Original Research Article

**COMTEMPORARY TEACHING STRATEGIES AND FORMATIVE ASSESSMENT PRACTICES OF**

**PUBLIC ELEMENTARY SCHOOL**

**TEACHERS**

.

ABSTRACT

|  |
| --- |
| This study aimed to explore the significant relationship between contemporary teaching strategies and formative assessment practices among teachers in Carmen District, Division of Davao del Norte. A descriptive-correlational research design was used, involving a sample of 196 teachers from public elementary schools in Carmen District, Division of Davao del Norte. Data were collected using standardized questionnaires administered through face-to-face surveys. The data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings showed that the extent of contemporary teaching strategies and formative assessment practices were very extensive. Correlation analysis indicated a significant relationship between contemporary teaching strategies and formative assessment practices. Furthermore, the study identified that contemporary teaching strategies significantly influenced formative assessment practices. It is recommended that school administrators may prioritize the continuous development of teachers' skills in contemporary teaching methods. Strengthening teachers' abilities in these areas will enhance their capacity to implement formative assessments effectively, thereby fostering a more interactive and responsive learning environment. This approach can lead to improved student engagement, deeper learning, and better educational outcomes. |

*Keywords*: Contemporary Teaching Strategies, Formative Assessment Practices, Public Elementary School, Teachers, Descriptive-Correlational, Education

1. INTRODUCTION

Formative assessment is a crucial component of the teaching and learning process, allowing educators to monitor student progress, provide feedback, and adjust instructional strategies. However, many teachers struggle with effectively implementing formative assessments, often relying on traditional summative evaluations that fail to address students’ immediate learning needs. Poor formative assessment practices can lead to gaps in student understanding, reduced engagement, and missed opportunities for intervention. Despite the recognition of its importance, the implementation of formative assessment remains inconsistent, raising concerns about its impact on student achievement.

Internationally, poor formative assessment practices among teachers have been a persistent challenge, particularly in developing countries like Bangladesh and Ghana, where professional development opportunities and assessment literacy are limited. Studies have shown that many educators lack the necessary skills to design and implement effective formative assessments, leading to a reliance on outdated evaluation methods. In many cases, assessments are used primarily for grading rather than for guiding instructional improvement, ultimately affecting students’ academic growth (Stevens, 2023). The absence of systematic training and institutional support further exacerbates the issue, making it difficult for teachers to adopt more effective formative assessment strategies (Duong, 2020).

Moreover, contemporary teaching strategies play a vital role in shaping formative assessment practices by promoting student-centered learning and real-time feedback. Approaches such as differentiated instruction, inquiry-based learning, and technology-enhanced assessments allow teachers to gauge student understanding more effectively and adjust their teaching methods accordingly. The integration of digital tools, such as online quizzes, learning management systems, and interactive activities, has further transformed formative assessment, making it more dynamic and data-driven (Bhatia et al., 2024). By incorporating these modern strategies, teachers can foster a more engaging and responsive learning environment that supports continuous assessment and improvement (Kalyani, 2024).

Furthermore, several studies have investigated the connection between contemporary teaching strategies and formative assessment practices, focusing on how innovative instructional methods influence the implementation and effectiveness of formative assessments in the classroom. Contemporary teaching strategies, which include approaches such as differentiated instruction, project-based learning, and flipped classrooms, encourage active student engagement and personalized learning experiences (Austin, 2025). These strategies are designed to cater to diverse learning styles and promote critical thinking, which can, in turn, enhance the effectiveness of formative assessments (Irons & Elkington, 2021).

In the Philippines, the Department of Education (DepEd) has emphasized the importance of formative assessment through policies such as the K-12 curriculum, yet challenges persist in its implementation. Many public school teachers struggle with large class sizes, limited resources, and a lack of professional development, which hinder their ability to conduct meaningful formative assessments. Additionally, the emphasis on standardized testing often shifts the focus away from continuous assessment, making it difficult for teachers to integrate formative assessment practices into daily instruction. As a result, students may not receive timely feedback, impacting their ability to master key competencies (Lee & Chiu, 2022).

Despite the growing body of research on formative assessment, there remains a significant gap in understanding its implementation in specific contexts. No study has been conducted in Davao City, Philippines, focusing on the formative assessment practices of teachers. Additionally, most existing studies have been conducted at the secondary or tertiary levels, leaving a gap in research on formative assessment in elementary schools. Furthermore, research on formative assessment has primarily focused on private institutions, with limited studies examining its application in public school settings (Awad & Al Adwan, 2024).

