Instructional Strategies Employed by Public Elementary School Teachers in South Central Mindanao, Philippines

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Abstract. The use of appropriate instructional materials has been one of the consequential issues and concerns confronting the educational global community. This study intends to determine the extent of teachers' instructional strategies among public elementary schools in South Central Mindanao, Philippines in terms of collaboration, demonstration, differentiated instruction, hands-off, hands-on, lesson objective, transparency, modelling, peer-teaching, problem-based instruction and traditional lecture employing the descriptive-quantitative research design using the random sampling method with a total of 200 respondents who answered the survey questionnaire. Findings revealed that the extent of teachers' instructional strategies obtained a total average mean value of 3.67 described as strongly agree and interpreted as very effective at a rate of 76-100 percent signifying that the strategies utilized by the teachers have been contributing to the successful attainment of educational goals and objectives particularly among public elementary schools; hence, the continuous enhancement of the strategies utilized by the teachers needs to be considered particularly at this stage of global pandemic wherein paradigm shift in education has become the priority in order to address the rapid changes in the educational internal as well as external environment.

Key words: instructional strategies, public elementary schools, teachers

Introduction

The appropriate use of instruction has been one of the crucial functions of teachers for them to become efficient, effective and productive in their field of specialization. Many studies have been conducted disclosing that the success of teaching and learning lies on the use of relevant instructional strategies to address the varied needs and interests of the learners. Generally, teachers are exposed to a constant barrage of methodologies that promise to improve both instructional strategies and student learning through institute days, team meetings, seminars and the media. Educators who use appropriate instructional strategies allow learners to have the capability to make meaningful connections between concepts learned in class and real- life situations. It offers an opportunity for learners to demonstrate their knowledge. Teachers also benefit from using proper instructional strategies because they are able to better monitor and assess student performance through different methods of evaluation. Persaud (2018) highlighted that, variety of instructional approaches and strategies can be used effectively at all levels and subject areas, with a wide range of learning styles. These learning strategies motivate learners by improving their engagement, capturing their attention and encouraging them to focus not only in remembering course material, but also in understanding it.

Further, Republic Act 10533 known as Enhanced Basic Education Curriculum Act of 2013 or K to 12 basic education program aims to help learners in understanding the dynamic social process as well as answer and reflect to the changing social conditions. This involves values, beliefs, and ways of thinking about the person and the world people dwell. Therefore, instructional strategy that gives school children an opportunity to build upon their prior knowledge while utilizing their own skills, interests, styles and talents is very much desirable.

Likewise, one of the objectives of education stipulated in Department of Education Order No. 42 (2016) is to empower teachers to carry out quality instruction that recognizes the different

diversity of learners inside the classroom. This department order tracks the teaching strategy that has hospitable teaching-learning process in order to place schoolchildren at the center of learning.

Hence, this study was conducted to determine the instructional strategies employed by the teachers among public elementary schools during the school year 2019-2020. Specifically, it sought answers to the query, to what extent is the instructional strategy employed by the teachers in public elementary schools of the five city divisions in South Central Mindanao in terms of (1) collaboration; (2) demonstration; (3) differentiated Instruction; (4) hands-off; (5) hands-on; (6) lesson objective transparency; (7) modelling; (8) peer teaching; (9) problem-based instruction; and (10) traditional lecture?

Literature Review

Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education The core 21st Century Skills consist of problem solving and critical thinking, creativity and innovation as well as collaboration and communication. These skills are clearly interrelated in a variety of ways, and the development of problem solving skills especially is often tackled through active learning approaches. There are a variety of such pedagogical approaches, including group work and brainstorming, collaborative and co-operative work, and team-based problem solving; these educational strategies are often driven by an emphasis on providing students with the skills and attributes to become self-directed and highly autonomous life-long learners. In order to develop these core 21st century skills in students, the teachers should apply effective teaching learning strategies which can develop these skills at the classroom. Ross (2017) states, "In this globally and digitally interconnected world, all learners, from cradle to career, need new skills and knowledge to succeed. If we want to prepare our children for success in school, work and life, opportunities to learn 21st-century skills are essential. These 21st-century skills are more important to students now than ever before."

Tomlinson (2000) as cited by the Association for Supervision and Curriculum Development Journal or ASCD (2013) pointed out that instructional strategies are tools of the teacher's art. Like all tools, they can be used artfully or clumsily, appropriately or inappropriately. No instructional strategy can compensate for a teacher who lacks proficiency in his or her content area, is unclear about learning goals, plans and unfocused activity, or does not possess the leadership and management skills to orchestrate effective classroom functioning. Alberta Learning Centre (2002) emphasized that instructional strategies refer to the teachers' techniques which are used to help students become independent and strategic learners. Operationally, these refer to the teaching strategies used by the teachers in order to easily be understood at the same time to get the interest and attention of the school children.

Just few years ago, the Philippine educational system embraced a new enhanced basic education curriculum known as K to 12 curriculum to meet the needs of time and demands of the global education context. This curriculum advocates different teaching models and strategies that answer the needs of the pupils and the society as well. The newly adopted curriculum encouraged teachers to apply different instructional strategies in order to meet individual interests and abilities (K to 12 Basic Education Curriculum, 2013).

Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. The objective of using instructional strategies beyond subject comprehension is to create students who are independent strategic learners. The hope

is, with time and practice, students will be able to select the right strategies on their own and use them effectively to complete tasks (Persaud, 2018).

Newman (2009) as supported by Persaud (2018) underscored that, implementing different instructional strategies in any classroom is not an easy task, but is something that is worthwhile for the teachers and students. Many teachers are apprehensive about change, and the impact it may haveon their students. By starting with formative assessment as a small change in the classroom, the only change is for the better. The teachers will only have more information about students learning, and will not have made any major changes in their instruction. Differentiation will come naturally after formative assessments have been used because the teacher will easily see the needs of the students and will want to change instruction based on those needs. Instructional strategy as stated by Westwood (2015), is really about taking account of significant differences among students in terms of their ability (or disability), rate of learning, language proficiency, literacy and numeracy skills and then using this knowledge to adapt the way the curriculum and learning activities are presented. These differences also determine the amount of additional support individual students may need. Instructional strategy is an approach that encourages teachers to respond to relevant differences among individuals while maintaining high expectations for all. It needs to be used together with effective evidence-based teaching methods to minimize learning failure. These methods, when skillfully implemented, actually reduce the need for extensive differentiation as they ensure that, from the start, almost all students understand the concepts, information and skills being taught.

