

Teaching Strategy Theory for Effective Classroom Setting

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Abstract

This study investigates the impact of various teaching strategy theories on establishing an effective classroom environment, specifically focusing on seven key dimensions: visualization, cooperative learning, inquiry-based instruction, differentiation, classroom technology, behavior management, and professional development. Adopting a descriptive quantitative research design, the study surveyed 150 respondents to evaluate the efficacy of these strategies. The results indicate that deliberate practice and the strategic enhancement of teaching methods significantly bolster the learning process. Specifically, the findings highlight that effective strategies foster student self-esteem and confidence by encouraging active verbal engagement and responsiveness to peer ideas. Furthermore, the data supports the integration of inquiry-based instruction as a vital approach to achieving learning objectives and provides teachers with high-impact tools for lesson delivery. The study also emphasizes the necessity of incorporating classroom technology and digital media to actively engage students, alongside behavior management techniques that transform classroom activities into engaging and stimulating experiences. Finally, the results demonstrate the value of professional development and reflective practice, enabling educators to adapt to modern educational trends and competencies. Correlation analysis reveals a significant relationship between the application of teaching strategy theories and the overall effectiveness of the classroom setting as perceived by the respondents.

Keywords: Teaching strategy, classroom setting, visualization in teaching, cooperative learning, inquiry-based instruction.

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Introduction

Teaching strategy is very essential in the learning process where it based on theory where to guide and align scientific facts to improve the system in the educational organization. It is a technique

and method for a teacher to support students in the process of learning. Teacher uses a strategy based on the needs of students and suited to the topic. Teaching strategy is based on the level of learners and expertise stage of journey learning. There is no such thing as effective strategy, therefore; an effective strategy is how the learning is given emphasis to attain academic excellence and better outcome (Dogani, 2023). This is measured on the result of evaluation given to students at the end of the lesson. There is no requirement in the strategy of teaching to be innovative in the subject area. It is an instructional technique for delivery of the lesson. It is the pedagogy of active learning that attempts to deal with great attention for student-centered learning to improve and succeed in the academic performance to the fullest. It explores the impact of strategy in teaching concepts of active learning strategy, perception of student outcome, and motivation. It provides effectiveness to classroom setting and teaching strategy on student learning and performance in control of classroom setting. Teaching strategy theory connects the model and alternative in effective classroom setting and learning to create supportive student achievement success and academic performance. It promotes satisfaction, motivation and self-determination in teaching and learning (Cho et al., 2021). It explores the role of professional teaching and models in effective classroom settings. Teaching strategy provides consensus model and positive role of professional teaching in effective classroom setting (Bashir & McTaggart, 2022).

On the other hand, why is theory necessary for teaching strategy effectiveness? The theory assists teachers to reflect critically on the policy in education practice. It provides a framework in teaching strategy for effective classroom setting. It determines the essential role being played in the educational setting and nature of educational system practice. It acknowledges the vitality of theory practices in the educational system. It influences and ascertains the theory in effective classroom setting and teaching strategy. It emancipates the theory to seek dependency product and ideology practices for teachers to reflect and critically utilizes the process in the classroom setting. It is a mode of critical inquiry in exposing the belief and assumption to implicit value in teaching techniques for effective classroom setting. It organizes and determines the influence theory to teacher practice and experience in the teaching process (Fernández Heredia, 2018). Teachers can acquire necessary astuteness theory of teaching strategy and effective classroom setting. It helps and adopts students' learning process. It energizes effectiveness theory in teaching process and student engagement. It provides effective learning and level of student engagement support and potential. It signifies the importance of effective teaching and strategy theory in transition of learning as challenges among students and teachers. It keeps learners' motivation in the learning process. It delivers effective classroom teaching effectiveness in learning. It supports students' learning needs, understanding process, and development (Chiu, 2022). It engages on the methods and inclusive pedagogy for effective strategies to motivate the learners. This includes utilization of learning teaching strategy and theory. It ensures diverse strategy and practical learning in providing continuous learning. It adopts an approach to student-centered teaching effective learning and strategy aspects (Moriña, 2022).

Moreover, effective teaching strategy theory and application can be described as innovation and thinking process, reflective teaching, teaching income, and development of student progress. It provides effective teaching theory to promote positive effect and enhance the learning ability of students. The application of the theory is believed to promote curriculum reform in the educational system. It provides principles, structural thinking, index of student progress and development. This strengthens teaching strategy and effective teaching in the classroom setting. It deepens the application of effective teaching theory to promote and contribute to the level of the educational system. The application specifies development and progress in effective teaching strategy. It emphasizes devoting time in the curriculum to effective teaching and strategy to engage the learning process. It is designed for teaching strategy and effectiveness in classroom setting and application. It provides analysis in effective teaching application and strategy learning facilitation, experiences, and contextual teaching. It utilizes a multi-modal approach in effective theory application to explore teaching strategies and effectiveness to adopt a learning environment. It clarifies pertinent teaching strategy, effectiveness,

impact, evaluation of student learning, benefits, educational process, and changes (Abu Bakar et al., 2022). On the other hand, effective teaching strategy theory and application has become complex in the measure of effectiveness and advanced method to educational process and system. It addresses gaps to incorporate effectiveness of teaching strategy in the classroom setting. It is a framework on educational design and theory to compete for values in teaching theory practice. It contributes to the insights of theory in teaching strategy and development approach to educational effectiveness. It addresses the paradox of success teaching strategy theory in an effective setting process (Sarid, 2022).