Research has shown that contemporary teaching strategies often go hand-in-hand with more dynamic formative assessment practices. Teachers who implement modern instructional methods tend to use formative assessments not just for measuring student performance but as tools for ongoing feedback and adjustment of teaching methods. This creates a more interactive and responsive learning environment, where assessments are integrated into daily instruction rather than occurring as isolated events (Huang et al., 2020). For example, in a flipped classroom setting, formative assessments may include online quizzes or peer reviews that provide immediate feedback, allowing both teachers and students to adjust the learning process in real time (Morris et al., 2021).

At the local level, particularly in Carmen District, Division of Davao del Norte, poor formative assessment practices among teachers remain a pressing concern, particularly in public elementary schools . Teachers often face constraints such as heavy workloads, inadequate training, and limited access to assessment tools, which affect their ability to assess student learning effectively. While efforts have been made to improve teaching strategies, there is still a gap in implementing formative assessments that provide meaningful feedback to students.

To ensure the effective investigation of assessment strategies, this study aims to determine the relationship between contemporary teaching strategies and formative assessment practices among teachers in public elementary schools in Carmen District, Division of Davao del Norte. Given the persistent issues in formative assessment implementation, there is an urgent need to examine the factors influencing teachers' assessment practices to enhance student learning outcomes. By understanding how contemporary strategies affect formative assessment, this research can provide valuable insights for educators, policymakers, and institutions to improve assessment practices.

****

**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

The purpose of this study was to determine the relationship of the classroom provision practices of teachers and stakeholders’ collaboration in selected public elementary schools in Carmen District, Division of Davao del Norte. Specifically, this study sought answers to the following questions:

1. What is the level of contemporary teaching strategies of public elementary teachers in terms of:

1.1 project-based learning strategy;

1.2 discussion strategy; and

1.3 play-based learning strategy?

2. What is the level of formative assessment practices in public elementary school in terms of:

2.1 setting goals;

2.2 designing, selecting and adapting tools;

2.3 collecting data; and

2.4 making inferences?

3. Is there a relationship between the level of contemporary teaching strategies and formative assessment practices of public elementary school teachers?

4. Which of the domains of contemporary teaching strategies significantly influence formative assessment practices of the selected public elementary school teachers?

**1.2 Hypotheses**

Ho1: There is no significant relationship between contemporary teaching strategies and formative assessment practices of public elementary school teachers.

Ho2: None of the domains of contemporary teaching strategies significantly influence formative assessment practices of public elementary school teachers.

2. methodology

**2.1 Research Design**

The study utilized a quantitative research design, specifically employing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study will use standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Furthermore, a descriptive correlational research approach was applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to describe the extent to which contemporary teaching strategies are implemented by educators and the extent to which formative assessment practices are applied in their classrooms. Additionally, the study sought to determine the significant relationship between contemporary teaching strategies and formative assessment practices.

**2.2 Research Respondents**

This study was conducted in Carmen District, Division of Davao del Norte. This study included the 21 schools of Carmen District. There were 196 teachers who were involved as respondents of the study out of 386 population using the Slovin’s Formula with .05 margin of error, who rated the Contemporary Teaching Strategies and Formative Assessment Practices of Public Elementary School Teachers. This were conducted during the school year 2024-2025. In selecting the respondents, the researcher employed a simple random utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population assembling them in a container big enough to allow the rolled pieces of paper to move freely in all directions when they were shaken. The researcher picked out the desired numbers of participants for the study. The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within the Carmen District, Division of Davao del Norte during the 2024-2025 school year. Second, the teacher had at least one year of teaching experience in any subject. Teachers who do not meet these criteria were excluded. Specifically, those not employed in a public elementary school within the Carmen District, Division of Davao del Norte during the 2023-2024 school year, those with less than a year of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors, who do not directly teach elementary subjects, were also excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Contemporary Teaching Strategies Scale by Hamadneh (2022). The scale includes items that focused on evaluating various dimensions of contemporary teaching strategies, including project-based learning strategy, discussion strategy, play-based learning strategy, and differentiated education strategy. Moreover, the Cronbach’s alpha coefficient for this scale was 0.889, indicating a good level of internal consistency and reliability of the instrument.

