

Beyond Expertise: Teacher's Strategies, Student Engagement, and Academic Performance

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Abstract—This study aimed to examine the strategies employed by teachers in teaching subjects beyond their field of specialization and how these strategies affect student engagement and academic performance. Conducted at Labuan Central School in Zamboanga City during the school year 2024–2025, the study involved intermediate-grade teachers and students selected through random sampling. Using a descriptive-correlational design, the research explored three key areas of teacher strategies: lesson planning, classroom instruction, and classroom assessment. Findings revealed that teachers often utilized content-based strategies such as researching topics and using teaching guides and rubrics. However, strategies related to fostering critical thinking, diverse instructional methods, and individualized support were only occasionally applied. Students reported a high level of engagement, particularly in classroom participation and assessment, indicating that they were frequently active and responsive. Their academic performance was categorized as satisfactory, reflecting that they are meeting learning standards but have room for improvement. Correlation analysis showed no statistically significant relationship between teacher strategies and student engagement or academic performance. These results suggest that while teacher strategies are implemented with good intent, other factors may more strongly influence student outcomes. The study concludes that targeted professional development is necessary to equip teachers with more effective pedagogical tools when handling subjects beyond their expertise.

Index Terms—Academic performance, Classroom assessment, Lesson planning, Out-of-field teaching, Student engagement, Teacher strategies.

1. Introduction

In the ever-evolving landscape of education, teachers are increasingly tasked with teaching subjects outside their field of specialization. This shift presents challenges in lesson planning, classroom instruction, and assessment, as educators must adapt their methods and strategies to effectively deliver unfamiliar content. The ability to plan lessons aligned with curriculum standards, facilitate interactive learning experiences, and implement appropriate assessment tools becomes crucial when navigating outside one's area of expertise.

Student engagement is a key factor that greatly influences the learning process. Engaged students tend to participate more actively in class discussions, take assessments seriously, and show increased motivation to learn. This engagement reflects not only in classroom behavior but also in academic achievement. When students are involved and supported, they

are more likely to understand lessons, perform better in tests, and develop critical thinking skills.

The correlation between teaching strategies and student outcomes—particularly engagement and academic performance—is of growing interest to educators and researchers. When students perceive that their teachers are using meaningful, inclusive, and well-structured strategies, their engagement and academic success may increase, even if the subject is outside the teacher's expertise. It becomes essential to explore how students respond to instructional practices, especially when these practices are shaped by the teacher's limited background in a particular subject.

In the context of Labuan Central School in Zamboanga City, this issue is particularly relevant as many Grades 4 to 6 teachers are assigned to teach subjects beyond their specialization. The school serves a large population of learners with diverse needs, making it imperative for educators to employ effective teaching methods regardless of subject expertise. Understanding the dynamics within this locale can offer meaningful insights into the broader challenges faced by teachers in similar settings.

Thus, the study aims to determine the extent to which teachers' strategies in teaching subjects beyond their expertise influence student engagement and academic performance.

The findings of this research may offer valuable recommendations for improving instructional approaches, ensuring better student outcomes, and guiding educational stakeholders in crafting policies that support teachers in multifaceted classroom roles.

2. Literature Review

A. Teacher's Strategies in Teaching Subjects Beyond their Expertise

Complementing this, Karpouzis et al. (2024) introduced a Generative AI tool tailored to create customized lesson plans using classroom-specific inputs, further reducing teacher workload and enhancing responsiveness to diverse student needs. Lee and Zhai (2024) analyzed the integration of ChatGPT in science lesson planning, noting both its potential and limitations in instructional contexts. Moreover, the integration of artificial intelligence (AI) in lesson planning has also gained attention. Fan et al. (2024) developed "LessonPlanner," a tool utilizing large language models

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(LLMs) to support novice teachers in generating adaptive and pedagogy-driven lesson plans. This innovation reduced preparation time and improved.

