K. (2020). Out of Our Minds: The Power of Being Creative.

Rohmatillah, R. (2017). A study on students’ difficulties in learning vocabulary. English Education: Journal tadris bahasa Inggris, 6(1), 75-93.

Rustico Y. Jerusalem, RN, EdD, 2020, Teachers’ Innovative Teaching Strategies: Scale Development Using Exploratory Factor Analysis International Journal of Social Science and Humanities Research ISSN 2348-3164 (online) Vol. 8, Issue 2, pp: (80-95),

Salavera, C.; Usán, P.; Teruel, P. (2019). The relationship of Internalizing problems with emotional intelligence and social skills in secondary education students: Gender differences. Psicol. Reflexão Crítica 2019, 32, 1–9.

Simmon, L. (2024). Social-Emotional Learning and Teachers’ Perceptions Using the Collaborative for Academic, Social, and Emotional Learning Framework.

Smith, B., Johnson, C. (2019). “Assessing Critical Thinking in Higher Education.” Educational Assessment, 32(4), 201-218.

Sullivan, T. N. (2020). Mindful reflection: Does intentional reflection Enhance learner creativity and innovation? (Doctoral dissertation, Northcentral University).

Teng, L. S. (2022). Explicit strategy-based instruction in L2 writing contexts: A perspective of self-regulated learning and formative assessment. Assessing Writing, 53, 100645.

Thampi, K. P. P. S., & Yongsorn, C. (2023). DEVELOPING CRITICAL THINKING SKILLS AND DISPOSITIONS AMONG HIGHER EDUCATION STUDENTS IN THAILAND (Doctoral dissertation, Srinakharinwirot University).

Tican, C., & Deniz, S. (2019). Pre-service teachers’ opinions about the use of 21st century learner and 21st century teacher skills. European Journal of Educational Research, 8(1), 181-197. doi:10.12973/eu-jer.8.1.181

Tindog, S. B., & Celestial, A. B. (2021). English teachers' teaching styles and methods and students' learning styles and strategies in selected secondary schools in the division of Puerto Princesa city Philippines. European Journal of Humanities and Educational Advancements, 2(6), 30-52.

Thobi, G. J. (2020). Types of composition writing-based subject-verb agreement errors by elementary school learners in three selected schools in Botha-Bothe (Doctoral dissertation, National University of Lesotho).

Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID- 19 pandemic. Journal of Technology and Teacher Education, 28(2), 189–199

Wang, H., MA, X., An, G., Zhang, W., & Tang, H. (2024). How does goal orientation affect employees’ perception of abusive supervisors?. International Journal of Conflict Management.

Wagner, J., Brandt, N. D., Bien, K., & Bombik, M. (2024). The Longitudinal interplay of self-esteem, social relationships, and Academic achievement during adolescence: Theoretical notions and bivariate meta-analytic findings. Zeitschrift für Erziehungswissenschaft, 27(1), 39-61.

Willingham, D. T. (2021). Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom. John Wiley &Sons.

Young, C. S. (2021). The impact of virtual technology professional learning communities in 1: 1 learning environments. The University of Alabama.