The second part of the questionnaire was developed by Ole (2020) to assess the formative assessment practices of teachers. The Formative Assessment Practices Scale, assessed the setting goals, designing selecting and adapting tools, collecting data and making inferences. Moreover, the Cronbach’s alpha coefficient for this scale was 0.886, indicating a good level of internal consistency and reliability of the instrument.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study were carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensures the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants are prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation and multiple linear regression analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of implementation of contemporary teaching strategies and the use of formative assessment practices of teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between contemporary teaching strategies and formative assessment practices.

Multiple linear regression analysis was employed to identify which domains of contemporary teaching strategies significantly influence the formative assessment practices of teachers.

3. results and discussion

**3.1 Extent of Contemporary Teaching Strategies of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Contemporary Teaching Strategies of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Project-Based Learning Strategy | 0.79 | 4.27 | Very Extensive |
| Discussion Strategy | 0.77 | 4.28 | Very Extensive |
| Play-Based Learning Strategy | 0.70 | 4.30 | Very Extensive |
| Differentiated Education Strategy | 0.75 | 4.29 | Very Extensive |
| **Overall** | **0.68** | **4.29** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of contemporary teaching strategies of teachers, including project-based learning strategy, discussion strategy, play-based learning strategy, and differentiated education strategy, based on the mean scores and standard deviations. The indicator "play-based learning strategy" has the highest mean of 4.30, categorized as "very extensive." This is followed by "differentiated education strategy" with a mean of 4.29, "discussion strategy" with a mean of 4.28, and "project-based learning strategy" with a mean of 4.27, all categorized as "very extensive."

The overall mean of 4.29 is described as "very extensive," indicating that teachers show a very high level of engagement in using contemporary teaching strategies across these indicators.

This suggests that teachers are effectively applying various teaching strategies such as play-based learning, differentiated education, discussion-based learning, and project-based learning, all of which are closely aligned with modern, student-centered educational practices.

The overall standard deviation of 0.68 indicates that the ratings were tightly clustered around the mean.

This finding is supported by the work of Khadijah et al. (2025), who emphasized that teachers who utilize strong contemporary teaching strategies are more effective in enhancing student learning outcomes. Similarly, Bara & Xhomara. (2020) found that the application of modern teaching strategies that are student-centered, inquiry-based, and problem-solving oriented leads to increased student motivation and critical thinking skills. Additionally, Omelianenko and Artyukhova (2024) argued that contemporary teaching strategies that incorporate technology, differentiation, and project-based learning create dynamic learning environments that engage students in real-world applications, preparing them for future success.

**3.2** **Extent of Formative Assessment Practices of Teachers among Public Elementary School Teachers**

Table 2. *Extent of Formative Assessment Practices of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Setting Goals | 0.76 | 4.35 | Very Extensive |
| Designing, Selecting and Adapting Tools | 0.80 | 4.32 | Very Extensive |
| Collecting Data | 0.70 | 4.31 | Very Extensive |
| Making Inferences | 0.68 | 4.31 | Very Extensive |
| **Overall** | **0.65** | **4.39** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of formative assessment practices among teachers, including setting goals, designing, selecting and adapting tools, collecting data, and making inferences, based on the mean scores and standard deviations. The indicator "Setting Goals" has the highest mean of 4.35, categorized as "very extensive." This is followed by "Designing, Selecting and Adapting Tools" with a mean of 4.32, and both "Collecting Data" and "Making Inferences" received the same mean of 4.31, all categorized as "very extensive."

The overall mean of 4.39 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in formative assessment practices across these indicators.

This suggests that teachers are highly effective in setting clear goals for their students, selecting and adapting appropriate assessment tools, collecting relevant data, and making informed inferences based on that data. Teachers prioritize goal setting, which has the highest mean, reflecting a strong commitment to aligning their instruction with specific learning objectives. The other indicators, though slightly lower in mean, still indicate a very high level of involvement in the process of formative assessment.

The overall standard deviation of 0.65 indicates that the ratings were closely clustered around the mean.

