

Impact of Pedagogical Strategies on Engagement and Academic Performance in the Filipino Subject

Jonathan P. Roque¹, Daniela S. Mangansakan², and Soffy P. Sandigan³
Sultan Kudarat State University-Lutayan Campus, Sultan Kudarat, Philippines

*Corresponding Author Email: jonathanroque@sksu.edu.ph
danielamangansakan@sksu.edu.ph soffysandigan@sksu.edu.ph

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Abstract. This study explored the impact of various pedagogical strategies on student engagement and academic performance in the Filipino subject among Grade 4 students at Tamnag Central Elementary School. Employing a descriptive-correlational research design, the investigation assessed the effectiveness of cooperative learning, inquiry-based learning, multimedia tools, and experiential teaching approaches. Data were gathered from teachers and students using a validated survey questionnaire and analyzed through descriptive statistics and Pearson's correlation. The results showed that student-centered and culturally relevant strategies, specifically cooperative, inquiry-based, multimedia-integrated, and experiential approaches, were widely implemented and perceived as effective in enhancing engagement and academic achievement. The study found significant positive correlations between the use of pedagogical strategies and the levels of student engagement and academic performance. These findings underscore the importance of implementing diverse, interactive, and inclusive teaching methods in language instruction. The study offers practical implications for educators, administrators, and policymakers aiming to improve learning outcomes in the Filipino subject and other language disciplines in the elementary education context.

Keywords: Pedagogical strategies; Student engagement; Academic performance; Filipino subject; Elementary education.

1.0 Introduction

Effective pedagogical strategies are vital in shaping learners' educational experiences, particularly in language instruction. In the context of the Filipino subject, it is essential to use instructional approaches that develop language proficiency and foster sustained interest and active participation. Teaching methods such as cooperative learning, inquiry-based instruction, and multimedia integration engage students cognitively and emotionally, key elements for successful learning outcomes.

Recent global and regional studies have highlighted the importance of innovative, student-centered, and culturally responsive teaching practices in enhancing learning, especially in language education. For instance, Zhang and Zhao (2020) demonstrated the positive effects of interactive and inquiry-based methods on learner participation. Keller et al. (2021) emphasized the benefits of technology and multimedia in promoting academic success. In Asian contexts, Liu (2018) found that embedding cultural elements into instruction significantly enhanced students' connection with the language being taught. These findings underscore the relevance of active and contextualized learning strategies in improving both engagement and achievement.

Despite the wealth of research on pedagogical strategies in general education, limited studies have focused on their application and effectiveness within the Filipino subject at the elementary level, particularly in rural or under-resourced settings like Tamnag Central Elementary School. This lack of localized evidence presents a gap that this study seeks to address.

This research investigates how various pedagogical strategies—cooperative learning, inquiry-based instruction, experiential learning, and multimedia use—affect learners' participation and academic performance in the Filipino subject. The study aims to inform educators and stakeholders on creating more dynamic, culturally relevant, and engaging learning environments for young Filipino learners by identifying effective practices within an elementary education context.

2.0 Methodology

2.1 Research Design

This study utilized a quantitative, correlational research design to examine how pedagogical strategies influence student engagement and academic performance in the Filipino subject. The approach enabled the identification of relationships among key variables without inferring causality, using structured, numerical data for analysis.

2.2 Research Locale

The study will be conducted in Tamnag, Central Elementary Schools of Lutayan District, I Division of Sultan Kudarat. The choice of research locale is based on the relevance of the study's focus on students' engagement and academic performance within the public elementary school.

2.3 Research Participants

The study involved 140 Grade 4 students from Tamnag Central Elementary School, distributed across four sections: Grade IV-Jupiter (35), Earth (37), Mars (32), and Venus (36). Inclusion criteria included active enrollment in Grade 4 and exposure to Filipino instruction during the school year. Students with incomplete academic records or those who transferred mid-year were excluded from the study to ensure consistency in exposure to teaching strategies.

2.4 Research Instrument

Data were gathered through a researcher-made survey questionnaire, which included closed-ended items measured on a 5-point Likert scale. The instrument covered three areas: pedagogical strategies, student engagement, and academic performance. Before full implementation, the tool was pilot-tested, and its reliability was confirmed with a Cronbach's alpha of 0.89, indicating high internal consistency.

2.5 Data Gathering Procedure and Analysis

Upon securing approval from the school administration, survey questionnaires were administered to students in a classroom setting, with instructions and confidentiality assured. Data collection took place over one week and followed ethical standards of informed consent, voluntary participation, and anonymity.