In today's classroom, teachers encounter learners, all with their own learning styles, cultures, abilities and disabilities, family dynamics, and more. As education has evolved, it has become clear that a ―one size fits all‖ model of learning does not benefit students. Different instructional strategies are the practice of considering each child's unique developmental, cognitive and cultural needs in order to create individualized learning plans. These individualized learning plans use different materials, technologies and even performance expectations, depending on each child's needs. Different instructional strategies allow teachers the flexibility to accommodate each student's needs. After a pre- assessment to determine how much of the material a student already knows, the teacher can choose a method that will best fit the student's learning style. For example, some children absorb new information by reading, while others retain information by listening to a recording (Arkansas State University, 2017). The importance of utilizing a variety of instructional strategies is a major consideration for the teachers when deciding to differentiate instruction. Teachers considered student personality, needs, and learning styles as factors for differentiating instruction. They saw the need for a variety of teaching materials within their classroom to address various learning styles and reach varied levels of students. Data revealed that the teachers felt supported with resources and a new reading program that called for small group instruction with leveled text. However, in the area of technology, teachers felt professional development was lacking. All of the teachers voiced the need for classroom assistance during small group instruction when flexible grouping took place.

Other strategies employed by the teachers during this time were the use of leveled readers, meaningful learning centers and modified lessons. Additionally, teachers expressed concern over time for planning and reflection. Each believed a common planning time would better support their use of differentiated instruction and allow them to reflect on and adjust lessons (Robison, 2004; Lorcher, 2019).

Persaud (2018) emphasized that in exploring various types of instructional strategies, teachers find that there is something to suit every serve as a backbone for teaching, and, when applied correctly, can help students gain a deeper understanding of course material and encourage critical thinking, beyond basic retention and surface understanding. Educators, too,

can benefit by using different strategies throughout the semester to determine the efficacy of lesson plans, and how each learner is progressing through each concept.

The following are the identified instructional strategies that are commonly employed by the teachers in the field for effective teaching- learning process, to wit:

Collaboration is an instructional strategy wherein learning occurs naturally social act in which the participants talk among themselves (Gerlach, 1994). Operationally, this refers to the instructional strategy applied by a teacher with the school children that promote learner-teacher interaction while developing higher-level thinking, oral communication, self-management, and leadership skills of the learners. Persaud (2018) pointed out that, there are a variety of different instructional approaches and strategies that can be used effectively at all levels and subject areas, with a wide range of learning styles. These learning strategies motivate students by improving their engagement, capturing their attention and encouraging them to focus not only in remembering course material, but also in understanding it. Collaborative teaching-learning improves social interaction in a traditional classroom often detracts from the learning experience. Collaborative learning allows students from different backgrounds and cultures to share positive learning experiences, allowing diverse students to come together for a common goal. In addition, real-life success involves developing communication skills and through collaborative learning, students are required and encouraged to interact and communicate with their peers (Lorcher, 2019).

Executing demonstrations or performing a particular activity or concept where the teaching-learning process takes place in a systematic way is termed as demonstration (Physicscatalyst, 2017). Operationally, demonstration as an instructional strategy involves illustrating a point in a lecture or a lesson by means of something other than routine visual aids or other means of instruction. Gardner (1983) suggested that demonstrations may enable learners to evoke the 'wow' experience. This consequently can increase their curiosity and enhance their reasoning abilities. In addition, it may have an impact on student achievements.

Moreover, there are occasions in which teachers' demonstrations are educationally more effective than the students' own experimentations (Hofstein & Lunetta, 2004; Hofstein, Navon & Mamlok, 2005). Although research on the effectiveness of demonstrations has been conducted since the early 1960s, most of the studies were general; namely, comparing students using experimentations with teachers' demonstrations, covering a wide range of topics and concepts. A number of research papers reported clear benefits when demonstrations are used for teaching the sciences. In a study on college introductory physics courses, Buncick, Betts, and Horgan (2001) found that demonstrations encourage generalization because they promote active participation on the part of the students. An elevated level of student attention and involvement in tasks has also been reported for demonstrations carried out in high-school chemistry courses. Meyar et.al. (2003) have shown that demonstrations encourage student involvement, since they are less teacher-oriented and give students an opportunity to produce questions and to become more active in the learning process. This in turn can motivate students to undertake an initial inquiry and also provides a learning opportunity, because it helps create mental links between new and previous learning.

In addition, Meyar et.al. (2003) reported that students can illustrate cognitive strategies by observing the teachers as they think out loud while doing the demonstration and formulating questions that lead to an explanation of the concepts in question. This may challenge students' preexisting understanding and can encourage perceptual understanding.

Differentiated instruction is a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles (Tomlinson, 2005). Operationally, it refers to the teaching techniques given by a teacher to meet individual's learning interest. Tomlinson (2005), a leading expert in this field, defines differentiated instruction as a philosophy of teaching that is

based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. A chief objective of differentiated instruction is to take full advantage of every student's ability to learn. In addition, differentiating can be performed in a variety of ways, and if teachers are willing to use this philosophy in their classrooms, they opt for a more effective practice that responds to the needs of diverse learners.

Tomlinson (2005) maintains that differentiation is not just an instructional strategy, nor is it a recipe for teaching, rather it is an innovative way of thinking about teaching and learning. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Differentiated instruction sees the learning experience as social and collaborative, the responsibility of what happens in the classroom is first to the teacher, but also to the learner (Tomlinson, 2005). Building on this definition, Mulroy and Eddinger (2003) added that differentiated instruction emerged within the context of increasingly diverse student populations. Within the learning environment permitted by the differentiated instruction model, teachers, support staff and professionals collaborate to create an optimal learning experience for students. Also in this environment, each student is valued for his or her unique strengths, while being offered opportunities to demonstrate skills through a variety of assessment techniques. This working definition of differentiated instruction reflects Vygotsky's socio-cultural theory, the main tenet of which lies in the social, interactional relationship between teacher and student. Tomlinson (2005) points out that the teacher is the professional in the classroom, an individual who has been suitably trained to mentor and lead his or her wards, using appropriate techniques, assisting each learner to reach his or her potential within the learning context. Teachers are legally and ethically bound to be the expert leading the child to full development.