Teaching Strategy Theory for Effective Classroom Setting Cycle

Classroom is a learning dynamic environment that brings the learners from various abilities and backgrounds. Effective teacher requires creative innovation and implementation in teaching strategies to provide learning needs of individual students. Teaching strategies best work for the learners to inspire practice in the classroom. The teaching strategy theory for effective classroom setting cycle is focused on visualization in teaching intricates the process in pedagogy of learning, cooperative learning analyzes the function of lecturers role among students implementation of higher learning, inquiry-based instruction provides motivation and clear mechanism for teachers to engage collaborative learning and work with scarce and colleagues, differentiation in teaching refers to the process of analysis on the group and effect of student and learning strategies in teaching, classroom technology enables the learning and teaching process in smart learning, behavior management analyzes the system in the process of behavior of students in teaching process and learning, and professional development for teachers improve skills effectively because they are being trained for the program to upgrade skills in the latest trend of teaching quality which are illustrated below:

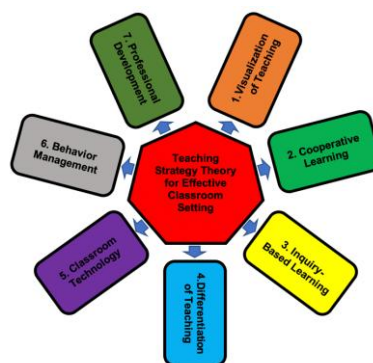


Figure 1. Teaching Strategy Theory for Effective Classroom Setting

1. Visualization in Teaching

Visualization in teaching intricates the process in pedagogy of learning. It fosters critical thinking and a higher order of thinking process. It allows interaction from students and teachers regarding the concept of the process of learning in the lesson. It introduces various stages of visualization for students to engage self-efficacy and competency. It innovates the automation process and approach of the lecturers. It provides pedagogy in the visualization process that describes lessons to transpire skills and critical thinking of students (Byrd, 2021). Details of visualization in teaching strategy theory for effective classroom setting are discussed below:

1. Stimulates pathways for the brain of students in doing and action for the lesson discussion that makes it easy for teaching and learning.
2. It provides mental imagery that grasps the concept and abstract of the lesson and understanding.

3. Utilizes a better teaching strategy in deliberate practice and enhancement to boost the learning process.
4. Provides concepts on visual practices in academic learning and integration.
5. Assists students to understand the lesson that applies real life world experience of learning.
6. Utilizes the interactive whiteboard in teaching to display videos, photos, and audio clips.
7. Encourages students to free from the seat with experiments in the classroom and other sources of learning like field trips etc.
8. Creates pictures in teaching and learning process for understanding of mental images in the lesson.
9. Advances the learners for the process to understand the ability of visualization that stimulates creative thinking.
10. Visual system plays a process phenomenon in teaching for better retention and memory to picture the learning process.

2. *Cooperative Learning*

Cooperative learning analyzes the function of the lecturer's role among students' implementation of higher learning. It provides designs for students, cooperative learning coordinators, department heads, instructors, lecturers, and college deans in the various educational institutions. These people serve as facilitators in collaboration of learning since they emphasize the method of teaching as a foundation of solid cooperative learning and understanding. Cooperative learning implementation prevents heavy workload and class size in the educational system. It also constraints from inadequacy and inequitable work and responsibility sharing in a diver consideration. It provides proper understanding of instruction and setting learning arrangement into individual accountability, positive interdependence, social skills, and promotion. It strengthens cooperative learning in support and monitoring the educational system to ensure cooperative learning instruction for students and practices (Seyoum & Molla, 2022). Details of cooperative learning in teaching strategy theory for effective classroom setting are discussed below:

1. Promotes cooperative learning to enhance better output among students through group efforts.
2. Cooperative learning provides students to complete the tasks and goals as they work together in the learning process.
3. Guarantees cooperative learning for students in the techniques of teaching which makes learning is fun.
4. Requires students to work and learn together for the success of the classroom setting in teaching and reward learning.
5. Cooperative learning is a structured activity task that requires participation and input collaborative learning.
6. Encourages students to promote mixed abilities for a group discussion in the class activities.
7. Expresses verbally by responding to the ideas of others and encourages students to develop self-esteem and confidence.
8. Enhances critical thinking and communication skills which are essential in the learning process.
9. Encourages students for correct analysis of the lesson through cooperative learning and scientific knowledge.
10. Cooperative learning is observed in the classroom lesson as part of the academic performance of students.

3. *Inquiry-Based Instruction*

Inquiry-based instruction provides motivation and a clear mechanism for teachers to engage in collaborative learning and work with their scarce and colleagues. It explores in promoting support and

condition of professional lecturers and development inquiry-based instruction. It examines how professional lecturers provide an impact to the learning outcome of students. It provides collaborative assessment and sharing teaching lessons in promoting critical role of professional teachers. It supports teachers' professional inquiry-based instruction benefit learning outcome of students (Yang et al., 2022). Details of inquiry-based instruction in teaching strategy theory for effective classroom setting are discussed below:

1. Embraces freedom to control class instruction based-inquiry awful feeling to student behavior.
2. Relinquishes the approach in teaching and control of students.
3. Reforms students in pedagogy of teaching and shifting competitive and necessary skills in the quality of education.
4. Supports inquiry-based instruction to fulfill the goals and approach process in teaching and learning.
5. Instruction inquiry-based is focused among students as the center of learning to guide them in the learning process.
6. Designs the method of teaching to discover learning process, support, and information.
7. Embrace traditional instruction in the teaching process and best practice efficiently.
8. Inspires students to be resourceful and independent learners for critical analysis and thinking.
9. Stimulates student thinking to improve skills and deeper academic concept and understanding.
10. Encourages students to be subjective in expressing ideas and unique views of inquiry based instruction learning process.

4. Differentiation in Teaching

Differentiation in teaching refers to the process of analyzing the group and effect of student and learning strategies in teaching. It is a based learning strategy needed by individuals considering knowledge of students which are different from each other as to homogeneous and heterogeneous. There must be techniques for teaching in a group of different students. This measures learning and motivation strategy that will be offered in fitting the learning instruction. Strategy in advanced learners must be different from the slow learners inside the classroom where the teaching process meets the needs of student intervention (Haelermans, 2022). Details of differentiation in teaching and learning strategy theory for effective classroom setting are discussed below:

1. Provides a high key impact strategy of teaching to be used by teachers to provide craft in the lesson.
2. Support the right amount of challenges in differentiated teaching among students.
3. Ensures continued learning development of students in target objectives of the lesson.
4. Explains differentiated teaching process, product, and adjusting content for students to assess variation and criteria of the lesson.
5. Differentiated strategies of teaching establish flexible learning occurrences in adjusted lesson plans of teachers.
6. Allocates various teaching task based needs of students and abilities to ensure better learning process.
7. Assigns unique learning needs in the classroom activities to obtain competitive learning.
8. Supports students who struggle and stretch capability in academic performance.
9. Involves students in setting a learning complexity classroom for the task to be performed in the subject.
10. Identifies the gaps and individual learning process in educational tool and system classroom settings.