This finding is substantiated by the research of Duong (2020), who emphasized that teachers who effectively implement formative assessment practices are more capable of adapting their teaching strategies to improve student learning outcomes. Similarly, Irons and Elkington (2021) found that formative assessment, when used regularly, provides crucial feedback that helps students understand their strengths and areas for improvement. Furthermore, Wafubwa (2020) argued that formative assessment practices, including ongoing feedback and adjustment of teaching, play a significant role in enhancing student engagement and achievement.

**3.3 Significant Relationship Between Contemporary Teaching Strategies and Formative Assessment Practices of Teachers**

Table 3. *Significant Relationship Between Contemporary Teaching Strategies and Formative Assessment Practices of Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Contemporary Teaching Strategies | 4.29 | 0.68 |  |  |  |  |  |
|  |  |  | 0.68 | 0.46 | High | 0.000 | Reject Ho1 |
| Formative Assessment Practices | 4.32 | 0.65 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between contemporary teaching strategies and formative assessment practices among teachers. The relationship between contemporary teaching strategies and formative assessment practices has a correlation coefficient of 0.68 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between contemporary teaching strategies and formative assessment practices. The R² value of 0.46 suggests that approximately 46% of the variation in formative assessment practices can be explained by contemporary teaching strategies. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that contemporary teaching strategies are significantly related to formative assessment practices.

This suggests that teachers who effectively implement contemporary teaching strategies are more likely to engage in extensive formative assessment practices. The use of modern teaching strategies positively influences teachers' ability to assess and respond to students’ needs, contributing to a more dynamic and responsive learning environment. Promoting contemporary teaching strategies may enhance formative assessment practices, which can, in turn, improve the overall quality of education and student outcomes.

This finding is in line with the research conducted by Yan and Pastore (2022), who emphasized the significant relationship between contemporary teaching strategies and formative assessment practices among teachers. Their study found that teachers who effectively implement contemporary teaching strategies are more likely to integrate formative assessment into their instructional practices, creating a dynamic and responsive learning environment. Similarly, Prastikawati et al. (2024) highlighted that contemporary teaching strategies, support the use of formative assessment to monitor student progress and adjust teaching methods accordingly. Furthermore, Elbasyouny (2021) observed that teachers who utilize contemporary teaching strategies, in combination with formative assessment practices, tend to foster higher levels of student engagement and achievement, as they continuously adapt instruction based on real-time feedback.

**3.4. Domains of the Contemporary Teaching Practices that Significantly Influence Formative Assessment Practices of Teachers**

**Table 4.** *Domains of the Contemporary Teaching Practices that Significantly Influence Formative Assessment Practices of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.20 | 0.60 |  | 6.28 | 0.000 | Significant |
| Project-Based Learning Strategy | 0.54 | 0.45 | 0.58 | 4.32 | 0.000 | Significant |
| Discussion Strategy | 0.50 | 0.40 | 0.55 | 4.26 | 0.000 | Significant |
| Play-Based Learning Strategy | 0.60 | 0.50 | 0.60 | 4.38 | 0.000 | Significant |
| Differentiated Education Strategy | 0.58 | 0.48 | 0.65 | 4.35 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Formative Assessment Practices =3.20 + 0.54 (Project-Based Learning Strategy) + 0.50 (Discussion Strategy) + 0.60 (Play-Based Learning Strategy) + 0.58 (Differentiated Education Strategy) |
| R=0.68; R²=0.462; F=62.28; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of contemporary teaching practices project-based learning strategy, discussion strategy, play-based learning strategy, and differentiated education strategy—significantly influence formative assessment practices among teachers. The regression model reveals that all four domains positively contribute to formative assessment practices. Specifically, play-based learning strategy (Beta of 0.60) has the strongest influence with formative assessment practices, followed by differentiated education strategy (Beta of 0.58), project-based learning strategy (Beta of 0.54), and discussion strategy (Beta of 0.50). The t-statistics for each domain (4.38 for play-based learning strategy, 4.35 for differentiated education strategy, 4.32 for project-based learning strategy, and 4.26 for discussion strategy) and the p-values (all 0.000) confirm that these influences are statistically significant.

The regression equation, formative assessment practices = 3.20 + 0.54 (project-based learning strategy) + 0.50 (discussion strategy) + 0.60 (play-based learning strategy) + 0.58 (differentiated education strategy), reveals that the overall model explains 46.2% of the variance in formative assessment practices (R² = 0.462). Additionally, the model's F-value of 62.28 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of contemporary teaching practices, particularly play-based learning strategy, differentiated education strategy, project-based learning strategy, and discussion strategy, play a crucial role in influencing formative assessment practices among teachers. Teachers who effectively implement these teaching strategies are more likely to engage in extensive formative assessment practices. Promoting these strategies through targeted professional development can enhance teachers' formative assessment practices, leading to more effective and responsive teaching practices and improved student outcomes.