Hands off is an instructional strategy requiring that the teacher should only intervene when it is absolutely necessary (Cox, 2009). Operationally, this strategy refers to the limitation of the participation of teachers in the class discussion with the learners or simply describe that teachers should only occur as needed.

An easy way to employ the hands-off approach in the classroom is to encourage inquiry. Instead of rushing over to give students the answer when struggling, allow them to sit in the moment and think for themselves. Give them question prompts and encourage them to look up things on their own. This will help students use their critical thinking skills as well as promote responsibility for their own learning. Hands-off instructional strategy challenge students to become versatile. The hands-off approach means that the teacher should only intervene when it is absolutely necessary. Once learners learn to work independently and can find answers on their own, the only job the teacher has is to intervene when absolutely necessary. For example, a student may be stuck on question and does not understand how to answer it. The job of the teacher would be to guide them to figure out how they can find the answers on their own. Students should be able to solve their own problems now because that is what the teacher has taught them. If for any reason students still need assistance, then the teacher can guide them and remind them how they can do it by themselves. Hands-off approach encourages students to think outside the box. Challenge them to brainstorm what they know before introducing a new topic. Graphic organizer is used such as the KWL chart (K-Know, W-Want to Know and L-Learned). Students fill in these three sections of the chart as part of their brainstorming technique. When students learn to think outside the box, they are learning that their ideas matter, no matter how silly or crazy they may sound (Cox, 2009).

On the other hand, hands on is another instructional strategy by means of using physical assignments or activities that engage the students in learning or by actually doing something rather than learning about it from books, lectures, and the like. Involving or allowing the use of hands or touching with hands (Merriam-Webster, 1828). Operationally, this refers to a total

learning experience which enhances the child's ability to think critically with the task given by the teacher. Hands-on approach is a method of instruction where students are guided to gain knowledge by experience. This means giving the students the opportunity to manipulate the objects they are studying, for instance, plants, insects, rocks, water magnetic field, scientific instruments, calculators, rulers, mathematical set, and shapes. In fact, it is a process of doing mathematics and science where students become active participants as Guido (2017) underscored that peer teaching increased literacy scores.

Students who read and discuss story passages with their peers recall more content and score higher on assessments, according to an Ohio University pilot study. The researcher divided four average-reading 6th grade students into pairs. The first pair participated in peer reading activities twice a week, whereas students in the second pair read the same passages individually at the same frequency. The first pair scored higher on each reading assessment. Peer teaching also developed reasoning and critical thinking skills. Students who work in pairs and groups typically perform better on tests that involve reasoning and critical thinking. This is largely because students must become active learners, discussing and rationalizing lesson concepts in their own words in the classroom (Guido, 2017).

Haury and Rillero (2015) posit that hands-on learning approach involves the child in a total learning experience which enhances the child's ability to think critically. It is obvious therefore, that any teaching strategy that is skilled towards this direction can be seen as an activity-oriented teaching method. Hands-on approach has been proposed as a means to increase student academic achievement and understanding of scientific concepts by manipulating objects which may make abstract knowledge more concrete and clearer. Through hands-on approach, students are able to engage in real life situations and observe the effects of changes in different variables. It offers concrete illustrations of concepts. This method learner-centered which allows the learner to see, touch and manipulate objects while learning as mathematics are more of seeing and doing than hearing; so also with science that advocates —do it yourself (Ekwueme et al., 2015).

Masten and Monn (2015), support the idea of different psychologists that hands-on learning is not just for sewing, cooking or painting; it can be a part of any subject. It is the common name for experiential learning, which is the philosophical term behind the idea of immersing oneself in a subject in order to learn. Experiential learning has been around since 350 BCE, when Aristotle wrote, "for the things we have to learn before we can do them, we learn by doing them." This idea ultimately became popular in the early 1950's from the famous psychologists such as Jean Piaget, Kurt Lewin and John Dewey.

Lesson objective transparency means clearly stating lesson goals or objectives (Salminen, 2018). This could be announced in class or written on the board. This operationally refers to the preliminary work of teachers that before going to start the proper topic of discussion there should have a clear objective shared to the learners. The learning transparency objective focuses attention away from the delivery of instruction and onto the students. Management of learning suggests a more active role by the student. Students can use objectives to guide their learning efforts choosing appropriate materials, reading selectively, and the like. Objectives can also be used for self-evaluation, which may direct the student's efforts (e.g., skipping ahead or reviewing). In lesson objective instructional strategy, once the teachers have developed learning objectives for a course or module of learning, it can become easier to sequence instruction, allot time to topics, assemble materials, and organize instructional time. Learning objectives can also be used as a guide to developing learning activities, which can engage learners in ways that match the desired learning outcome, (e.g., small-group work, independent study, Socratic questioning among others (Derek, S. 2016).

Modelling is a two-fold process that includes demonstrating a desired skill or behavior while describing the actions and decisions being made throughout the process (Educational

Research Newsletter and Webinars, 2020). According to Belknap (2020), it is important for coaches to model the thinking behind, and implementation of, an instructional strategy or other teaching move for collaborating with teachers, anit is important for teachers to model how to engage in a task for students. Setting up a simple process to allow for this modeling to happen, and the learnings from it to follow is the purpose of this strategy. Examples include demonstrating the elements of a task, thoughtful interaction with learning (reading, speaking, listening, and writing), breaking down a complex task into steps and the behaviors or thought processes of a member of the learning community. Modeling is a highly effective strategy when the recipient knows the purpose and has been given time and a structure to synthesize it. Modeling should not be considered a "final act" that is one and done. Modeling is often needed as a repeated strategy, as it may be demonstrating a complex process that is entirely new to a learner. This strategy provides a toolbox of resources and steps to prepare, execute and reflect on how to model a strategy for teachers as a coach.

Through explicit teacher modeling, the teacher provides students with a clear example of a skill or strategy. The teacher provides a structure to guide students by: describing the skill or strategy, clearly describing features of the strategy or steps in performing the skill, breaking the skill into learnable parts, describing/modeling using a variety of techniques, and engaging students in learning through showing enthusiasm, keeping a steady pace, asking good questions, and checking for student understanding (Educational Research Newsletters and Webinars, 2020).