5. Classroom Technology

Classroom technology enables the learning and teaching process in smart learning. It examines the process and quality of classroom student engagement of various educational institutions. Classroom technology provides a prominent learning teaching to accommodate and to transform classroom setting. It is a holistic classroom learning model in emphasizing the knowledge and gap of quality teaching and instruction with the use of advanced technology as an indicator in the critical process of quality classroom (Wang et al., 2022). Details of classroom technology in teaching strategy theory for effective classroom setting are discussed below:

1. Technology aids the great manner in teaching and integration use of multimedia to capture student attention in the learning process.
2. Creates social media utilization purpose of teaching since students love collaborative learning, exchanging ideas, and sharing in the social media.
3. Provides various resources, engagement of teaching information, and sources of classroom activities to deliver knowledge among students.
4. Utilizes perk gamification integration of technology in teaching that helps in the necessities of the lessons to be given.
5. Empowers students to reach out through the use of technology that nurtures artistic engagement in expressing ideas and opinions in the lesson.
6. Incorporates classroom technology in teaching to actively involve students in the learning process and digital media.
7. Interacts with mobile devices and whiteboard to display videos, images, audio clips to assist students in academic learning and visualization.
8. Learning is interactive with advanced technology to engage students in the learning process and ideas.
9. Manages the mobile devices, tablets, iPads in the classroom to manage simple behavior of student techniques in learning.
10. Engages educational programs in advanced technology inside the classroom for formative assessment and fun in learning.

6. Behavior Management

Behavior management analyzes the system in the process of student teaching and learning. It implements proper behavior and management inside the classroom for better output in learning. This is one of the objectives being set-up by the teachers prior to the lesson proper. This can boost proper learning. This is evident for proper management and behavior for effective learning and teaching (Samudre et al., 2022). Details on behavior and management in teaching strategy theory for effective classroom setting are discussed below:

1. Maintains route as a vital tool in the behavior management to establish expectations and guidelines.
2. Sets rules with students to improve behaviors in the classroom to prevent learners of feeling to be punished and expected behaviors.
3. Facilitates in stimulating the lesson to ensure students that class activities and learning is exciting and fun.
4. Reinforces positive language utilization to encourage positive speaking that focuses attention in the learning process.
5. Develop a better relationship where respect is still observed for students as the center of the learning process.
6. Implements proper effective management and strategy behavior to gain critical respect from students.

7. Ensures students to achieve full potential in the academic performance through learning behavior and management.
8. Ensures to manage classroom disruption in maximizing noisy behavior for better productive environment learning.
9. Develops mutual respect among students and teachers for a better atmosphere and rewarding benefits for learning.
10. Encourages students to participate in all classroom activities and submits their task on time.

7. Professional Development

Professional development for teachers improves skills effectively because they are being trained for the program to upgrade from the latest trend of teaching quality. It proposes a standardized professional development especially during the new normal teaching set-up career orientation and incentives. It focuses on training and enactment to gain proper teaching and learning process for teachers. It follows and implements a professional development system and program for effective characteristics in the process. It attributes programs for effective professional development skills and practice for teachers in the classroom setting (Popova et al., 2022). Details of professional development in teaching strategy theory for effective classroom setting are discussed below:

1. Acquires professional development and utilization which is necessary for a relevant teacher and leader.
2. Embraces professional development and reflective practice for skills and tools for teachers in modern society to allow the trends of educational competency.
3. Provides successful collaborative professional development that relies on expansion of knowledge and expected outcome and efficient professional development.
4. Mentors growth and instructional coaches for development curriculum and resources in addressing mentoring school climate and culture.
5. Builds knowledge and utilization of resources and technology in a dynamic instructional delivery and change as teachers.
6. Engages programs for professional development to enhance better learning and teaching in the classroom.
7. Policies and benefits inspire teachers and academics in their professional development as molders and shapers of students.
8. Provides training and sessions for the new trends and technologies in teaching to enhance quality teachers.
9. Calibrates effective and efficient teachers that can challenge students for better learning and strategies in teaching.
10. Addresses various learning capabilities and learning styles to make a dynamic classroom motivation in learning.

Research Questions

1. What is the contribution of teaching strategy theory for effective classroom setting among the respondents in terms of
 - a. visualization in teaching,
 - b. cooperative learning,
 - c. inquiry-based instruction,
 - d. differentiation in teaching,
 - e. classroom technology,
 - f. behavior management, and
 - g. professional development?

2. Is there a significant relationships on the contribution of teaching strategy theory for effective classroom setting as observed by the respondents?

Hypothesis:

There is a significant relationships on the contribution of teaching strategy theory for effective classroom setting as observed by the respondents.

Methodology

Research Design

The descriptive quantitative research design is employed in the study. It tells the educational phenomena on teaching strategy theory for effective classroom setting. It provides details on structure evolving teacher intellectual knowledge in teaching strategy suited to the topic and based on the capacity of student learning process. It identifies a proper approach to effective teaching in a descriptive process. The trend in descriptive quantitative research is to measure the contribution of teaching strategy theory for effective classroom setting among the respondents in terms of visualization in teaching, cooperative learning, inquiry-based instruction, differentiation in teaching, classroom technology, behavior management, and professional development. It explores intervention of the descriptive research design effort and foundation to interpret the data of the study under investigation (Chen & Cheng, 2022).