2.6 Ethical Considerations

Ethical considerations played a paramount role when undertaking research, particularly in the context of this study. First and foremost, the researcher obtained informed consent from participants, ensuring that the researcher clearly articulated the research purpose, potential risks, and benefits to university administrators, staff, or students, ensuring that they participated willingly and with full awareness. Maintaining confidentiality was equally critical. The researcher anonymized participant data and securely stored it to prevent unauthorized access, safeguarding their privacy and protecting sensitive information. Voluntary participation was guaranteed, granting participants the freedom to withdraw from the study at any point without facing adverse consequences. The researcher implemented measures to minimize any potential risks, ensuring that the research did not cause harm, both physically and emotionally, to those involved. Upholding bias and fairness were non-negotiable. The researcher conducted the research without biases or discriminatory practices that could skew results. Transparency permeated the research process, with documented methodologies, data collection procedures, and analysis techniques to ensure transparency and reproducibility. To maintain integrity, the researcher disclosed any potential conflicts of interest that could influence the objectivity of their research. The

researcher also respected intellectual property by appropriately citing and crediting the work of others, guarding against plagiarism.

3.0 Results and Discussion

3.1 Pedagogical Strategies Used in Filipino Instruction

Table 1 shows the mean scores of pedagogical strategies used in Filipino instruction.

Table 1. *Mean Scores of Pedagogical Strategies Used in Filipino Instruction*

Indicators	Mean (n=140)	Interpretation
1. The teacher uses activities that involve my active participation in the learning process.	4.67	Fully Used
2. The teacher integrates Filipino instructions with the disciplines, making connections between language, culture, and history.	4.57	Fully Used
3. The teacher encourages me to ask questions and explore topics independently or with classmates.	4.56	Fully Used
4. Digital tools and multimedia enhance my learning experience in Filipino.	4.43	Fully Used
5. The teacher adjusts instructional strategies to accommodate students varying proficiency levels in Filipino.	4.32	Fully Used
6. The teacher supports my understanding of Filipino concepts through personal experiences and reflections.	4.31	Fully Used
7. The teacher incorporate game- like elements and challenges are used effectively to motivate and engage us.	4.25	Fully Used
8. Activities relate to real-life contexts, helping me connect classroom learning with practical experiences.	4.07	Highly Used
9. I have opportunities to work in groups, which enhances teamwork and problem-solving skills.	4.06	Highly Used
10. I engage in hands-on learning experiences that connect me with Filipino language and culture.	4.04	Highly Used
Grand Mean	4.33	Fully Used

The analysis revealed that student-centered teaching strategies, such as cooperative learning, multimedia integration, and inquiry-based methods, were consistently applied by teachers in Filipino instruction. The highest-rated item ($M = 4.67$) highlighted the active involvement of students in the learning process. This reflects the emphasis on participatory learning, aligned with constructivist principles (Lourenço, 2016). Meanwhile, the lowest-rated item ($M = 4.04$), involving hands-on cultural activities, still fell within the “Highly Used” range, indicating an opportunity to enhance culturally immersive learning further. The overall grand mean of 4.33 suggests that teachers frequently used diverse and interactive instructional strategies, supporting 21st-century pedagogical frameworks that advocate student engagement through real-life applications and digital tools (Cheng et al., 2019).

3.2 Student Engagement in Filipino Instruction

Table 2 shows the mean scores of student engagement in Filipino instruction.

Table 2. *Student Engagement in Filipino Instruction*

Indicators	Mean (n=140)	Interpretation
1. Opportunities for active participation, like presentations and debates, inspire me to improve my Filipino skills.	4.63	Highly Engaged
2. Group activities encourage me to engage more with the subject and collaborate effectively.	4.61	Highly Engaged
3. Interactive teaching methods motivate me to participate actively in Filipino lessons.	4.58	Highly Engaged
4. Collaborative learning strategies, like group discussions, enhance my engagement in class.	4.58	Highly Engaged
5. Hands-on activities, such as projects or role-plays, make learning more enjoyable.	4.56	Highly Engaged
6. Challenging activities stimulate my thinking and keep me motivated to learn about Filipino.	4.54	Highly Engaged
7. I feel more engaged when open-ended questions are asked during lessons.	4.54	Highly Engaged
8. Real-life examples used by the teacher increase my interest in the subject.	4.54	Highly Engaged
9. Multimedia resources help me stay focused and interested in lessons.	4.46	Highly Engaged
10. Clear instructions and constructive feedback motivate me to participate more actively.	4.40	Highly Engaged
Grand Mean	4.54	Highly Engaged

Students reported high levels of engagement, with the top-rated item ($M = 4.63$) indicating strong motivation when participating in presentations and debates. The overall grand mean of 4.54 signifies that students were “Highly Engaged” across all instructional activities, especially collaboration and real-world applications. This supports existing literature emphasizing the value of student voice and interactive learning in language education (Freeman et al., 2014; Gillies, 2016). Notably, the relatively lower score for teacher feedback clarity (M

= 4.40) suggests the need for more effective instructional guidance to enhance learning responsiveness. Nevertheless, the data strongly point to the success of engagement-focused strategies in Filipino instruction.