Peer teaching is a kind of instructional strategy that engages learners during class through activities that require each learner to apply the core concepts being presented, and then to explain those concepts to their fellow students. Operationally, this teacher strategy refers to the learner to learner teaching-learning process where learner adopts his or her classmates for mentoring. Lim (2014) noted that peer-teaching provides an atmosphere that promotes the improvement of communication skills, encourages independent learning, and helps to develop self-confidence. Because peer-teaching actively engages students in the learning process, students gain a sense of purpose with regard to the course.

In peer-teaching activity, the peer-teachers must understand and work well enough to present it to their peers, and the peers must be attentive in order to assess the performances of their peer-teachers. Students also gain a sense of stewardship over their learning by peer-teaching and learning, as they are encouraged to learn from one another as well as from the lecturer, "peer- teaching is a technique in helping students perform better in understanding the different concepts, especially their ability to express their ideas." Students' learning is influenced by how they learn, with many learning best through active, collaborative, small-group work inside and outside the classroom (Lim, 2014).

Problem-based instruction is conceptually and operationally referring to a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. Problem-based instruction means believing all students can solve problems on their own and giving them a chance to try. The curriculum we write is designed to support problem- based instruction. Each lesson is built around a set of activities that students can work on by themselves or in groups, starting with a warm-up that activates relevant prior learning. The activities are designed to be amenable to different approaches that different students might bring to the work. Because not all students will be ready just to jump right in, each activity has a launch which is designed to help them understand the problem without giving away the punchline (William, 2019).

This refers to a classic methodology where the student is a passive spectator of the lesson taught by the teacher (Brinthaupt, 2020). Operationally, it is a traditional classroom teaching model, where the teacher delivers lecture verbally that sometimes in combination with a projector, visual display surface and writing surface.

Xing-ju, Lin and Gui-feng (2013) noted in their study that the traditional lecture method is the method that the teachers impart knowledge to students through oral language. Lecture method includes telling method, interpretation method, speak pronunciation and speech method. Traditional teaching method is beneficial to give full play to the teacher's leading role and enable the students to obtain more knowledge. However, this kind of teaching method makes the students lose the learning initiative and creativity at the same time.

Methods

The descriptive-quantitative research design was used in this study that aimed to determine the extent of instructional strategies employed by the teachers among public elementary schools of South Central Mindanao specifically in the five (5) city divisions of region XII.

The data were obtained from among the public elementary school teachers of the identified schools. Due to the pandemic outbreak of Corona Virus Infectious Diseases (COVID-19), there was an assurance of passive and diplomatic community members in the area where the study conducted to avoid misinformation and further contamination of the virus. The peace and order situation was constantly monitored and police visibility in the community was evidently stationed. On the other hand, the subjects of this study were the permanent public elementary school teachers who were instructed to rate their own instructional strategies. The respondents of the study were computed using the estimating proportions and simple random sampling (Lwanga, 1991; Daniels, 1999); where: QP - Expected prevalence or proportion 20% nP = 0.2 n=200 Population size = 250 d = precision (5%) d = 0.05 or n=Population size less expected prevalence of 20% n=250-0.2 =200. Based on the computed sample size, out of the two hundred fifty (250) public elementary school teachers, only two hundred (200) were randomly selected and were utilized as respondents of this study regardless of gender and position. Twenty percent of the total respondents or equivalent to 40 teachers were the target number of the respondents per division.

The survey questionnaire used in gathering data was a self-constructed instrument utilizing the four-point Likert Scale with range of means from 1.00-4.00. For validity and reliability, the survey questionnaire was validated by experts and it was pilot tested using the teacher-respondents from Esperanza District II, Division of Sultan Kudarat that were excluded as part of the study. Results showed that the research instrument was valid and reliable.

Results and Discussion

The extent of varied instructional strategies of the teachers in the identified Public Elementary Schools in South Central Mindanao have been presented in tabular forms and being discussed in textual form.

Table 1 shows the extent of the instructional strategies employed by the teachers in terms of collaboration using five different indicators. The statistical formula for mean and the Likert's scale of four were used to determine the perceptions of the 200 respondents in the aforesaid teaching strategy. Findings reveal that the respondents rated the indicators as follows: indicator four which is collaboration as an instructional strategy of the teacher establishes learners 'expectations and norms for working together ranked first with a mean value of 3.73; followed by indicator one – helps learner understands the topic garnered a weighted mean of 3.68; indicator three - gives learner time and opportunities within the activity to develop different skills obtained a mean value of 3.68; indicator two - guides learner through the stages of team building obtained 3.65 mean value; while indicator five - helps learner design protocols for handling conflict disagreement to resolve issues within their teams ranked the least among the five indicators garnering a mean value of 3.51. The above mean values were all interpreted as strongly agree based on the given legend shown below the table. The weighted mean of 3.65 with descriptive equivalent of strongly agree was reflected in the table.

Table 1. Extent of instructional strategies used by teachers among public elementary schools in South Central Mindanao in terms of collaboration (n=200)

Item	Mean	Interpretation
1. Helps learner understand the topic	3.68	Strongly Agree
2. Guides learner through the stages of team building	3.65	Strongly Agree
3. Gives learner time and opportunities within the activity to develop different skills	3.67	Strongly Agree
4. Establishes learners' expectations and norms for working together	3.73	Strongly Agree
5. Helps learner design protocols for handling conflict disagreement to resolve issues within their teams	3.51	Strongly Agree
Overall Mean	3.65	Strongly Agree

Note. Legend:

3.50 – 4.00	Strongly Agree	1.50 – 2.49	Somewhat Disagree
2.50– 3.49	Somewhat Agree	1.00 – 1.49	Strongly Disagree

The values of mean were all remarkably high and interpreted as strongly agree. This implies that the above stated strategy touches the real classroom scenario where learners are always at the top priority of learning and given full attention to the best of their interest. On the same way, collaborative teaching strategy has been very familiar to the respondents and often applied in school. This impactful instructional strategy has been found out to be contributory to the increased alertness of school children. In this teaching strategy, learners are given a chance to speak up in class to express great ideas in a topic discussed. Meanwhile, teachers knew how excited some learners when participating in whole class discussions. Practically, collaborative learning creates a more relaxed learning atmosphere with less risk.

On the other hand, this finding agreed with the theory of Vygotsky on zone of proximal development considering that learners can do better if being aided by peers or adults. Cherry and Morin (2019) highlighted that the zone of proximal development (ZPD) is the range of abilities that an individual can perform with assistance but cannot yet perform independently.