In the Philippine setting, Bantillo and Ngag (2024) compared traditional and modernized instruction, concluding that technology-enhanced and collaborative teaching strategies significantly improve student engagement. The use of project-based learning (PBL) also emerged as a key factor in improving student interest and teacher performance in public secondary schools (2021). Baroudi et al. (2024) supported this by showing how proactive feedback, or "feedforward," improved student motivation and academic output among pre-service teachers. Internationally, Freeman et al. (2014) identified differentiated instruction and formative assessment as key strategies in enhancing engagement and academic outcomes in U.S. classrooms. In the UK, Barrett et al. (2013) found that supportive classroom environments greatly influence student motivation and performance. Marian et al. (2013) further contributed by analyzing bilingual education models in Canada, which showed positive effects on both language proficiency and academic success.

Sobrecarey and Baguio (2024) explored how groundbreaking teaching practices, such as the use of graphic organizers and interactive instruction, contribute to effective classroom assessment in the Philippines. Despite demonstrated strengths, they emphasized the need to align appraisal practices with evolving educational standards.

Recent classroom-based research in the Philippines has explored various innovative strategies to enhance students' engagement and understanding in literature instruction. Jutba et al. (2024) investigated the use of the "McLit Pouch" in teaching Philippine literature among Grade 7 students. The study revealed that this strategy significantly improved students' comprehension, retention of literary concepts, and overall engagement. The use of collaborative learning embedded in the McLit Pouch approach was identified as a key factor in its effectiveness.

Similarly, Goroleo (2024) examined the relationship between computer-aided instruction, learning styles, and academic achievement in Philippine literature. The findings indicated that students, particularly those with visual learning preferences, performed better academically and showed higher levels of engagement when computer-based instructional materials were utilized. This supports the growing emphasis on differentiated instruction and the integration of technology in the classroom.

In another study, Joquino et al. (2024) explored the use of podcasts as supplementary tools in teaching 21st-century literature to Grade 11 STEM students. The study found that incorporating podcasts significantly enhanced student mastery of content and boosted engagement levels. When podcast content was aligned with students' interests and real-world experiences, it proved to be an effective tool for reinforcing lessons and promoting independent learning. Roxas (2022) offered similar findings in San Celestino, where teachers teaching non-major subjects faced difficulties in crafting valid tests and interpreting student performance. Coping strategies

such as peer mentoring and professional development were employed, though more targeted training was deemed necessary.

Furthermore, Foreign studies further reinforce these findings. Barnard Bachelor (2017) found that U.S. world language teachers outside their specialization struggled with implementing alternative assessments, often failing to align assessments with learning objectives. Cowie and Bell (1999), in New Zealand, observed that intermediate-level science teachers with limited subject knowledge found it difficult to use assessment data for instructional adjustments. Taras (2005) argued that non-specialist teachers tend to rely heavily on traditional assessments due to a lack of confidence in using formative tools effectively.

B. Student's Engagement

Classroom participation and engagement have also been focal points. Santos and Reyes (2018) found that interactive teaching strategies significantly increase participation in Philippine high schools. Chesterfield et al. demonstrated that active learning strategies positively impacted academic performance, especially for girls in rural multigrade settings.

Studies by Fredricks et al. (2004), Skinner and Pitzer (2012), and Wang and Holcombe (2010) emphasized that behavioral, emotional, and cognitive aspects of student engagement are all crucial for academic success. However, out-of-field teaching remains a persistent issue. Bugwak (2021) found that teachers lacking subject specialization often struggle to maintain student participation. Torcino et al. (2023) and Augusto (2020) further highlighted that non-BEED graduates and teachers assigned outside their expertise face classroom management challenges due to insufficient content knowledge. While support systems such as peer mentoring and seminars are helpful, these studies stress the need for targeted training and professional development.

Self- and Peer-Assessment Increase Student Ownership and Engagement A qualitative study in Indonesia found that when English teachers involved students in the assessment process (through self- and peer-assessment), students became more engaged and felt more responsible for their own learning. This participatory assessment approach boosted both motivation and active involvement (Tarihoran & Nasution, 2024).