Sampling Techniques

Quota sampling technique is utilized in the study. It is an effective process in the initial phase of research in gathering the sample size of the study. Quota sampling is a non-random sampling in the selection process of the sample population to be taken as participants in the study. It is being defined as a sampling method and non-probability to create involving the samples to represent the population of the target respondents in the study. It is a population sample that is collected from various groups of people set for the defined criteria until it reaches the number of participants, especially in choosing sample size in a larger group of people. It involves variables that filter the population and information. It can easily be administered for the access of the sample population in the study. Quota sampling is created based on the objectives and population to be used as sample size until the number of respondents are met (Zhang et al., 2020).

Subject of the Study

The subjects of the study are the professional licensed teachers from the various educational entities in both private and public sectors. They are experienced professional lecturers from the Commission of Higher Education (CHED) or Higher Education Institutions (HEIs), Technical Education Skills and Development Authority (TESDA), and Department of Education (DepEd). They are involved in curriculum design, and instructional materials and resources. The study comprised One Hundred Fifty (150) respondents only.

Results

Table 1 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Visualization in Teaching Among the Respondents. As noted in the table, rank 1 is shared by the two indicators which are "Utilizes better teaching strategy in deliberate practice and enhancement to boost learning process",

and “Visual system plays the process of phenomenon in teaching better retention and memory to picture the learning process”, with a weighted mean of 4.23 or Highly Observed.

Table 1. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Visualization in Teaching Among the Respondents

Indicators	WM	I	R
1. Stimulates pathways for the brain of students in doing and action for the lesson discussion that makes it easy for teaching and learning.	4.00	O	4.5
2. It provides mental imagery that grasps the concept and abstract of the lesson and understanding.	3.37	L	9.5
3. Utilizes a better teaching strategy in deliberate practice and enhancement to boost the learning process.	4.23	HO	1.5
4. Provides concepts on visual practices in academic learning and integration.	3.87	O	7
5. Assists students to understand the lesson that applies real life world experience of learning.	3.37	L	9.5
6. Utilizes the interactive whiteboard in teaching to display videos, photos, and audio clips.	4.11	O	3
7. Encourages students to free from the seat with experiments in the classroom and other sources of learning like field trips etc.	3.71	O	8
8. Creates pictures in the teaching and learning process for understanding mental images in the lesson.	4.00	O	4.5
9. Advances the learners for the process to understand the ability of visualization that stimulates creative thinking.	3.93	O	6
10. Visual system plays a process phenomenon in teaching for better retention and memory to picture the learning process.	4.23	HO	1.5
Average Weighted Mean	3.88	O	
Standard Deviation	0.296		

Rank 2 is “Utilizes interactive whiteboard in teaching to display videos, photos, and audio clips”, with a weighted mean of 4.11 or Observed. Rank 3 is also shared by the two indicators which are “Stimulates pathways for the brain of students in doing and action for the lesson discuss that makes easy for teaching and learning”, and “Creates picture in teaching and learning process for understanding mental images in the lesson”, with a weighted mean of 4.00 or Observed. The least in rank is also shared by the two indicators which are “It provides mental imagery that grasps the concept and abstract of the lesson and understanding”, and “Assists students to understand the lesson that applies real life world experience of learning”, with a weighted mean of 3.37 or Limited. The overall average weighted mean is 3.88 (SD=0.296) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of visualization in teaching among the respondents.

Table 2. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Cooperative Learning Among the Respondents

Indicators	WM	I	R
1. Promotes cooperative learning to enhance better learning among students through group efforts.	4.10	O	2.5
2. Cooperative learning provides students to complete the tasks and goals as they work together in the learning process.	3.65	O	7
3. Guarantees cooperative learning for students in the techniques of teaching which makes fun in learning.	3.57	O	8.5

4. Requires students to work and learn together for the success of the classroom setting in teaching and reward learning.	3.97	O	4.5
5. Cooperative learning is a structured activity task that requires participation and input collaborative learning.	3.36	L	10
6. Encourages students to promote mixed abilities for a group discussion in the class activities.	3.77	O	6
7. Expresses verbally by responding to the ideas of others and encourages students to develop self-esteem and confidence.	4.27	HO	1
8. Enhances critical thinking and communication skills which are essential in the learning process.	3.97	O	4.5
9. Encourages students for correct analysis of the lesson through cooperative learning and scientific knowledge.	3.57	O	8.5
10. Cooperative learning is observed in the classroom lesson as part of the academic performance of students.	4.10	O	2.5
Average Weighted Mean	3.83	O	
Standard Deviation	0.277		

Table 2 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Cooperative Learning Among the Respondents. As gleaned in the table, it shows that rank 1 is “Expresses verbally by responding to the ideas of others and encourages students to develop self-esteem and confidence”, with a weighted mean of 4.27 or Highly Observed. It shows also that rank 2 is shared by the two indicators which are “Promotes cooperative learning to enhance better learning among students through group efforts”, and “Cooperative learning observed in classroom lessons as part of academic performance of students”, with weighted mean of 4.10 or Observed. Rank 3 is shared by the two indicators which are “Requires students to work and learn together for the success of the classroom setting in teaching and reward learning”, and “Enhances critical thinking and communication skills which are essential in the learning process”, with a weighted mean of 3.97 or Observed. The least in rank is “Cooperative learning is a structured activity task that requires participation and input collaborative learning”, with a weighted mean of 3.36 or Limited. The overall average weighted mean is 3.83 (SD=0.277) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of cooperative learning among the respondents.