3.3 Students' Academic Performance in the Filipino Subject

Table 3 shows students' academic performance scores in the Filipino subject.

Table 3. *Student Engagement in Filipino Instruction*

Number of Students	Mean Range	Grade Point Average	Interpretation
9	4.21-5.00	90-100	Outstanding
34	3.41-4.20	85-89	Very Satisfactory
67	2.61-3.40	80-84	Satisfactory
30	1.81-2.61	75-79	Fairly Satisfactory
0	1.0-1.80	Below 75	Did Not meet Expectations

The academic performance distribution showed that most students achieved satisfactory to outstanding results: 47.8% were in the “Satisfactory” range (GPA 80–84), 24.3% attained “Very Satisfactory” (GPA 85–89), and 6.4% achieved “Outstanding” (GPA 90–100). No students fell below expectations, indicating a generally positive academic outcome among participants.

3.4 Pedagogical Strategies and Student Engagement

Table 4 shows the correlation between pedagogical strategies and student engagement.

Table 4. *Correlation Between Pedagogical Strategies and Student Engagement*

Correlation (r-value)	p-value	Interpretation
0.72	1.190	Very Positive (negative) Correlation

A robust positive correlation ($r = 0.72$, $p < 0.01$) was observed between pedagogical strategies and student engagement. This implies that as teachers employed more interactive and student-centered approaches, learners demonstrated higher levels of engagement. This finding is supported by Vygotsky’s sociocultural theory, which underscores the role of social interaction in meaningful learning (Tudge & Douglass, 2017) and aligns with empirical studies on cooperative and technology-enhanced learning environments (Deterding et al., 2015; Slavin, 2018).

3.5 Pedagogical Strategies and Academic Performance

Table 5 shows the correlation between pedagogical strategies and academic performance.

Table 5. *Correlation Between Pedagogical Strategies and Academic Performance*

Correlation (r-value)	p-value	Interpretation
0.11	.180	Negligible correlation

The correlation between pedagogical strategies and academic performance was weak and statistically insignificant ($r = 0.11$, $p = .18$). This suggests that diverse teaching strategies foster engagement but do not directly predict academic outcomes in this context. It is essential to clarify that using pedagogical strategies alone did not substantially influence students’ grades. Other factors, such as individual learning habits, socioeconomic conditions, or parental support, may have contributed more significantly to academic results.

This distinction is crucial: although students were highly engaged, the weak correlation with performance indicates that engagement does not always translate into measurable academic gains. Educators should thus combine engaging instruction with targeted academic support and differentiated assessment to ensure improved educational outcomes.

4.0 Conclusion

This study found that various pedagogical strategies—particularly cooperative learning, inquiry-based approaches, and the integration of multimedia tools—were frequently implemented in the instruction of the

Filipino subject at Tamnag Central Elementary School. These strategies created dynamic, student-centered learning environments that supported high levels of engagement among Grade 4 learners. The results demonstrated a strong and statistically significant correlation between pedagogical strategies and student engagement. This indicates that students became more involved in learning as teachers adopted more interactive and culturally relevant methods. This affirms the value of engagement-focused strategies in enhancing the learning experience. However, the study also revealed a negligible and statistically insignificant correlation between pedagogical strategies and academic performance. While many students performed satisfactorily or better, the data suggest that this outcome cannot be directly attributed to teaching strategies alone. Other factors, such as prior academic ability, learning environment, and external support systems, may have influenced performance.

In conclusion, pedagogical strategies significantly enhance student engagement but do not, in isolation, predict academic achievement. Educators are, therefore, encouraged to use interactive teaching methods to sustain engagement while incorporating academic interventions—such as feedback mechanisms, differentiated instruction, and remedial support—to improve performance outcomes. Continuous professional development for teachers and future research exploring mediating variables are recommended to maximize engagement and achievement in Filipino instruction.

5.0 Contributions of Authors

Author 1 provided essential contributions by editing, writing, encoding data, and performing the data analysis for this research. Author 2 and Author 3 assisted in the review of related literature and supported the data analysis process.

6.0 Funding

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7.0 Conflict of Interests

There is no conflict of interest associated with this research.

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