This finding is consistent with the research of Correia and Harrison (2020), who emphasized the significant role of contemporary teaching practices in shaping formative assessment practices among teachers. Their study found that different domains, such as project-based learning and differentiated instruction, positively influence the extent to which teachers incorporate formative assessment into their teaching. Similarly, research by Irons and Elkington (2021) demonstrated that teachers who use a variety of contemporary teaching strategies are more likely to employ formative assessment practices, enhancing their ability to monitor student progress and adjust instruction accordingly. Additionally, the work of Sapovadia and Patel (2025) highlighted that contemporary teaching strategies, including discussion-based learning and play-based learning, significantly influence teachers' formative assessment practices, ultimately fostering a more responsive and engaging learning environment for students.

**5. CONCLUSIONS**

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

Firstly, the extent of contemporary teaching strategies among teachers is always observed, with teachers demonstrating strong engagement in project-based learning, discussion strategies, play-based learning, and differentiated education. This indicates that teachers highly value teaching strategies that foster active learning, collaboration, and student-centered approaches. These strategies are crucial in shaping the way teachers design and deliver lessons, creating dynamic and engaging learning environments for students.

Secondly, the extent of formative assessment practices among teachers is always observed, with teachers showing strong involvement in setting goals, designing, selecting and adapting tools, collecting data, and making inferences. These findings suggest that teachers are highly committed to assessing student progress through various methods, using formative assessment to inform their teaching decisions, and continuously improving student learning outcomes.

Thirdly, a significant relationship between contemporary teaching strategies and formative assessment practices was observed. This indicates that teachers who effectively implement contemporary teaching strategies are more likely to engage in comprehensive formative assessment practices. These strategies and assessments work together to create an interactive and responsive learning environment, enhancing both teaching effectiveness and student achievement.

Finally, the domains of contemporary teaching practices significantly influence formative assessment practices. This highlights the importance of strategies like project-based learning, discussion strategies, play-based learning, and differentiated education in shaping teachers' approaches to formative assessment. Teachers who utilize these strategies are more likely to integrate them into their assessment practices, leading to a more holistic approach to student learning and development.

The findings of this study, which demonstrate that contemporary teaching strategies significantly influence formative assessment practices among teachers, support the theories of Constructivist Learning Theory, Assessment for Learning Theory, and Self-Regulated Learning Theory.

Constructivist Learning Theory, proposed by Hein (1991), as cited by Triantafyllou (2022), emphasizes the active role of learners in constructing their own knowledge through meaningful interactions with their environment. In this study, contemporary teaching strategies, such as project-based learning, flipped classrooms, and differentiated instruction, promote active student engagement, aligning with the principles of constructivism. These strategies provide students with opportunities to engage in hands-on, real-world learning experiences, and formative assessment practices are integral to this process. Formative assessments allow teachers to gauge student understanding and adjust teaching methods in real time, ensuring that students are actively building knowledge in a meaningful way.

Moreover, Assessment for Learning Theory, developed by Black and Wiliam (1998), as cited by Brandmo et al. (2020), posits that formative assessments should support and enhance student learning, rather than merely measure it. This theory directly connects to contemporary teaching strategies that prioritize continuous feedback and individualized learning, such as differentiated instruction and flipped classrooms. These strategies create learning environments where students are engaged in their learning and receive ongoing feedback to improve their understanding. Formative assessments, such as quizzes, peer assessments, and self-assessments, guide instruction and help students identify areas for improvement. In this framework, formative assessments serve not only to evaluate student progress but also to inform and adjust the teaching process, making learning more responsive to student needs.