C. Students' Academic Performance

A Philippine study evaluated four teaching strategies (game-based, outcome-based, tech-based, and traditional) and found that all student groups maintained "satisfactory" grades before and after interventions. While outcome-based strategies showed the most improvement, all remained within the satisfactory range (approx. 80–84) (Libo-on & Perez, 2022).

D. Significant Relationship Between the Teacher's Strategies and Student's Engagement

The study of (Rebollos et al., 2025) who found that the relationship between teacher's strategies and student's academic performance is not statistically significant. In other words, there is insufficient evidence to conclude that the strategies used by the teacher have a meaningful impact on

student academic performance in this study.

E. Statement of the Problem

This study aims to determine the strategies employed by teachers in teaching subjects beyond their expertise and their impact on student engagement and academic performance among intermediate-grade students and teachers at Labuan Central, school year 2024-2025.

Specifically, this study sought to answer the following research questions:

1. What are the teacher's strategies in teaching subjects beyond their expertise in terms of:
 1. Lesson Planning
 2. Classroom Instruction
 3. Classroom Assessment
2. What is the extent of student's engagement in terms of:
 1. Classroom Participation
 2. Classroom Assessment
3. What is the academic performance of the students?
4. Is there a significant relationship between the teacher's strategies and student's engagement?
5. Is there a significant relationship between the teacher's strategies and student's academic performance?

3. Scope and Delimitation

This study aims to determine the strategies employed by teachers who are handling subjects outside their field of specialization and how these strategies influence student engagement and academic performance. The focus of the study is to identify common teaching practices, gauge student responses, and assess the effectiveness of these methods in classroom settings. The participants of the study are selected Grades 4, 5, and 6 teachers and their students at Labuan Central School, located in Labuan, Zamboanga City, during the School Year 2024–2025. A total of 101 teachers and 3,727 students (based on enrollment data) are involved in the research. These teachers are purposely chosen as they are currently assigned to teach subjects beyond their specialization. The scope of the study is limited only to the strategies used by these teachers, the corresponding engagement of their learners, and the academic performance within the current academic year. It does not include teachers teaching within their area of expertise or learners from other grade levels. Moreover, the research does not consider other external factors affecting academic performance such as parental involvement, economic status, or learner behavior outside the classroom. In terms of data gathering, the study is limited by the availability and willingness of participants to respond to the survey honestly. The validation of responses is also constrained by the Adopted-modified type of questionnaires, which may include biases or subjective answers. Nevertheless, the researcher will ensure content validation of the instrument and ethical standards throughout the study.

4. Methodology

A. Design

This study employs a descriptive-correlational research design to investigate the strategies teachers use when teaching subjects beyond their expertise and how these strategies impact student engagement and academic performance. The descriptive aspect will categorize and analyze the teaching strategies employed, while the correlational aspect will determine the relationships between these teaching strategies, student engagement, and academic performance. Correlational design is supported by Baldonado *et al.* (2023), who examined the relationship between teachers' self-efficacy and student motivation using Pearson correlation methods. Their study demonstrated the significance of analyzing associations between educational factors. Additionally, Abrigo *et al.* (2022) explored the correlation between student performance in different subjects, reinforcing the effectiveness of correlational studies in educational research. This study specifically endeavors to ascertain the extent to which teaching strategies impact student engagement and academic performance. By identifying the relationship between teaching strategies and student outcomes, this study aims to provide empirical evidence that can guide educators in refining their instructional methods. Understanding these correlations will help in developing more effective teaching approaches that cater to students diverse learning needs, ultimately leading to improved engagement and academic success.

B. Respondents of the Study

1) Sampling

The study includes the Grades 4, 5, and 6 teachers and students of Labuan Central School. The total population of the students was 1,350, the researcher used random sampling. For the students, Yamane's equation was used setting the margin of error to 0.05, which resulted in a sample size three hundred six (306). As for the teachers, the total number of respondents was thirty-eight (38), as they represented the entire teaching staff for the intermediate grade levels at the school.

