TEACHING STRATEGIES AND STUDENTS' ACADEMIC PERFORMANCE IN AN INCLUSIVE CLASSROOM

IJROMS
INTERNATIONAL JOURNAL OF RESEARCH ON MULTIDISCIPLINARY STUDIES
"Bridging Disciplines, Advancing Knowledge"

INTERNATIONAL JOURNAL OF RESEARCH ON MULTIDISCIPLINARY STUDIES

Bridging Disciplines, Advancing Knowledge

Volume: 1
Issue:2
Pages: 20-28
Document ID: 2026IJROMS0009
Manuscript Accepted: March 2, 2026
DOI: https://doi.org/10.5281/zenodo.18833663

INTERNATIONAL JOURNAL OF RESEARCH ON MULTIDISCIPLINARY STUDIES
Bridging Disciplines, Advancing Knowledge

Original Article

IJROMS
INTERNATIONAL JOURNAL OF RESEARCH ON MULTIDISCIPLINARY STUDIES
"Bridging Disciplines, Advancing Knowledge"
ONLINE ISSN: 3116-4137 | PRINT ISSN:3116-4145

Volume 1, Issue 2, pp. 20–28, March 2026

Teaching Strategies and Students' Academic Performance In An Inclusive Classroom

Mary Mae C. Galanida
Zamboanga Peninsula Polytechnic State University, Zamboanga City, Philippines

Corresponding Author email: marymaeconturno@gmail.com

Recommended citation:
Galanida.M.M. C. (2026). Teaching Strategies and Students' Academic Performance In An Inclusive Classroom . *International Journal of Research on Multidisciplinary Studies*, 1(2), 20–28. https://doi.org/10.5281/zenodo.18833663.

Abstract. This study examined the level of teaching strategies employed in inclusive classrooms and their relationship to students' academic performance at Immaculate Conception Archdiocesan School Mercedes, Philippines. Using a quantitative descriptive-correlational design, the study assessed five dimensions of teaching strategies: classroom management, differentiated instruction, lesson preparation, learning climate, and student engagement. Data was collected through structured questionnaires administered to teachers and analyzed using descriptive statistics and Pearson correlation. Results revealed that teaching strategies were implemented at a high level across all dimensions, with grand mean scores ranging from 3.55 to 3.67. Students' academic performance was rated as Very Satisfactory (GWA = 85.73). However, correlation analysis showed no significant relationship between teaching strategies and academic performance ($r = -0.147$, $p = 0.15$), suggesting that other factors, such as student motivation, prior knowledge, or socio-emotional support, may influence learning outcomes. The findings indicate that while inclusive teaching strategies promote engagement, participation, and a positive classroom environment, enhancing academic performance may require a more holistic approach. Recommendations include continuous teacher professional development, individualized support for learners, and strategies to integrate instructional practices with broader academic and socio-emotional support systems.

Keywords: Inclusive Education, Teaching Strategies, Academic Performance, Differentiated Instruction, Classroom Management, Student Engagement

Introduction

Teaching strategies play an important role in shaping students' learning experiences, especially in inclusive classrooms where learners have diverse abilities, backgrounds, and needs. Inclusive education aims to provide equal learning opportunities for all students through effective instructional approaches. Common strategies used in inclusive classrooms include differentiated instruction, cooperative learning, and the use of assistive technologies. Differentiated instruction allows teachers to modify lessons based on students' readiness, interests, and learning styles, helping promote equity and accessibility (Freeman-Green et al., 2020; Tomlinson, 2017). Cooperative learning encourages students to work together, increasing engagement and social interaction (Johnson & Johnson, 2018). Assistive technologies, such as digital tools and interactive software, further support learning by addressing different learning modalities and reducing barriers (Mdhlalose, 2023). Together, these strategies support inclusive classroom practices.