The teachers' responses were based from their observations of the real situation in school specifically inside the classroom where teaching-learning creates a role shift between learners and teachers. As underscored by Sbertoli (2014), collaborative learning is a method of instruction that basically involves grouping students to work together towards a common academic goal. The method is based on the theory that knowledge is a social construct of educational experiences that involve interaction and social exchange, that are contextually relevant and engaging and are student-centered leading to deeper learning.

Likewise, these findings support several claims of experts in collaborative learning that the active exchange of ideas within groups of students promotes critical thinking and there seems to be quite persuasive evidence that teams engaged in cooperative learning achieve at higher levels of thought and retain information longer than students who work solely as individuals. This constructivist's view of learning, based on Vigotsky's theories, states that learning occurs when students are actively involved in the construction of new mental representations, instead of assuming the role of empty vessels waiting to be filled with knowledge. The responsibility for the process is placed on the learner. Also, by engaging in discussion and taking responsibility for their learning, students further develop their critical thinking.

Moreover, the positive response of the teacher-respondents also agreed with the idea of Moseley (2019) that one of the best things about working collaboratively with people who bring different skill sets and backgrounds to the table is learning from their own experiences. Collaborating with team members or even different teams should be thought of as a learning

experience. Teams that collaborate not only have an opportunity to learn from each other's mistakes, successes, failures, workflow and the like; but also gain an understanding of the other team's perspectives (Moseley, 2019). Many other studies had proven that collaborative instructional strategy increases student motivation and comprehension.

Table 2. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of demonstration (n=200)

Item	Mean	Interpretation
1. Promotes learners' creative thinking skills	3.77	Strongly Agree
2. Helps create learners' mental links between new and previous learning	3.81	Strongly Agree
3. Encourages learners' involvement	3.76	Strongly Agree
4. Increases learners' curiosity and reasoning abilities	3.79	Strongly Agree
5. Enhances learners' understanding	3.73	Strongly Agree
Overall Mean	3.77	Strongly Agree

Table 2 presents the extent of teachers-instructional strategy in terms of demonstration rated as follows: indicator two states that ―helps create learner's mental links between new and previous learning earned the highest mean value of 3.81; followed by indicator four states that―increases learners' curiosity and reasoning abilities gained second to the highest with 3.79 mean value; and indicator one states that ―promotes learners' creative thinking skills rated with 3.77 mean value third in ranked; andthe indicator three states that ―encourages learners' involvement' rated with 3.76 mean value got the fourth post; while the fifth indicator states that ―enhances learners' understanding ranked last with only 3.73 mean value.

With an overall mean of 3.77, all indicators were rated strongly agree based on the given equivalent descriptive interpretation. The results show that all indicators were rated high and belong to the highest mean levels. Understandably, as a teacher too, respondents manifest that the indicators used have affected the actual classroom setting as far as demonstration as an instructional strategy is concerned. This finding is supported by Goodwin (2018), underlining that demonstration as an instructional strategy provides both teachers and learners with experiences of real events, phenomena and processes, helping learners learns, raise learners' interest and motivation that enable the teaching-learning process become easier.

Generally speaking, in demonstration method, the teaching-learning process is carried out in a systematic way. Demonstration often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand applications of theories. This further implies that since the respondents were teachers coming from the same region that played the same mandates and roles in the delivery of services to the school learners, it is expected that most of them have the same teaching-learning atmosphere that resulted their scores similar to each other.

The constructive findings support the ideas of Wellington and Ireson (2012) that demonstration teaching strategy aided students to be fully involved and participating actively in lessons, they may think that they should always learn by doing. Certainly, students should be given the opportunity to carry out practical work in science themselves. This gives them the opportunity to develop skills in handling and using equipment, making decisions, collecting data and actively thinking about what they are doing and learning. Demonstrations offer useful opportunities for purposeful participation in learning that can enhance understanding of the concepts given in the textbook. Leading science educators make the point that there is always a place for an interesting, sometimes unforgettable, demonstration that may form an important episode in a student learning.

Table 3. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of differentiated instruction (n=200)

Item	Mean	Interpretation
1. Develops learners' better independence	3.68	Strongly Agree
2. Places learners stay on task	3.53	Strongly Agree
3. Meets diverse learners' need	3.60	Strongly Agree
4. Allows learners do the same content of different tasks	3.61	Strongly Agree
5. Invites attention to learners' readiness, interest, and learning profile	3.75	Strongly Agree
Overall Mean	3.63	Strongly Agree

Table 3 reflects the extent of teacher instructional strategies in terms of differentiated instruction using the five different indicators. The results were computed by using the formula for mean and the Likert's scale of four. Respondents rated indicator five to be the highest among indicators with 3.75 mean value interpreted as strongly agree; followed by indicator one with 3.68 mean value with equivalent description as strongly agree; indicator four respondents scored 3.61 mean value with corresponding interpretation as strongly agree; indicator three garnered 3.60 mean value with adverbial interpretation as strongly agree; while indicator two got the lowest score with only 3.53 mean value but still rated as strongly agree according to the given adverbial interpretation.

The overall mean of 3.63 or equivalent to strongly agree is reflected in the table. This implies that the respondents are familiar with this kind of instructional strategy wherein the main objective is to meet the different needs and interests of the learners as well as the demands of time in the current trend of education. Further, respondents rated differentiated instruction with the high level mean value because of the encouragement from the instructional leaders on the field to apply this strategy with the school children in order to achieve quality education leading to global competitiveness.

Also, as cheered by the Department of Education (DepEd) during the conduct of the series of trainings and seminars, in order to meet one of the objectives embedded in the enhanced basic education curriculum or known as K to 12 curriculum, the teachers are required to employ the differentiated instructional teaching strategy. Likewise, the respondents were aware of the differentiated instruction strategy if applied by the teachers in school, it will address the challenges of increasingly diverse learners in the different parts of the region.

Moreover, the findings support the ideas of Aranda and Zamora (2016) pointing out that differentiated instruction is a philosophy grounded in Vygotsky's theory of sociocultural with key concept on Zone of Proximal Development and Scaffolding (ZPD) wherein to achieve meaningful learning, it needs teacher scaffolding, collaboration with peers, and most specially, slightly difficult task that beyond the comfort level of the students. Hence, the learners' tasks are suitable to their needs and interests and that the teachers perform constant supervision in order to help bring out the best and contribute to the creation and sustainability of knowledge and experiences contributing for the holistic development of the learners.