2) Research Instrument

Data will be collected using survey questionnaires, with responses measured through a Likert scale to ensure comprehensive and quantifiable data. The primary instrument used in this study is an adapted-modified questionnaire, consisting of two major sections: Part I, which will be answered by teachers, and Parts II and III, which will be answered by students. This instrument was adapted and modified from the works of Delfino (2019), Student Engagement and Academic Performance of Students of Partido State University, and Adilon *et al.* (2024), Teaching Strategies of Teachers in Improving the Academic Performance of Pupils at Talipao District, Ministry of Basic, Higher, and Technical Education in Sulu. To ensure its quality and alignment with the study objectives, the questionnaire underwent content validation by field experts to confirm its clarity, relevance, and appropriateness. Part I of the questionnaire focuses on the strategies employed by teachers in teaching subjects beyond their area of specialization. It includes three components:

Lesson Planning, which examines how teachers prepare and organize content despite limited content mastery; Classroom Instruction, which explores how teachers deliver lessons and engage students; and Classroom Assessment, which evaluates how learning is measured, feedback is provided, and assessments are aligned with instructional goals. Part II measures the extent of student engagement, specifically in terms of classroom participation and assessment, capturing how actively students are involved in class activities and how they respond to academic evaluations. Part III assesses the students' academic performance, focusing on their perception of their grades, satisfaction with their academic outcomes, and efforts toward improvement. Each questionnaire includes an informed consent letter explaining the purpose of the study and assuring participants of the confidentiality of their identity and responses. The purpose of the study and assures participants that their identities will be kept strictly confidential.

3) Data Gathering Procedure

The researcher sought approval from the relevant authorities. Teacher participants were provided with survey questionnaires via Google Forms, enabling them to complete the forms at their own convenience. For student participants, paper-based surveys were administered during planned visits to their respective classes and homes. The gathered data were then subjected to descriptive statistical analysis and correlation methods to examine relationship among teaching strategies, student engagement, and academic achievement.

4) Results and Discussion

This chapter presents and interprets the data gathered from the respondents through the checklist. The data collected was based on the objectives of the study, tallied, analyzed, and interpreted using descriptive statistics.

C. Problem 1. What are the Teacher's Strategies in Teaching Subjects Beyond their Expertise in Terms of?

Table 1 shows that teachers often apply key strategies in lesson planning when teaching subjects beyond their expertise. These include researching the subject thoroughly, utilizing teaching guides and textbooks, and incorporating multimedia resources, all of which received a mean score of 3.23. followed by strategies related to pedagogical delivery such as consulting experts, aligning lessons with standards, encouraging critical thinking, organizing lessons, and using varied teaching methods (2.18). This means that while teachers prioritize content mastery when handling out-of-field subjects, there is relatively less emphasis on refining instructional delivery, which may affect the overall quality of student engagement and learning

outcomes.

Moreover, the integration of artificial intelligence (AI) in lesson planning has also gained attention. Fan et al. (2024) developed "LessonPlanner," a tool utilizing large language models (LLMs) to support novice teachers in generating adaptive and pedagogy-driven lesson plans. This innovation reduced preparation time and improved plan quality.

On the other hand, the least frequently applied strategies include encouraging critical thinking and problem-solving skills and using a variety of teaching methods to make lessons engaging, both receiving a mean score of 2.18 and a verbal description of Sometimes. This suggests that while teachers make an effort to master content and structure their lessons effectively, there is less emphasis on implementing dynamic and student-centered approaches that enhance classroom engagement and higher-order thinking skills crucial for deeper learning, especially in unfamiliar subjects. Complementing this, Karpouzis et al. (2024) introduced a Generative AI tool tailored to create customized lesson plans using classroom-specific inputs, further reducing teacher workload and enhancing responsiveness to diverse student needs. Lee and Zhai (2024) analyzed the integration of ChatGPT in science lesson planning, noting both its potential and limitations in instructional contexts.

Thus, the data implies that teachers teaching outside their specialization tend to focus more on content preparation and resource utilization than on instructional delivery and engagement techniques. While this demonstrates their commitment to mastering the subject matter, the relatively low application of varied teaching methods and critical thinking strategies highlights the need for further support and training in pedagogical techniques to ensure effective and meaningful learning experiences for students.