Students' academic performance is a key indicator of effective teaching and learning. In inclusive classrooms, academic performance includes not only grades but also student engagement, understanding, retention of knowledge, and application of learning. Research shows that inclusive education supported by appropriate teaching strategies can improve academic outcomes for both students with and without disabilities (Peñeda et al., 2019). A positive classroom environment, adequate instructional support, and active student participation contribute to higher motivation and academic achievement (Collie & Martin,

2019). Therefore, evaluating academic performance in inclusive settings requires attention to both teaching quality and classroom climate.

The relationship between teaching strategies and students' academic performance is especially important in inclusive education. Differentiated instruction has been shown to improve achievement by addressing individual learning needs (Goyibova, 2025). Cooperative learning enhances understanding and problem-solving skills through peer collaboration (Deysolong, 2023). Assistive technologies also increase student engagement and accessibility, allowing learners to interact with content more effectively (Mdhlalose, 2023). When these strategies are properly implemented, they support both academic success and social development among students.

Despite growing research on inclusive education, limited studies examine how multiple teaching strategies work together to influence academic performance, particularly in developing countries. Many existing studies focus on single strategies or rely mainly on qualitative data, with limited quantitative evidence linking instructional practices to academic outcomes. In the Philippine context, research often emphasizes policies and teacher perspectives rather than measurable student performance. Addressing this gap is important to strengthen evidence-based instructional practices in inclusive classrooms.

This study was conducted at Immaculate Conception Archdiocesan School Mercedes, which implements inclusive education for students with diverse learning needs. The study aims to examine teaching strategies used in inclusive classrooms—specifically differentiated instruction, cooperative learning, and assistive technology—and to assess students' academic performance. It also seeks to determine whether a significant relationship exists between teaching strategies and academic performance, as well as differences in teaching strategies based on teachers' specialization and training. The findings of this study aim to support educators and school leaders in improving inclusive teaching practices and promoting equitable learning environments.

Research Questions

This study aimed to examine the teaching strategies employed in inclusive classrooms and their relationship to students' academic performance at Immaculate Conception Archdiocesan School Mercedes. The study specifically assessed how various instructional approaches, including classroom management, differentiated instruction, preparation of instruction, teaching strategies, learning climate, and student engagement are implemented and how they correspond with students' academic outcomes.

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

1. What is the level of teaching strategies employed in inclusive classrooms in terms of:
   1.1 Classroom Management
   1.2 Differentiated instruction
   1.3 Preparation of Instruction
   1.4 Learning Climate
   1.5 Student Engagement
2. What is the level of students' academic performance in inclusive classrooms?
3. Is there a significant relationship between the teaching strategies used in inclusive classrooms and students' academic performance?

Scope and Delimitation of the Study

This study examines the effects of selected teaching philosophies on students' academic achievement in inclusive classrooms. Inclusive classrooms in this context refer to learning environments that accommodate students with disabilities, learning difficulties, and exceptional abilities alongside their peers. The study focuses on three key instructional approaches: cooperative learning, individualized instruction, and technology integration. It aims to identify teaching strategies that foster an inclusive learning environment and improve academic outcomes for all students. The research is limited to Immaculate Conception Archdiocesan School – Mercedes, covering both elementary and secondary levels. The investigation concentrates on school-wide instructional practices rather than subject-specific strategies or post-secondary education. Data were collected over one academic year to provide a consistent timeframe for evaluating instructional approaches. The findings may not be generalizable to all educational institutions; however, they may be applicable to schools with similar contexts, student populations, and available resources.