Furthermore, Self-Regulated Learning Theory, proposed by Zimmerman (2002), as cited by Blackmore et al. (2021), emphasizes the role of learners in setting goals, monitoring their progress, and adjusting their strategies to achieve academic success. This theory is particularly relevant to contemporary teaching strategies that focus on student autonomy and personalized learning, such as flipped classrooms and project-based learning. These strategies encourage students to take responsibility for their own learning and make adjustments based on their individual needs. Formative assessments, such as self-assessments, goal-setting exercises, and reflective journals, help students monitor their progress, identify gaps in understanding, and regulate their learning strategies accordingly. Through regular formative assessments, students gain the ability to assess their own learning, set meaningful goals, and adjust their approach, which ultimately leads to greater ownership and effectiveness in their educational journey.

**6. RECOMMENDATIONS**

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

Firstly, considering that teachers exhibit very extensive use of contemporary teaching strategies, it is recommended that school administrators emphasize the importance of continuing to strengthen these strategies among teachers. Administrators may provide professional development opportunities that focus on enhancing teachers’ abilities in areas such as project-based learning, discussion strategies, play-based learning, and differentiated education. Teachers are also encouraged to actively engage in self-reflection regarding how these strategies impact their teaching and student outcomes. Teachers can also participate in peer collaboration and share best practices with colleagues to refine and adapt their approaches.

Secondly, recognizing that contemporary teaching strategies play a significant role in formative assessment practices, it is recommended that administrators create opportunities for teachers to collaborate and share best practices related to assessment techniques. Facilitating teacher collaboration through professional learning communities and peer observations can help enhance the use of formative assessments such as quizzes, peer feedback, and student reflections. Teachers may also be encouraged to engage in discussions around adapting their strategies based on formative assessment outcomes, fostering an environment where continuous feedback enhances both teaching and student performance.

Thirdly, given the significant relationship between contemporary teaching strategies and formative assessment practices, it is recommended that school administrators design programs that integrate the use of these strategies with assessment practices. These programs may focus on how teachers can effectively align their teaching approaches with assessment techniques that actively support student learning. Providing teachers with strategies to use formative assessments as tools for improving both teaching and student outcomes will enhance the overall educational experience and contribute to better academic results.

Finally, considering the domains of contemporary teaching strategies that significantly influence formative assessment practices, it is recommended that administrators implement targeted initiatives to strengthen these strategies. This may involve providing teachers with professional development that addresses specific strategies like play-based learning and differentiated instruction. Encouraging teachers to reflect on and adapt their teaching practices based on formative assessment feedback can further empower them to create more engaging and effective learning environments. Future researchers could explore how factors such as teacher motivation, school leadership, and organizational culture influence the application of contemporary teaching strategies and their effectiveness in formative assessment practices. Additionally, future studies could investigate the impact of these strategies on both teacher professional growth and student learning outcomes.

Consent (where ever applicable)

This study was conducted in strict adherence to established ethical standards to safeguard the rights, dignity, and welfare of all participants. Prior to data collection, the researcher obtained all necessary approvals, including authorization from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were based on the framework outlined by Pregoner et al. (2025), ensuring alignment with current protocols for research involving human participants in educational environments. Participation was entirely voluntary, with all participants fully informed about the study's objectives, scope, and their right to withdraw at any time without consequence. Informed consent was obtained to confirm that participants understood and agreed to take part. To ensure confidentiality, no personally identifiable information was collected, and all responses were treated with the highest level of confidentiality. The data gathered were used exclusively for academic purposes. These procedures ensured the study was conducted with transparency, ethical rigor, and professional responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Austin, M. S. (2025). Innovative Pedagogical Approaches: Exploring Flipped Classroom, Inquiry-Based Learning, and Project-Based Learning. Educator Insights: Journal of Teaching Theory and Practice, 1(1), 1-7. https://brightmindpublishing.com/index.php/EI/article/download/1/27

Awad, M. J., & Al Adwan, M. A. (2024). Alternative Assessment Methods: Moving Beyond Standardized Testing. In Cutting-Edge Innovations in Teaching, Leadership, Technology, and Assessment (pp. 303-320). IGI Global. https://library.oapen.org/bitstream/handle/20.500.12657/88268/9798369308813.pdf?sequence=3#page=324

Bara, G., & Xhomara, N. (2020). The effect of student-centered teaching and problem-based learning on academic achievement in science. Journal of Turkish Science Education, 17(2), 180-198. https://www.tused.org/index.php/tused/article/download/970/617

Bhatia, A., Bhatia, P., & Sood, D. (2024). Leveraging AI to transform online higher education: Focusing on personalized learning, assessment, and student engagement. International Journal of Management and Humanities (IJMH) Volume-11 Issue-1. https://papers.ssrn.com/sol3/papers.cfm?abstract\_id=4959186