Table 2 shows that the highest mean scores, both at 2.18, were recorded for several strategies: providing extra help or support to struggling pupils, encouraging pupils to set academic goals, developing interactive classroom activities, creating a supportive and inclusive environment, fostering collaboration, caring about pupils' academic success, and using positive reinforcement. This means that teachers occasionally adopt these strategies to enhance classroom instruction even when teaching outside their subject expertise. In the Philippine setting, Bantillo and Ngag (2024) compared traditional and modernized instruction, concluding that technology-enhanced and collaborative teaching strategies significantly improve student engagement. The use of project-based learning (PBL) also emerged as a key factor in improving student interest and

Table 1
Teacher's strategies in teaching subjects beyond their expertise in terms of lesson planning

Statement	Mean Score	Verbal Description
I research the subject matter thoroughly before preparing my lesson.	3.23	Often
I consult subject matter experts or colleagues for guidance.	2.18	Sometimes
I utilize available teaching guides and textbooks to structure my lesson plans.	3.23	Often
I incorporate multimedia resources (videos, online articles, etc.) to supplement lessons.	3.23	Often
I align my lesson objectives with curriculum standards despite my limited expertise.	2.18	Sometimes
Encourage critical thinking and problem-solving skills.	2.18	Sometimes
Well-organized lessons and follow a logical sequence.	2.18	Sometimes
Use a variety of teaching methods to make lessons engaging.	2.18	Sometimes
Over-all Mean	2.94	Often

Legend: 4.0 – 3.25 Always, 3.24 – 2.50 Often, 2.49 – 1.75 Sometimes, 1.74 – 1.0 Rarely.

Table 2

Teacher's strategies in teaching subjects beyond their expertise in terms of classroom instruction

Statement	Mean	Description
Take the time to understand my individual learning needs.	2.16	Sometimes
Provide Extra help or support pupils struggle with the subject/topic.	2.18	Sometimes
Encourage the pupils to set academic goals and track their progress.	2.18	Sometimes
Develop interactive classroom activities to promote student participation.	2.18	Sometimes
Create a supportive and inclusive classroom environment		
Foster a sense of belonging and collaboration among pupils.	2.18	Sometimes
Care about my pupil's academic success.	2.18	Sometimes
Use positive reinforcement to motivate and praise my pupil's efforts.	2.18	Sometimes
Over-all Mean	2.45	Sometimes

Legend: 4.0 – 3.25 Always, 3.24 – 2.50 Often, 2.49 – 1.75 Sometimes, 1.74 – 1.0 Rarely.

Table 3

Teaching strategies used by teachers in educating reading-deficient students in terms of positive reinforcement

Statement	Mean	Description
Provide timely and constructive feedback assignments.	3.23	Often
Develop assessment criteria and grading rubrics that are clear and transparent.	3.23	Often
Provide opportunities for self-assessment and reflection on my pupils' work.	2.18	Sometimes
Use a variety of assessment methods.	2.18	Sometimes
Provide guidance on how to improve my pupils' performance based on feedback.	2.18	Sometimes
Encourage peer assessment and collaboration on assignments.	2.18	Sometimes
Develop assessments that are aligned with the learning objectives of the subject.	2.18	Sometimes
Encourage my pupils to discuss their academic progress and goals.	2.18	Sometimes
Communicate expectations for assignments and assessments.	2.18	Sometimes
Help my pupils track their academic growth through varied assessment and feedback strategies.	2.18	Sometimes
Over-all mean	2.39	Sometimes

Legend: 4.0 – 3.25 Always, 3.24 – 2.50 Often, 2.49 – 1.75 Sometimes, 1.74 – 1.0 Rarely.

teacher performance in public secondary schools (2021). Baroudi et al. (2024) supported this by showing how proactive feedback, or "feedforward," improved student motivation and academic output among pre-service teachers.