Table 3. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Inquiry-Based Instruction Among the Respondents

Indicators	WM	I	R
1. Embraces freedom to control class instruction based-inquiry awful feeling to student behavior.	4.00	O	6
2. Relinquishes the approach in teaching and control of students.	4.20	HO	3.5
3. Reforms students in pedagogy of teaching and shifting competitive and necessary skills in the quality of education.	3.32	L	9.5
4. Supports inquiry-based instruction to fulfill the goals and approach process in teaching and learning.	4.24	HO	1.5
5. Instruction inquiry-based is focused among students as the center of learning to guide them in the learning process.	3.74	O	8
6. Designs the method of teaching to discover learning process, support, and information.	4.24	HO	1.5
7. Embraces traditional instruction in teaching process and best practice efficiently.	4.08	O	5

8. Inspires students to be resourceful and independent learners for critical analysis and thinking.	3.88	O	7
9. Stimulates student thinking to improve skills and deeper academic concepts and understanding.	3.32	L	9.5
10. Encourages students to be subjective in expressing ideas and unique views of inquiry based instruction learning process.	4.20	HO	3.5
Average Weighted Mean	3.92	O	
Standard Deviation	0.338		

Table 3 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Inquiry-Based Instruction Among the Respondents. As glimpsed in the table, rank 1 is shared by the two indicators which are “Supports inquiry-based instruction to fulfill the goals and approach process in teaching and learning”, and “Designs method of teaching to discover learning process, support, and information”, with a weighted mean of 4.24 or Highly Observed. Rank 2 is also shared by the two indicators which are “Relinquishes the approach in teaching and control of students”, and “Encourages students to be subjective in expressing ideas and unique views of inquiry based instruction on the learning process”, with a weighted mean of 4.20 or Highly Observed. Rank 3 is “Embraces the process of traditional instruction teaching process and best practice efficiently”, with a weighted mean of 4.08 or Observed. The least in rank is shared by the two indicators which are “Reforms students in pedagogy of teaching and shifting competitive and necessary skills in quality of education”, and “Stimulates student thinking to improve skills and deeper academic concept and understanding”, with a weighted mean of 3.32 or Limited. The overall average weighted mean is 3.92 (SD=0.338) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of inquiry-based instruction among the respondents.

Table 4. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Differentiation in Teaching Among the Respondents

Indicators	WM	I	R
1. Provides a high key impact strategy of teaching to be used by teachers to provide craft in the lesson.	4.21	HO	1.5
2. Support the right amount of challenges in differentiated teaching among students.	4.21	HO	1.5
3. Ensures continued learning development of students in target objectives of the lesson.	3.38	L	9.5
4. Explains differentiated teaching process, product, and adjusting content for students to assess variation and criteria of the lesson.	4.05	O	4
5. Differentiated strategies of teaching establish flexible learning occurrence in adjusted lesson plan of teachers.	3.95	O	5.5
6. Allocates various teaching task based needs of students and abilities to ensure better learning process.	3.83	O	7
7. Assigns unique learning needs in the classroom activities to obtain competitive learning.	3.95	O	5.5
8. Supports students who struggle and stretch capability in academic performance.	3.74	O	8
9. Involves students in setting a learning complexity classroom for the task to be performed in the subject.	3.38	L	9.5
10. Identifies the gaps and individual learning process in educational tool and system classroom settings.	4.15	O	3
Average Weighted Mean	3.89	O	

Standard Deviation**0.291**

Table 4 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Differentiation in Teaching Among the Respondents.

As revealed in the table, rank 1 is shared by the two indicators which are “Provides high key impact strategy of teaching to be used by teachers to provide craft in the lesson”, and “Support the right a mount of challenges in differentiated teaching among students”, with a weighted mean of 4.21 or Highly Observed. Rank 2 is “Identifies the gaps and individual learning process in educational tool and system classroom setting”, with a weighted mean of 4.15 or Observed. Rank 3 is “Explains the differentiated teaching process, product, and adjusting content for students to assess variation and criteria of the lesson”, with a weighted mean of 4.05 or Observed. The least in rank is shared by the two indicators which are “Ensures continued learning development of students target objectives of the lesson”, and “Involves students in setting learning complexity in the classroom for the tasks to be performed in the subject”, with a weighted mean of 3.38 or Limited. The overall average weighted mean is 3.89 (SD=0.291) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of differentiation in teaching among the respondents.

Table 5. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Classroom Technology Among the Respondents

Indicators	WM	I	R
1. Technology aids the great manner in teaching and integration use of multimedia to capture student attention in the learning process.	4.00	O	5.5
2. Creates social media utilization purpose of teaching since students love collaborative learning, exchanging ideas, and sharing in the social media.	3.77	O	8
3. Provides various resources, engagement of teaching information and sources of classroom activities to deliver knowledge among students.	3.35	L	10
4. Utilizes perk gamification integration of technology in teaching that helps in the necessities of the lessons to be given to students.	4.16	O	3.5
5. Empowers students to reach out through the use of technology that nurtures artistic engagement in expressing ideas and opinions in the lesson.	4.00	O	5.5
6. Incorporates classroom technology in teaching to actively involve students in the learning process and digital media.	4.25	HO	1.5
7. Interacts with mobile devices and whiteboard to display videos, images, audio clips to assist students in academic learning and visualization.	3.85	O	7
8. Learning is interactive with advanced technology to engage students in the learning process and ideas.	3.38	L	9
9. Manages the mobile devices, tablets, iPads in the classroom to manage simple behavior of student techniques in learning.	4.25	HO	1.5
10. Engages educational programs in advanced technology inside the classroom for formative assessment and fun in learning.	4.16	O	3.5
Average Weighted Mean	3.91	O	
Standard Deviation	0.314		

Table 5 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Classroom Technology

Among the Respondents. It shows that rank 1 is shared by the two indicators which are “Incorporates classroom technology in teaching to actively involve students in the learning process and digital media”, and “Engages educational programs in advanced technology inside the classroom for formative assessment and fun in learning”, with a weighted mean of 4.25 or Highly Observed. Rank 2 is also shared by the two indicators which are “Utilizes perk gamification integration of technology in teaching that helps in the necessities of the lesson”, and “Engages educational program in advanced technology inside the classroom for formative assessment and fun in learning”, with a weighted mean of 4.16 or Observed. Rank 3 is shared by the two indicators which are “Technology aids the great manner in teaching and integration for the use of multimedia to capture student attention learning process”, and “Empowers students to reach out through the use of technology that nurtures artistic students who engages in expressing ideas and opinions in the lesson”, with a weighted mean of 4.00 or Observed. The least in rank is “Provides various resources, engagement of teaching information and sources classroom activities to deliver knowledge among students”, with a weighted mean of 3.35 or Limited. The overall average weighted mean is 3.91 (SD=0.314) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of classroom technology among the respondents.