Further, Aranda and Zamora (2016) underscored that differentiated instruction is a philosophy of teaching based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interest, and learning profiles. A chief objective of differentiated instruction is to take full advantage of every student's ability to learn. These confident results exposed by the respondents can be concluded that the findings were contracted with the ideas that differentiated classroom will help the teacher to support and respond to the academic needs of the learner.

As cited by Aranda and Zamora (2016), in a differentiated classroom, there is no room for fear and students are free to take risks in their learning. By developing lessons according to student readiness levels, interest, learning profiles, teachers will be able to integrate students' prior knowledge and experiences outside the school environment which will empower students to view things differently and share their opinions because they already have knowledge and interest in the topic. With modifications made to lessons, students are challenged at appropriate levels to eliminate frustrations and boredom. Levy (2008) stated that differentiated instruction is used to accommodate   and better prepare students of all learning types and ability levels to succeed in his/her classroom.

Table 4. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of hands-off (n=200)

Item	Mean	Interpretation
1. Allows learners to become teachers or experts in a topic	3.36	Agree Somewhat
2. Cultivates inquiry among learners and get thinking for possible answers	3.53	Strongly Agree
3. Encourages brainstorming	3.59	Strongly Agree
4. Allows learners think out loud	3.53	Strongly Agree
5. Encourages learners to become more active in their own learning	3.61	Strongly Agree
Overall Mean	3.52	Strongly Agree

Table 4 presents the extent of teacher instructional strategies in terms of hands-off with five different indicators applied. The statistical formula for mean was used and the Likert's scale of four to get the adverbial interpretation easily.

Indicators are stated as follow: allows learner to become the ―teacher or expert‖ in a topic, cultivates inquiry among learners and get thinking for possible answers, encourages brainstorming, allows learner think out loud, and encourages learners to become more active in their own learning. Thus, respondents rated indicator five with the highest mean value of 3.61 with equivalent description of strongly agree indicating that the teachers provide strong motivational approaches as part of their teaching strategy: followed by indicator three with 3.59 mean value interpreted as strongly agree; indicator two with 3.53 mean value interpreted as strongly agree similarly with the indicator four; while indicator one ranked last among the five indicators garnered only 3.36 mean value with equivalent interpretation as somewhat agree which implies that it requires time and effort to make students master the lessons and become experts like their teachers.

The overall mean of 3.52 with corresponding interpretation as strongly agree is shown in the table. Ratings given by the respondents noticeably belonged to above average in all of the indicators. This implies that the hands-off teaching strategy is still in practice by the teachers from different schools especially in South Central Mindanao region wherein most of the teachers have displayed competence in their field of specializations as manifested from their awards and recognitions gained during the local, national and even international competitions. Likewise, the learners gained spectacular awards in both academic and sports fest. Providing the learners with enough freedom to improve their knowledge and experiences contributed to such kind of remarkable achievements. Likewise, the statements in the indicators are all favorable for both teachers and learners as far as the aforesaid strategy is concerned. Often, students expect their teacher to instil the important information and provide the answer to every question. Moreover, the hands-off approach means that the teacher should only intervene when

it is absolutely necessary. Once students learn to work independently and can find answers on their own, the only job the teacher has is to intervene when absolutely necessary (Cox, 2009).

Table 5. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of hands-on (n=200)

Item	Mean	Interpretation
1. Encourages learner to do something in order to learn the lesson	3.79	Strongly Agree
2. Allows learner to directly apply and understand task	3.73	Strongly Agree
3. Encourages young learner to do things for themselves independently	3.74	Strongly Agree
4. Allows learner learn on his or her own way	3.74	Strongly Agree
5. Activates learner's all senses at once	3.59	Strongly Agree
Overall Mean	3.72	Strongly Agree

Table 5 presents the extent of teacher instructional strategies in terms of hands-on using the five indicators. Employing the statistical formula for mean and the Likert's scale of four, the following are the responses of the teachers: indicator one - encourages learner to do something in order to learn the lesson was rated with 3.79 mean value; hence it ranked first; followed by indicator three - encourages young learner to do things for themselves independently was rated with 3.74 mean value and it ranked second; similarly with indicator four - allows learner learn on his or her own way; indicator three - encourages young learner to do things for themselves independently was rated with 3.74 mean value; while indicator two - allows learner to directly apply and understand task was rated with 3.73 mean value and it ranked last. The total weighted mean of 3.72 is presented in the table.

All of the mean values were equivalent to descriptive interpretation of strongly agree including the total weighted mean. Similar with other tables, the results strikingly revealed high including the overall mean value. This speaks that the aforesaid hands-on teacher instructional strategy is mutual among the two hundred (200) respondents. Similarly, the stated indicators are all affirmative statements for both learners and teachers that made the respondents answered positively. Scores shown on the table are adjacent to each other and within the same range level and adverbial interpretation.

Further, the indicators used in this teaching strategy had the same concept with various literatures and studies that hands- on learning allows students to directly observe and understand what is happening. This is a particularly successful way to teach kinesthetic learners, who learn best by example. It is often hard to properly understand something you have never directly seen or experienced. This is why lately hands-on learning has become more popular in education - there are more vocational courses that provide work experience than ever before.

The results of the study also revealed that the respondents are familiar concerning hands-on teaching strategy which has influenced the school children when it is applied at the right situation. This encourages young pupils to do things for themselves, which will help them learn independently later on in life.

Table 6. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of lesson objective transparency (n=200)

Item	Mean	Interpretation
1. Guides learner for learning efforts	3.79	Strongly Agree
2. Engages learner in ways that match the desired learning outcome	3.78	Strongly Agree
3. Provides information about the content to be learned	3.46	Agree Somewhat
4. Guides for grading and determining levels of learner's achievement	3.63	Strongly Agree
5. Guides both teacher and learner for self-evaluation	3.71	Strongly Agree
Overall Mean	3.67	Strongly Agree

Table 6 shows the extent of teacher instructional strategies in terms of lesson objective transparency using different indicators. The mathematical formula for mean and the Likert's scale of four were applied to give easy interpretation. The respondents rated the indicators as follow: indicator one was rated with 3.79 mean value placed at the highest post which implies that the teachers have given sufficient guidance to the learners in the performance of the required learning tasks; followed by indicator two which was rated with 3.78 mean value; indicator five was rated with 3.71 mean value; indicator four was rated with 3.63 mean value; while indicator three ranked last of the five indicators with only 3.46 mean value. This may be attributed to the fact that the learners have been required to study in advance and that their learning tasks provided in the modules and learning guides have been clearly emphasized. The teachers' task is to inform them about the learning objectives which will serve as their guide before the lesson, during the lesson and after the lesson. Task consistency needs to be taken into account in order for the learners to efficiently and effectively perform the given activities.