On the other hand, the two lowest mean scores were recorded in the strategies "Take the time to understand my individual learning needs" (mean = 2.16) and "Provide extra help or support pupils struggle with the subject/topic" (mean = 2.18, though slightly higher and also among the highest). This indicates that while teachers sometimes provide support, they are less consistent in addressing individualized learning needs, which is a crucial aspect of effective instruction. Macías (2018) emphasized the role of classroom management in foreign language instruction, highlighting strategies like proactive routines and clear rules. Similarly, culturally responsive pedagogy and student autonomy were shown to boost engagement and motivation in diverse classrooms (IUP Spring Methodology Conference, 2025). However, Wilkerson (2008) noted that reliance on students' first language can hinder target language acquisition despite improving classroom control.

Thus, the overall mean score of 2.45, described verbally as "Sometimes", reveals that teachers only occasionally apply effective classroom strategies when teaching subjects beyond their expertise. This suggests a need for targeted professional development to strengthen these practices and ensure more consistent instructional support for learners.

Table 3 shows that the two highest-rated strategies are: "Provide timely and constructive feedback on assignments" and "Develop assessment criteria and grading rubrics that are clear and transparent," both with a mean score of 3.23 and described as "Often." This indicates that even when teaching outside their area of expertise, teachers make consistent efforts to give helpful feedback and establish clear assessment standards.

These practices are crucial as they guide pupils in

understanding their performance and improve learning outcomes, especially when instructional clarity may otherwise be challenged. Sobrecarey and Baguio (2024) explored how groundbreaking teaching practices, such as the use of graphic organizers and interactive instruction, contribute to effective classroom assessment in the Philippines. Despite demonstrated strengths, they emphasized the need to align appraisal practices with evolving educational standards. Internationally, Poerwanti et al. (2023) and Lokman et al. (2024) identified similar assessment challenges in Malaysia and Indonesia, such as limited teacher creativity and large class sizes, despite reforms.

Conversely, the lowest-rated strategies, all sharing a mean score of 2.18 and described as "Sometimes," include: "Provide opportunities for self-assessment and reflection," "Use a variety of assessment methods," and several others. This suggests that teachers only occasionally integrate more student-centered and diverse assessment practices. The infrequent use of self-assessment, varied methods, and peer feedback may limit pupils' engagement and awareness of their own learning progress. In Canada, Anderson and Bachor (1993) found that although observation and narrative reports are widely used, clearer descriptions of learning pathways are needed. Berg et al. (2016) in the Netherlands confirmed that formative assessment models can enhance academic performance when properly implemented.

Thus, the overall mean of 2.39 corresponds to the verbal description "Sometimes," indicating that teachers occasionally apply classroom assessment strategies when teaching subjects beyond their expertise. While foundational practices like timely feedback and clear rubrics are prioritized, there is a need to enhance the use of reflective and diverse assessment methods to fully support student learning in these contexts.

Table 4
Student's engagement in terms of classroom participation

Statement: Hands-On and Interactive Learning As a teacher, I....	Mean	Description
Asked questions in class or contributed to class discussion.	3.13	Often
Participating in or small group discussions.	3.13	Often
Received prompt written or oral feedback from faculty on your academic performance.	3.13	Often
Over-all mean	3.13	Often

Legend: 4.0 – 3.25 Always, 3.24 – 2.50 Often, 2.49 – 1.75 Sometimes, 1.74 – 1.0 Rarely.

Table 5
Student's engagement in terms of classroom assessment

Statement	Mean	Description
Taking the test seriously and put effort into completing them.	3.22	Often
Using teacher feedback to improve my understanding of the subject.	2.79	Often
Feeling comfortable answering test questions based on what was taught.	2.79	Often
Studying additional materials to prepare for the test.	2.79	Often
Test help me understand my strengths and weaknesses in the subject.	2.79	Often
The test questions are clear and easy to understand.	2.79	Often
The test contents are aligned with the competencies.	3.22	Often
Over-all mean	2.91	Often

Legend: 4.0 – 3.25 Always, 3.24 – 2.50 Often, 2.49 – 1.75 Sometimes, 1.74 – 1.0 Rarely.