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: principles, policy & practice, 5(1), 7-74. https://assess.ucr.edu/sites/g/files/rcwecm2336/files/2019-02/blackwiliam\_1998.pdf

Blackmore, C., Vitali, J., Ainscough, L., Langfield, T., & Colthorpe, K. (2021). A Review of Self-Regulated Learning and Self-Efficacy: The Key to Tertiary Transition in Science, Technology, Engineering and Mathematics (STEM). International Journal of Higher Education, 10(3), 169-177. https://eric.ed.gov/?id=EJ1299952

Brandmo, C., Panadero, E., & Hopfenbeck, T. N. (2020). Bridging classroom assessment and self-regulated learning. Assessment in Education: Principles, Policy & Practice, 27(4), 319-331. https://www.tandfonline.com/doi/full/10.1080/0969594X.2020.1803589

Correia, C. F., & Harrison, C. (2020). Teachers’ beliefs about inquiry-based learning and its impact on formative assessment practice. Research in Science & Technological Education, 38(3), 355-376. https://discovery.ucl.ac.uk/id/eprint/10077664/1/CFCorreia%202019\_RSTE\_accepted.\_docx.pdf

Devi, R. A. N. J. I. T. A., Pradhan, S. H. R. I. J. A. N. A., Giri, D. O. M. A., Lepcha, N. A. Z. U. N. G., & Basnet, S. H. A. K. E. E. L. A. (2022). Application of correlational research design in nursing and medical research. Journal of Xi'an Shiyou University, Natural Sciences Edition, 65(11), 60-69. https://www.researchgate.net/profile/Barkha-Devi-2/publication/368958213\_APPLICATION\_OF\_CORRELATIONAL\_RESEARCH\_DESIGN\_IN\_NURSING\_AND\_MEDICAL\_RESEARCH/links/6401a0330cf1030a566a0022/APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH.pdf

Duong, A. T. (2020). Learning strategies to improve formative assessment practices in teacher education: A comparative study of Australia and Vietnam (Doctoral dissertation, University of Sydney). https://core.ac.uk/download/pdf/343496286.pdf

Elbasyouny, T. R. B. (2021). Enhancing students’ learning and engagement through formative assessment using online learning tools (Master's thesis, The British University in Dubai). https://bspace.buid.ac.ae/bitstream/handle/1234/1842/20196041.pdf?sequence=3&isAllowed=y

Hamadneh, M. A. (2022). Math Teachers’ Use of Modern Teaching Strategies in Distance Learning in Jordan. Journal of Positive School Psychology, 1426-1440. http://184.168.115.16/index.php/jpsp/article/download/3294/2143

Hein, G. E. (1991). Constructivist learning theory. Institute for Inquiry, 14. http://beta.edtechpolicy.org/AAASGW/Session2/const\_inquiry\_paper.pdf

Huang, R. H., Liu, D. J., Guo, J., Yang, J. F., Zhao, J. H., Wei, X. F., ... & Chang, T. W. (2020). Guidance on flexible learning during campus closures: Ensuring course quality of higher education in COVID-19 outbreak. Beijing: Smart Learning Institute of Beijing Normal University. https://www.researchgate.net/profile/Tingwen-Chang/publication/341266514\_Guidance\_on\_Flexible\_Learning\_during\_Campus\_Closures\_Ensuring\_course\_quality\_of\_higher\_education\_in\_COVID-19\_outbreak\_Rights\_and\_Permissions\_Please\_cite\_the\_work\_as\_follows/links/5eb67c4ba6fdcc1f1dcb0199/Guidance-on-Flexible-Learning-during-Campus-Closures-Ensuring-course-quality-of-higher-education-in-COVID-19-outbreak-Rights-and-Permissions-Please-cite-the-work-as-follows.pdf

Irons, A., & Elkington, S. (2021). Enhancing learning through formative assessment and feedback. Routledge. http://sure.sunderland.ac.uk/id/eprint/14048/1/14048.pdf

Kalyani, L. K. (2024). The role of technology in education: Enhancing learning outcomes and 21st century skills. International journal of scientific research in modern science and technology, 3(4), 05-10. https://ijsrmst.com/index.php/ijsrmst/article/view/199