Table 6. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Behavior Management Among the Respondents

Indicators	WM	I	R
1. Maintains route as a vital tool in the behavior management to establish expectations and guidelines.	3.82	O	6.5
2. Sets rules with students to improve behaviors in the classroom to prevent students from feeling to be punished for expected behaviors.	3.91	O	5
3. Facilitates in stimulating the lessons to ensure students that class activities and learning is exciting and fun.	4.29	HO	1.5
4. Reinforces positive language utilization to encourage positive speaking that focuses attention in the learning process.	4.19	O	3
5. Develops a better relationship with students where respect is still observed for students as the center of learning process.	3.39	L	9.5
6. Implements proper effective management and strategy behavior to gain critical respect from students.	4.29	HO	1.5
7. Ensures students to achieve full potential in their academic performance through learning behavior and management.	3.82	O	6.5
8. Ensures to manage classroom disruption in maximizing noisy behavior for better productive environment learning.	3.79	O	8
9. Develops mutual respect among students and teachers for a better atmosphere and rewarding benefits for learning.	4.09	O	4
10. Encourages students to participate in all classroom activities and submits their task on time.	3.39	L	9.5
Average Weighted Mean	3.90	O	
Standard Deviation	0.311		

Table 6 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Behavior Management Among the Respondents. It shows that rank 1 is shared by the two indicators which are “Facilitates in stimulating the lesson to ensure students that class activities and learning is exciting and fun”, and “Implements proper effective management and strategy behavior to gain critical respect from students”, with a weighted mean of 4.29 or Highly Observed. Rank 2 is “Reinforces positive language utilization to encourage positive speaking that focuses attention in the learning process”, with a

weighted mean of 4.19 or Observed. Rank 3 is “Develops mutual respect among their classmates and their teachers for better atmosphere and rewarding benefits for learning”, with a weighted mean of 4.09 or Observed. The least in rank is shared by the two indicators which are “Develops a better relationship with students where respect is still observed for students as the center of learning process”, and “Encourages students to participate in all classroom activities and submits task on time”, with a weighted mean of 3.39 or Limited. The overall average weighted mean is 3.90 (SD=0.311) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of behavior management among the respondents.

Table 7. Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Professional Development Among the Respondents

Indicators	WM	I	R
1. Acquires professional development and utilization which is necessary for a relevant teacher and leader.	3.91	O	4.5
2. Embraces professional development and reflective practice for skills and tools of teachers in modern society to allow the trends of educational competency.	4.22	HO	1
3. Provides successful collaborative professional development that relies on expansion of knowledge and expected outcome and efficient professional development.	3.33	L	9.5
4. Mentors growth and instructional coaches for development curriculum and resources in addressing mentoring school climate and culture.	4.11	O	2
5. Builds knowledge and utilization of resources and technology in a dynamic instructional delivery and change as teachers.	3.82	O	6.5
6. Engages programs for professional development to enhance better learning and teaching in the classroom.	3.33	L	9.5
7. Policies and benefits inspire teachers and academics in their professional development as molders and shapers of students.	4.03	O	3
8. Provides training and sessions for the new trends and technologies in teaching to enhance quality teachers.	3.82	O	6.5
9. Calibrates effective and efficient teachers that can challenge students for better learning and strategies in teaching.	3.70	O	8
10. Addresses various learning capabilities and learning styles to make a dynamic classroom motivation in learning.	3.91	O	4.5
Average Weighted Mean	3.82	O	
Standard Deviation	0.282		

Table 7 presents the weighted mean and the corresponding interpretation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting in Terms of Professional Development Among the Respondents. As shown in the table, rank 1 is “Embraces professional development and reflective practice for the skills and tools of teachers in the modern society that allows in the trends of educational competency”, with a weighted mean of 4.22 or Highly Observed. Rank 2 is “Mentors growth and instructional coaches for development of curriculum and resources in addressing mentoring school climate and culture”, with a weighted mean of 4.11 or Observed. Rank 3 is “Policies and benefits inspire teachers and academics in their professional development as molders and shapers of students”, with a weighted mean of 4.03 or Observed. The least in rank is shared by the two indicators which are “Provides successful collaborative professional development that relies on the expansion of knowledge and expected outcome and efficient professional development”, and “Engages programs for professional development to enhance better learning and teaching classroom”, with a weighted mean

of 3.33 or Limited. The overall average weighted mean is 3.82 (SD=0.282) or Observed on the contribution of teaching strategy theory for effective classroom setting in terms of professional development among the respondents.

Table 8. Test of Significant Correlation on the Contribution of Teaching Strategy Theory for Effective Classroom Setting as Observed by the Respondents?

Test of Variables on Contribution of Teaching Strategy Theory for Effective Classroom Setting as Observed by the Respondents	computed z value	comparison	z critical value	Decision
1. visualization in teaching	87.34	>	±1.96	rejected
2. cooperative learning	89.12	>	±1.96	rejected
3. inquiry-based instruction	82.57	>	±1.96	rejected
4. differentiation in teaching	88.31	>	±1.96	rejected
5. classroom technology	85.45	>	±1.96	rejected
6. behavior management	85.65	>	±1.96	rejected
7. professional development	83.89	>	±1.96	rejected
Two-tailed test at 0.05 level of significance				

Table 8 presents the test of significant correlation on the contribution of teaching strategy theory for effective classroom setting as observed by the respondents. It reveals in the table that when the variables are tested, it shows that z computed values on visualization in teaching is 87.34, cooperative learning is 89.12, inquiry-based instruction is 82.57, differentiation in teaching is 88.31, classroom technology is 85.45, behavior management is 85.65, and professional development is 83.89 which is significant because it is greater than the z critical value of ±1.96 which resulted to the decision of rejection, two-tailed test at 0.05 level of significance. Therefore, it is safe to say that there is a significant correlation on the contribution of teaching strategy theory for effective classroom setting as observed by the respondents.