The overall mean of 3.67 is shown in the table. All of the results had adverbial interpretation of strongly agree except in indicator three showing that the score is going down a little bit and interpreted as agree somewhat. However, the overall mean is still with the adverbial interpretation of strongly agree. The figures above shown were considered as high mean values. This implies that the said teaching strategy is similar with other teaching strategies had advantages with the school children if applied at the right classroom situation.

According to Goodwin (2018), instead of letting the students figure out what they should be learning on their own, just tell them. The teacher clearly states the lesson goals or objectives. It could be announced in class or write the objective of the lesson on the board. Just make it simple and clear for all of the students to easily understand. Then, the students know what they are working towards and what they should know by the end of the class. This also really helps to minimize if not eradicate student anxiety come test time. Further, the ideas given by the above named author has the same tone with the statements used in the indicators. This means the high scores reflected in the table is the manifestation that the respondents have shared the same thoughts and ideas with some educators cited in this study especially supporting the ideas of Goodwin (2018).

Table 7. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of modeling (n=200)

Item	Mean	Interpretation
1. Benefits learner from seeing before having to do	3.62	Strongly Agree
2. Guides the learner with step by step process	3.75	Strongly Agree
3. Limits the supply needed because not everyone needs to handle materials	3.72	Strongly Agree
4. Allows teacher to control potentially dangerous materials	3.72	Strongly Agree
5. Encourages questioning among learners	3.62	Strongly Agree
Overall Mean	3.69	Strongly Agree

Table 7 presents the extent of teacher instructional strategies in terms of modeling using the affirmative statements as indicators. The statistical formula for mean was used to easily interpret the data. Also, the Likert's scale of four was the basis for the adverbial interpretation and other simple analysis.

The table revealed that indicator two gained the highest number of mean value of 3.75; followed by indicator three rated with 3.72 mean value similarly with indicator four; while indicators one and five were rated with the same mean value of 3.62. All of the results were interpreted as strongly agree.

The average mean of 3.69 with adverbial interpretation as strongly agree is shown in the table. The scores flocked at the same range from 3.62 to 3.72 mean levels with the same adverbial interpretation as strongly agree. These positive results express that the teaching strategy of modeling as well as the indicators used were correlated to each other and applicable to the school children of any level. The above findings backed by the ideas articulated in Educational Research Newsletter and Webinars (2020) that to engage learners as much as possible, teachers often give learners feedback and frequent opportunities to participate in class. Another important engagement tool is modeling desired actions or behaviors, according to a recent research review of teaching practices that this kind of teaching strategy increases student engagement and prevents them from school failure.

On the same note, research has found that modeling decreases student error, positively affects the perceived importance of a task and increases self-regulated learning. For effective modeling, teachers should use think-aloud to make important connections and share their expert thinking with their students (Educational Research Newsletter and Webinars, 2020)

As quoted by Filipatali (2013), modeling instructional strategy is supported by theory of Albert Bandura the humanistic theory of learning where he used the term social learning or observational learning to describe this theory of learning. He believes that learning is essentially a human activity and every person's experience. Learning can be due to incidental social interaction and observation. Learning occurs through imitational and modeling while one observes others. The behavior of the teacher has more influence to learners because learner will imitate the behavior of the teacher regardless of whether good or bad. Further, modeling instructional strategy according to Lea (2016) is not all about the teacher doing and the students watching. It is th teacher doing while involving the students in the thinking, the doing and all aspects of the process. Modeling also means a progression of teacher doing less and students doing more. Explicit teacher modeling is most effective when combined with two additional instructional strategies. Before explicit teacher modeling, teachers should build meaningful student connections between what students already know and what they are going to learn through an advanced organizer. This strategy helps "set the stage" for learning (Florida Center for Instructional Technology, n.d.).

Table 8 shows the extent of teacher instructional strategies in terms of peer teaching instruction using the five different indicators. The indicators used were confirmatory statements that determine the real scenario in the school especially inside the classroom. Using the mathematical formula for mean and Likert's scale of four, respondents rated the indicators as follow: indicator two was rated with 3.75 mean value and ranked first; followed by indicator three which was rated with 3.72 mean value likewise with indicator four; indicator one was rated with 3.62 mean value similarly with indicator five. The average mean of 3.69 is reflected in the table. All of the results including the average mean had equivalent adverbial interpretation of strongly agree.

Table 8. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of peer teaching (n=200)

Item	Mean	Interpretation
1. Allows learner receive more time for modified learning	3.62	Strongly Agree
2. Improves learner's confidence and interpersonal skills	3.75	Strongly Agree
3. Promotes learner's active learning	3.72	Strongly Agree
4. Develops learner's reasoning and critical thinking skills	3.72	Strongly Agree
5. Engages learner feel more comfortable while interacting with a peer	3.62	Strongly Agree
Overall Mean	3.69	Strongly Agree

The positive marks given by respondents demonstrate that the stated indicators influenced the learners efficiently as far as the aforementioned teaching strategy is concerned. At the same time, the respondents rated the above indicators to the highest level indicates that there are bearing of the statements used in the indicators with the school children. Guido (2017) shared the same ideas with the aforesaid statements. Also, he made mentioned that the students who read and discuss story passages with their peers recall more content and score higher on assessments, according to an Ohio University pilot study. The researcher divided four average-reading 6th grade students into pairs. The first pair participated in peer reading activities twice a week, whereas students in the second pair read the same passages individually at the same frequency. The first pair scored higher on each reading assessment. Guido (2017) further stated relative to the indicators that there are many studies about peer teaching pointing to students building confidence and communication abilities. Pioneering research from 1988 states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize these benefits by asking questions and receiving immediate clarification. A later study of at-risk students echoed these advantages.