D. Problem 2: What is the Extent of Student's Engagement in Terms of

Table 4 presents that all three indicators "Asked questions in class or contributed to class discussion," "Participating in small group discussions," and "Received prompt written or oral feedback from faculty"—received a uniform mean score of 3.13, verbally described as "Often." This reflects a consistent level of student engagement across various aspects of classroom participation. This implies that students are actively involved in discussions and are responsive to faculty input, which is a positive indicator of an interactive and engaging learning environment. Classroom participation and engagement have also been focal points. Santos and Reyes (2018) found that interactive teaching strategies significantly increase participation in Philippine high schools. Chesterfield et al. demonstrated that active learning strategies positively impacted academic performance, especially for girls in rural multigrade settings. Studies by Fredricks et al. (2004), Skinner and Pitzer (2012), and Wang and Holcombe (2010) emphasized that behavioral, emotional, and cognitive aspects of student engagement are all crucial for academic success.

Since all mean scores are equal, there is no distinct first or second lowest indicator in this dataset. Each item shows the same level of frequency, indicating no specific area of weakness in classroom participation from the students.

However, out-of-field teaching remains a persistent issue. Bugwak (2021) found that teachers lacking subject specialization often struggle to maintain student participation. Torcino et al. (2023) and Augusto (2020) further highlighted that non-BEED graduates and teachers assigned outside their expertise face classroom management challenges due to insufficient content knowledge. While support systems such as peer mentoring and seminars are helpful, these studies stress the need for targeted training and professional development.

Thus, the overall mean of 3.13, also interpreted as "Often," suggests that students are frequently engaged in classroom activities. This active participation plays a vital role in reinforcing understanding and promoting collaborative learning, reflecting an encouraging level of academic involvement.

Table 5 shows that the highest mean scores, both at 3.22, were recorded in the statements "Taking the test seriously and putting effort into completing them" and "The test contents are aligned with the competencies." These findings imply that students value assessments that are meaningful and relevant to what they have learned. Their seriousness in taking tests indicates a sense of responsibility, while alignment with competencies suggests that they recognize the connection between assessments and actual classroom instruction. Jutba et al. (2024) The study revealed that this strategy significantly improved students' comprehension, retention of literary concepts, and overall engagement. The use of collaborative learning embedded in the McLit Pouch approach was identified as a key factor in its effectiveness.

In Indonesia (Tarihoran & Nasution, 2024). found that when English teachers involved students in the assessment process (through self- and peer-assessment), students became more engaged and felt more responsible for their own learning. This participatory assessment approach boosted both motivation and active involvement.

On the other hand, the lowest mean scores, all at 2.79, were observed in four areas: "Using teacher feedback to improve understanding," "Feeling comfortable answering test questions," "Studying additional materials to prepare for the test," and "The test questions are clear and easy to understand." Although still described as "Often," these slightly lower scores suggest that students may need more support in maximizing feedback, test preparation, and building confidence during assessments. It may also reflect areas where teachers can improve instructional alignment and communication.

Thus, students are generally engaged in classroom assessments, especially when they find them aligned with learning goals and understand their importance. However, efforts should be made to strengthen feedback utilization, clarity of assessments, and preparation strategies to enhance overall student engagement.

E. Problem 3: What is the Academic Performance of the Students?

Table 6
Academic performance of the students

	Mean	Description
Grade	83.4	Satisfactory

Legend: 90-100 Outstanding, 85-89 Very Satisfactory, 80-84 Satisfactory, 75-79 Fairly Satisfactory, below 75 Did Not Meet the expectations.

Table 6 shows the academic performance of the students at Labuan Central School Intermediate grade level SY 2024–2025 has a mean grade of 83.4, which falls under the "Satisfactory" category. According to the given scale, this indicates that students are meeting the expected learning standards, though there is still room for improvement toward the "Very Satisfactory" and "Outstanding" levels. (Libo-on & Perez, 2022) evaluated four teaching strategies (game-based, outcome-based, tech-based, and traditional) and found that all student groups maintained "satisfactory" grades before and after interventions. While outcome-based strategies showed the most improvement, all remained within the satisfactory range (approx. 80–84).