Discussion

Contribution of teaching strategy theory for effective classroom setting in terms of visualization in teaching among the respondents shows to utilize a better teaching strategy in deliberate practice and enhancement to boost learning process, and plays the process of the phenomenon in teaching for better retention and memory to picture the learning process which means theory pushes for a better techniques in learning process. Visualization in teaching provides teachers self-regulated ability to enhance competency integration literacy in learning for students (Malykhin et al., 2024). It empowers the design and emerging instruction for students' performance and access to learning. It captures performance and student learning to be traced and visualized in the activity of learning. It monitors and provides teachers better instructional materials (Wiedbusch et al., 2021). On the other hand, it also shows how to utilize an interactive whiteboard in teaching to display videos, photos, and audio clips where it is needed in the learning process as part of advanced technology in teaching at present since students are equipped with technology in preparation for their future. It also shows that learning stimulates pathways for the brain of students in doing and action for the lesson discussion that makes it easy for teaching and learning competency skills in modern teaching (Bilý & Miština, 2023). It also creates a picture in the teaching and learning process for understanding mental images in the lesson which means students can explore thinking based on visualization presented for better learning where they are being guided for academic performance. It also provides mental imagery that grasps the concept and abstract of the lesson and understanding that applies real life world experiences. It examines the attitude of students'

readiness to utilize various visualization and whiteboard in teaching and learning for better achievement and performance scholastic programs, (Gürbüzürk, 2018).

In addition, contribution of teaching strategy theory for effective classroom setting in terms of cooperative learning among the respondents shows to express verbally by responding to the ideas of others and encourages students to develop self-esteem and confidence where it promotes cooperative learning to enhance better knowledge among students through group efforts (Natasya Nurul Lathifa et al., 2024). Cooperative learning is observed in the classroom lesson as part of academic performance of students. It utilizes to measure the aims of effective cooperative learning in teaching. It develops traditional teaching and learning for better academic performance of students in cooperative learning (Mirza & Rashid, 2024). On the other hand, it requires students to work and learn together for the success of classroom setting in teaching and reward learning. It enhances critical thinking and communication skills which are essential in the learning process (Mallillin, 2024). The theory for effective teaching in the area of cooperative learning provides necessary approaches in modern technology of teaching methods. This applies to various applications of technology in teaching that leads to ideal learning for teachers and students. It provides dynamic approaches to learning and critical thinking for the outcome of learning on the part of students. This indicates learning approaches and is effective in cooperative learning skills in teaching. It is a constructive learning approach and outcome to communication, and analytical thinking skills process (Hafeez, 2021). It also shows that cooperative learning is a structured activity that requires participation and input collaborative learning for effective method and instructional teaching. It grants students for engaging in a new knowledge cooperative activity that is designed effectively in the aspect and motivation to learning, (Thi Thu Ha, 2024).

Nevertheless, contribution of teaching strategy theory for effective classroom setting in terms of inquiry-based instruction among the respondents shows to support and fulfill the goals and approach process in teaching and learning which means inquiry-based learning is necessary in the performance of students (Jannah et al., 2025). It assists and guides the learning process to include designs and methods of teaching to discover learning process, support, and information. It provides guidance in the different stages of novice learners and inquiry-based learning. It prompts to observe instructional concepts, construction of scientific learning processes, correcting and diagnosing mistakes in the learning process, generating rules and evidence of learning, prediction, and explanation. It promotes scientific learning and stimulating teaching processes (Hajian et al., 2021). Hence, it relinquishes the approach in teaching and control of students where it encourages students to be subjective in expressing ideas and unique views inquiry based instruction on the learning process. This is a guide for teaching strategy theory effective classroom setting because it embraces the process of traditional instruction teaching process and best practice efficiently (Mallillin, 2022). This will guide for proper teaching instruction process among the learners. It reforms students in pedagogy of teaching and shifting for competitive and necessary skills in the quality of education since it stimulates student thinking to improve skills and deeper academic concept and understanding. It challenges teachers to adjust techniques in teaching that meets the needs of students to deeper learning. It provides mutual understanding to enhance teaching and better understanding of students. It facilitates essential learning and support among students in the classroom setting (Sølvik & Glenna, 2022).

Moreover, the contribution of teaching strategy theory for effective classroom setting in terms of differentiation in teaching among the respondents shows to provide high key impact strategy of teaching to be used by teachers that provides craft in the lesson. This shows that teachers are doing their very best to provide various teaching techniques for students equipped with technology to motivate students for the best learning experiences (D. Mallillin, 2023). It also supports the right amount of the challenges in differentiated teaching among students. It implements differentiated teaching instruction and impact based on experiences of teachers. It explores the impeded obstacles in differentiated instruction and application. It shows that qualification and training in differentiated instructions are detected among students which signifies the learning process. Differentiated instruction among teachers is a challenge in effective teaching classroom setting and strategy (Al-Shaboul et al.,

2021). It identifies the gaps and individual learning process in the educational tool and system and classroom setting because it explains differentiated teaching process, product, and adjusting content for students that assesses the variation and criteria of the lesson. This ensures continued learning development of students in the target objectives of the lesson. It also involves students in setting a classroom learning complexity for the tasks to be performed in the subject. It enables students to adapt and reach the full potential of the lecturers on the various needs and instructions of learning. It engages the needs of teachers in the formative assessment and associated activities and differentiation. It aims to conceptualize the developed framework for teacher activities in the differentiation assessment and formation (Eysink & Schildkamp, 2021).