Table 9 presents the extent of teacher instructional strategies in terms of problem-based instruction using the five different indicators. The said indicators were interpreted through the use of mathematical formula for mean and the Likert's scale of four. The following are the responses of the respondents: indicator five gained the highest score of 3.81 mean value emphasizing that the teachers have found out that teamwork and collaboration among the learners significantly contribute to successful and efficient problem solving; followed by indicator two with 3.78 mean value; indicator three has 3.75 mean value; indicator four with 3.72 mean value; while indicator one has 3.70 mean value considered as the lowest score among the five indicators used which implies that the teacher-respondents that problem-solving as an instructional strategy have found out that this would bring benefit in improving

the learners' understanding. The overall mean of 3.75 is shown in the table. All of the results had the same adverbial interpretation of strongly agree including the weighted mean value.

The scores show the close gap of the ratings that landed on the same range level and interpreted with the highest adverbial interpretation of strongly agree. This implies that the use of problem-based instruction teaching strategy contributed significantly to the learning of school children especially if guided by the statements used in the indicators.

Table 9. Extent of teacher instructional strategies among public elementary schools in South Central Mindanao in terms of Problem-Based Instruction (n=200)

Item	Mean	Interpretation
1. Reinforces learners understanding on factual situation	3.70	Strongly Agree
2. Addresses real-life issues that require real-life solutions	3.78	Strongly Agree
3. Engages learner the opportunity from normal lessons and common exercises to greater comprehension	3.75	Strongly Agree
4. Allows learning to become more profound and durable	3.72	Strongly Agree
5. Builds transferable skills based on teamwork and collaboration	3.81	Strongly Agree
Overall Mean	3.75	Strongly Agree

This supports the literature that problem-based learning is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, problem-based learning can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. Besides, the stated teaching strategy can be incorporated into any learning situation. Hence, the appropriate use of problem-solving as an instructional strategy may lead into the development of higher-order thinking skills on the part of the learners.

Table 10 presents the extent of teacher instructional strategies in terms of traditional lecture using the five affirmative statements as indicators. The statistical formula for mean was used to interpret the data. Likewise, the Likert's scale of four is reflected in the table to easily manage the interpretation of the gathered data. The following are the statements and the scores reflected by the respondents: indicator four states that - assists learner before tests was rated with 3.65 mean value as the top score; followed by indicator one states that - helps learner understands effectively at his or her natural speeds was rated with 3.61 mean value and indicator five states that - offers learner the main topic to study obtained the same with indicator one rated 3.61 mean value placed third post; indicator three states that - allows learner take notes on the information that is being taught garnered 3.48 mean value and ranked fourth; while indicator two states that - provides facts to learners while the teacher assumes the role of an expert obtained the mean value of 3.46 and got lowest rank.

Table 10. Extent of teacher instructional strategy among public elementary schools in South Central Mindanao in terms of traditional lecture (n=200)

Item	Mean	Interpretation
1. Helps learner understands effectively at his or her natural speeds	3.61	Strongly Agree
2. Provides facts to learners while the teacher assumes the role of an expert	3.46	Agree Somewhat
3. Allows learner take notes on the information that is being taught	3.48	Agree Somewhat
4. Assists learner before tests	3.65	Strongly Agree
5. Offers learner the main topic to study	3.61	Strongly Agree
Overall Mean	3.56	Strongly Agree

The overall mean of 3.56 is reflected in the table. Only in indicators two and three read as agree somewhat, the rest of the results including the overall mean were interpreted as strongly agree based on the given equivalent descriptive interpretation.

The findings display the positive reactions of the respondents placing most of the scores excellently high with highest range level. This denotes that the traditional lecture teaching strategy is just similar with other teaching strategies very common among the teachers in the field. Generally, respondents pulled to rate most of the scores to the great value because of the mutual statements used in the indicators. In relation, the findings are supported by the article of Xing-ju, Lin, and Gui-feng (2013) pointing out that the traditional lecture method is the method that the teachers are the ones imparting knowledge to students through oral language. This method includes telling method, interpretation method, speak pronunciation and speech method. Traditional teaching method is beneficial to give full play to the teacher's leading role and enable the students to obtain more knowledge. It can be concluded that in the concept and understanding of traditional lecture in China has the same tenor with the application and process with the teachers in the Philippines especially so in South Central Mindanao region.

Filipatali (2013) noted that knowledge is actively constructed by learners through interaction with physical phenomenon and interpersonal exchanges. In constructivist teaching, the teacher is required to enact agenda from outside the classroom that is, it has to be of societal imperative but intended to enrich the curriculum at classroom level. Forms of constructivist relationship between teacher and student include a traditional approach to instruction where the teacher teaches and then allows students to construct new knowledge, post teaching process and a traditional approach of instruction where the teacher ignores learning opportunities in the course of teaching but students are told to take note of them to be explored post learning process (Filipatali, 2013).

Conclusion

This study aimed to examine how the teachers' instructional strategies perceived in the public elementary schools in South Central Mindanao utilizing two hundred teachers as respondents. Employing the descriptive-quantitative method of research the following were investigated: the extent of teachers' instructional strategies. The results showed that majority of the respondents rated the indicators remarkably high with positive adverbial interpretation on the extent of teachers' instructional strategy and learners' development. The teacher-respondents have expressed a strong agreement on the extent of teachers' instructional strategies among public elementary schools in South Central Mindanao, Philippines in terms of collaboration, demonstration, differentiated instruction, hands-off, hands-on, lesson objective, transparency, modelling, peer-teaching, problem-based instruction and traditional lecture as manifested from the average weighted mean of 3.67 interpreted as very effective at

a rate of 76-100 percent. The general findings imply that the strategies employed by the teachers have been contributing to the successful attainment of educational goals and objectives particularly among public elementary schools; hence, the sustainability of the strategies utilized by the teachers is vital particularly at this stage of global pandemic wherein paradigm shift in education has become the priority in order to address the rapid changes in the educational internal as well as external environment. It is therefore highly recommended that the teachers in this fourth educational revolution continue to devise teaching strategies that can readily address the multifarious needs and interests of the learners by means of integrating the use of varied technology-based instructions in order to sustain quality education.Likewise, a study on learners' development in correlation with teachers' instructional strategies may be conducted to determine the influence of teachers' instruction with students' advancement.

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