Khadijah, I., Nurhamidah, N., Mulyani, L., Amanah, S. N., & Sukmanawati, N. (2025). Improving Learning Outcomes through Innovative Pedagogical Approaches in Modern Education. Journal of English Language and Education, 10(1), 423-433. https://jele.or.id/index.php/jele/article/download/661/332

Lee, G. B., & Chiu, A. M. (2022). Assessment and feedback methods in competency-based medical education. Annals of Allergy, Asthma & Immunology, 128(3), 256-262. https://www.annallergy.org/article/S1081-1206(21)01309-0/pdf

Mellinger, C. D., & Hanson, T. A. (2020). Methodological considerations for survey research: Validity, reliability, and quantitative analysis. Linguistica Antverpiensia, New Series–Themes in Translation Studies, 19. https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/download/549/548

Mertler, C. A., Vannatta, R. A., & LaVenia, K. N. (2021). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge. https://www.academia.edu/download/84637996/DecisionTree\_MertlerVannatta.pdf

Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. Journal of economic development, environment and people, 9(4), 50-79. https://mpra.ub.uni-muenchen.de/105149/1/MPRA\_paper\_105149.pdf

Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. Review of Education, 9(3), e3292. https://bera-journals.onlinelibrary.wiley.com/doi/pdfdirect/10.1002/rev3.3292

Ole, F. C. (2020). Development and validation of teachers’ practices on formative assessment scale (TPFAS): a measure using feedback loop model. International Journal of Education, 13(1), 53-62. https://ejournal.upi.edu/index.php/ije/article/download/24715/12838

Omelianenko, O., & Artyukhova, N. (2024). Project-Based Learning: Theoretical Overview And Practical Implications For Local Innovation-Based Development. Economics & Education, 9(1), 35-41. http://baltijapublishing.lv/index.php/econedu/article/download/2373/2370/

Prastikawati, E. F., Adeoye, M. A., & Ryan, J. C. (2024). Fostering effective teaching practices: Integrating formative assessment and mentorship in Indonesian preservice teacher education. Indonesian Journal on Learning and Advanced Education (IJOLAE), 6(2), 230-253. https://journals.ums.ac.id/ijolae/article/download/23431/8963

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. IMCC Journal of Science, 5(1), 1-9. https://hal.science/hal-05073466/

Sapovadia, V. K., & Patel, V. (2025). Know Your Student: Curiosity to Innovation, Mapping the Ecosystem of Education to Enhance Student Engagement, Motivation, and Problem-Solving Skills. Mapping the Ecosystem of Education to Enhance Student Engagement, Motivation, and Problem-Solving Skills (April 03, 2025). https://papers.ssrn.com/sol3/Delivery.cfm?abstractid=5203466

Stevens, D. D. (2023). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning. Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9781003445432/introduction-rubrics-dannelle-stevens

Triantafyllou, S. A. (2022). Constructivist learning environments. In Proceedings of the 5th international conference on advanced research in teaching and education. https://www.researchgate.net/profile/Serafeim-Triantafyllou/publication/360345237\_Constructivist\_Learning\_Environments/links/6304c5591ddd447021026fb1/Constructivist-Learning-Environments.pdf

Wafubwa, R. N. (2020). Role of formative assessment in improving students’ motivation, engagement, and achievement: a systematic review of literature. International Journal of Assessment and Evaluation, 28(1), 17-31. https://publicatio.bibl.u-szeged.hu/21252/1/roleofformativeassessment.pdf

Yan, Z., & Pastore, S. (2022). Assessing teachers’ strategies in formative assessment: The teacher formative assessment practice scale. Journal of Psychoeducational Assessment, 40(5), 592-604. https://www.researchgate.net/profile/Zi-Yan-4/publication/359061375\_Assessing\_Teachers%27\_Strategies\_in\_Formative\_Assessment\_The\_Teacher\_Formative\_Assessment\_Practice\_Scale/links/622605ff9f7b32463416803e/Assessing-Teachers-Strategies-in-Formative-Assessment-The-Teacher-Formative-Assessment-Practice-Scale.pdf

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into practice, 41(2), 64-70. http://mathedseminar.pbworks.com/w/file/fetch/94760840/Zimmerman%20-%202002%20-%20Becoming%20a%20SelfRegulated%20Learner%20An%20Overview.pdf