Likewise, the contribution of teaching strategy theory for effective classroom setting in terms of classroom technology among the respondents shows to incorporate classroom technology in teaching to actively involve students in the learning process and digital media since students are much inclined with technology as trends in teaching. It also shows how to engage educational programs in advanced technology inside the classroom for formative assessment and fun in learning (Mallillin, 2021). It is the trend of technology to help students enjoy the teaching process since it utilizes perk gamification integration of technology in teaching that helps in the necessities of the lessons to be given to students. It also engages educational programs in advanced technology inside the classroom for formative assessment and fun in learning. It adopts measure of advanced technology in teaching and learning for various didactic activities and transfer of learning atmosphere. It integrates teaching technology to analyze perceived usefulness of technology in classroom teaching. It provides self-efficacy and utilization of technology intention process of learning, (Menabò et al., 2021). On the other hand, technology aids are the right manner in teaching and integration for the use of multimedia to capture student attention in the learning process. This helps students to enjoy classes because it empowers students to reach out through the use of technology that nurtures artistic students who engage in expressing ideas and opinions in the lesson. Hence, it provides various resources, engagement of teaching information and sources classroom activities to deliver knowledge among students. It provides micro or macro learning and integration of technology teaching platforms (Díaz Redondo et al., 2021).

Indeed, the contribution of teaching strategy theory for effective classroom setting in terms of behavior management among the respondents shows to facilitate and stimulate the lesson to ensure students' class activities and learning is exciting and fun. It is the essence of proper management behavior among students to better enhance an effective classroom. Proper management of behavior and effective strategy tames students to develop the learning process because it provides implementation for proper effective management strategy behavior to gain critical respect from students. It helps the application of the teaching profession in an adaptable model of teacher theory that features and defines teacher work to uncertainty, novelty, and change. It provides effective response adaptability function and change of teachers in the work effectiveness. It assesses adaptability and different approaches to practice and describe development and implication of teachers' experiences and knowledge. It highlights characteristics of an adaptable model and theory teacher on respect with students, context sensitivity, classroom perception, decision making, and techniques in problem solving and strategies in teaching (Davis & Connolly, 2022). On the other hand, management behavior reinforces positive language utilization to encourage positive speaking that focuses attention in the learning process. It also develops mutual respect among students and teachers for a better atmosphere and rewarding benefits for learning. It also shows that behavior management will contribute to effective classroom setting because it develops better relationships with students where respect is still observed for students as the center of the learning process. This can help and encourage students to participate in all classroom activities and submit tasks on time. It encourages students to possess awareness on behavior to classroom activities (Casma et al., 2023).

Lastly, contribution of teaching strategy theory for effective classroom setting in terms of professional development among the respondents shows to embrace professional development and reflective practice for the skills and tools of teachers in the modern society that allows in the trends of

educational competency where it mentors growth and instructional coaches development curriculum and resources in addressing mentoring school climate and culture (Quayson, 2022). It integrates intended achievement for instructional objectives paramount to the professional development for effective strategy classroom setting. It enhances potential instruction for technology in teaching achievement. The professional development in effective classroom setting and teaching strategy on various sources as to management learning system, face to face interaction, video annotation, recorded lessons, and lecturers opinion. This has an impact on the integration of technology practice, understanding, quality practice, involvement of evidence and multimodal reflection tools in teaching (Kaya & Adiguzel, 2021). Hence, it shows that policies and benefits inspire teachers and academics in professional development as molders and shapers of students. In addition, it provides successful collaborative professional development that relies on the expansion of knowledge and expected outcome and efficient professional development where it engages programs for professional development to enhance better learning and teaching in the classroom. It reveals inquiry learning on standard education. It deploys effective design in the latest technology in teaching (Chu et al., 2017).

Conclusion

It shows how to utilize better teaching strategy in deliberate practice and enhancement to boost learning process where it provides visual system plays the process phenomenon in teaching for better retention and memory to picture the learning process. It also utilizes interactive whiteboard in teaching to display videos, photos, and audio clips where it stimulates pathways for the brain of students in doing and action for the lesson discussion that makes it easy for teaching and learning. It creates a picture in the teaching and learning process for understanding mental images in the lesson. On the other hand, it shows how to express verbally by responding to ideas of others and encourages students to develop self-esteem and confidence where it promotes cooperative learning to enhance better learning among students through group efforts since cooperative learning is observed in the classroom lesson as part of the academic performance of students. Moreover, it supports inquiry-based instruction to fulfill the goals and approach process in teaching and learning where it designs methods of teaching to discover learning process, support, and information. In addition, it relinquishes the approach of teaching and control of students and shows to encourage students to be subjective in expressing ideas and unique views of inquiry based instruction on the learning process. Nonetheless, it shows to provide high key impact strategy teaching to be used by teachers that provides craft in the lesson where it supports the right amount of challenges in differentiated teaching. It also identifies the gaps and individual learning process in the educational tool and system classroom setting. In addition, it shows how to incorporate classroom technology in teaching to actively involve students in the learning process and digital media where it engages educational programs in advanced technology inside the classroom for formative assessment and fun in learning. This has to utilize perk gamification integration of technology in teaching that helps in the necessities of the lessons and to engage educational programs in advanced technology inside the classroom for formative assessment and fun in learning. Nevertheless, it shows to facilitate in stimulating the lesson to ensure students that class activities and learning is exciting and fun where it implements proper effective management and strategy behavior to gain critical respect from students. This has to reinforce positive language utilization to encourage positive speaking that focuses attention in the learning process. Lastly, it shows to embrace professional development and reflective practice for the skills and tools of teachers in the modern society that allows in the trends of educational competency where it mentors growth and instructional coaches for the development of the curriculum and resources in addressing mentoring school climate and culture since the policies and benefits inspire teachers and academics in their professional development as molders and shapers of students.

Conflicts of Interest

The author declares no conflicts of interests.

Author contribution

Leovigildo Lito D. Mallillin contributed to conceptualization, methodology, software, validation, visualization, writing original draft preparation, and writing review and editing. The authors have read and agreed to the published version of the manuscript.

Declaration of Generative AI in Scientific Writing

The authors acknowledge the use of the generative AI tool Google translate-AI and Quillbot for grammar and language improvement. The authors are solely responsible for the content of the manuscript and have verified the accuracy, integrity, and originality of all AI-assisted outputs.

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