F. Problem 4: Is there a Significant Relationship Between the Teacher's Strategies and Student's Engagement?

Table 7 presents, the relationship between teacher's strategies and student's engagement. The computed PEARSON correlation coefficient is 0.115, which indicates a very weak positive correlation between the two variables. However, the significance value or p-value is 0.490, which is greater than 0.05, the commonly accepted threshold for statistical significance.

While the study found a positive relationship between teacher competence and classroom management, it reported no significant relationship between either teacher competence or classroom management and student engagement. This challenges the common assumption that teacher strategies automatically translate into higher student engagement or better academic outcomes.

The findings above are supported by the study of (Pedler et al., 2020) that while teachers widely recognize the importance of student engagement, their actual strategies often do not align with effective engagement practices. As a result, many of the strategies implemented had limited or no significant impact on

improving student engagement, especially when teachers lacked clarity or consistency in their approach.

G. Problem 5: Is there a Significant Relationship Between the Teacher's Strategies and Student's Academic Performance?

Table 8 shows the correlation between teacher's strategies and student's engagement. The computed Pearson correlation coefficient is -0.114, indicating a very weak negative relationship between the two variables. Additionally, the significance value (p-value) is 0.494, which is greater than the standard alpha level of 0.05. This means that the relationship is not statistically significant. Therefore, the data suggest that there is no significant relationship between the teacher's strategies and student academic performance.

This finding was consistent with the study of (Rebollos et al., 2025) who found that the relationship between teacher's strategies and student's academic performance is not statistically significant. In other words, there is insufficient evidence to conclude that the strategies used by the teacher have a meaningful impact on student academic performance in this study.

5. Conclusion

The findings indicate that while teachers exert considerable effort in preparing lessons, especially when teaching outside their area of specialization, their instructional and assessment practices remain inconsistent. Although students exhibit moderate engagement and satisfactory academic performance, the study found no significant relationship between teacher strategies and either student engagement or academic achievement. This suggests that other factors, such as teaching experience, classroom environment, student motivation, or curriculum structure, may play a more substantial role.

The results highlight the need for targeted professional development that equips teachers not only with content knowledge but also with effective pedagogical and assessment strategies to enhance both engagement and performance, especially when teaching outside their specialization.

6. Recommendations

Based on the conclusion of the study, the researcher recommends the following: The result of the study could benefit the following:

Table 7

		Teacher's Strategies	Student's Engagement	Interpretation
Teacher's Strategies	Pearson Correlation	1	-.115	
	Sig.(2-tailed)		.490	Not Significant
	N	38	38	
Student's engagement	Pearson Correlation	.115	1	
	Sig.(2-tailed)	.490		Not Significant
	N	38	306	

Table 8

		Teacher's Strategies	Student's Engagement	Interpretation
Teacher's Strategies	Pearson Correlation	1	-.114	
	Sig.(2-tailed)		.494	Not Significant
	N	38	38	
Student's Engagement	Pearson Correlation	-.114	1	
	Sig.(2-tailed)	.494		Not Significant
	N	38	306	

A. Department of Education (DepEd)

The findings may help the department in reviewing and strengthening policies related to teacher deployment and training, especially in addressing teacher shortages and ensuring quality instruction.

B. Curriculum Implementation Division (CID)

This study may serve as a reference for the CID in developing and recommending instructional support and interventions for teachers who are handling subjects outside their expertise.

C. School Principal

The results may assist the principal in identifying the professional development needs of teachers and in implementing programs that promote effective teaching practices.

D. Master Teachers

They can use the results to mentor and coach teachers in adopting innovative and effective strategies that enhance student engagement and improve learning outcomes, regardless of subject specialization.

E. Teachers

The study will serve as a guide for teachers who are currently handling subjects beyond their specialization, helping them discover and apply strategies that can support effective teaching and learning in the classroom.

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