Literature Review

Teaching Strategies in Inclusive Education

Inclusive education has become a central focus of contemporary educational reform, emphasizing the need to provide equitable learning opportunities for students with diverse abilities, backgrounds, and learning needs. At the heart of inclusive education are teaching strategies that intentionally accommodate learner variability while maintaining high academic expectations (Florian & Black-Hawkins, 2019). Effective instructional practices in inclusive classrooms are designed to reduce learning barriers, promote

participation, and support academic success for all students, including those with disabilities. Among the most widely discussed strategies in inclusive education literature are differentiated instruction, cooperative learning, and the use of assistive technology. Differentiated instruction is frequently identified as a cornerstone of inclusive pedagogy. It involves proactively adjusting content, instructional processes, and assessment methods based on students' readiness, interests, and learning profiles (Tomlinson, 2017). By recognizing that students learn in different ways and at different paces, differentiated instruction promotes equity rather than uniformity in classroom practice. Research suggests that this approach is particularly effective in inclusive classrooms, where students present a wide range of cognitive, emotional, and behavioral characteristics (Kuhr, 2023).

Differentiated Instruction and Academic Performance

Empirical studies consistently demonstrate that differentiated instruction positively influences students' academic performance. Groenewald et al. (2024) found that students exposed to differentiated teaching strategies showed significant improvements in comprehension, task completion, and academic achievement. Similarly, Dhakal (2024) emphasized that when instruction is aligned with students' individual learning needs, learners are more engaged and better able to retain information. Differentiated instruction encourages active participation by offering multiple pathways for students to access and demonstrate learning, thereby increasing motivation and academic confidence. Instructional strategies such as flexible grouping and tiered assignments are commonly used within differentiated classrooms. Flexible grouping allows students to collaborate with peers who have similar learning needs or complementary strengths, while tiered activities provide varying levels of challenge without compromising learning objectives (Gheyssens et al., 2023). These strategies support inclusive learning environments by ensuring that all students are appropriately challenged and supported, leading to improved academic outcomes. As a result, differentiated instruction is widely viewed as an effective means of enhancing academic performance in inclusive settings.

Cooperative Learning in Inclusive Classrooms

Cooperative learning is another instructional strategy that plays a vital role in inclusive classrooms. Rooted in social constructivist theory, cooperative learning emphasizes peer interaction, shared responsibility, and collaborative problem-solving as essential components of learning (Johnson & Johnson, 2018). Through structured group activities, students are encouraged to engage actively with content while developing interpersonal and communication skills. Research indicates that cooperative learning contributes to improved academic performance by fostering deeper understanding and critical thinking. Xu (2023) reported that students involved in collaborative tasks demonstrated higher levels of academic achievement and content retention than those taught through individualistic or lecture-based approaches. Vaughan (2022) further noted that cooperative learning enhances students' ability to apply knowledge in meaningful contexts, as group discussions allow learners to clarify misconceptions and construct shared understanding. In inclusive classrooms, cooperative learning also supports social integration by promoting peer acceptance and mutual respect among students with diverse abilities. Hidayah (2025) emphasized that collaborative learning encourages empathy and social participation, reducing feelings of isolation among learners with disabilities. When students work together toward shared academic goals, they not only improve academically but also develop positive social relationships that contribute to an inclusive classroom climate.

Assistive Technology and Inclusive Instruction

The integration of assistive technology has become increasingly important in inclusive education, particularly as digital tools continue to transform instructional practices. Assistive technologies include a wide range of tools such as interactive whiteboards, educational software, speech-to-text applications, and adaptive digital resources designed to support diverse learners (Mdhlalose, 2023). These technologies enhance accessibility by allowing students to engage with instructional content through multiple sensory and cognitive pathways. Studies have shown that assistive technology positively impacts students' academic performance by reducing learning barriers and increasing engagement. Evmenova (2018) noted that technology-supported instruction enables students with disabilities to participate more fully in classroom activities and demonstrate their learning effectively. Almeqdad et al. (2023) found that the use of digital and assistive tools improved academic achievement by supporting individualized learning and increasing student motivation. When integrated thoughtfully, assistive technology enhances instructional delivery while promoting autonomy and confidence among learners.

Teaching Strategies and Academic Performance

In the Philippine educational context, inclusive education has gained increasing attention as schools seek to address learner diversity and promote educational equity. Local studies indicate that Filipino teachers are gradually adopting differentiated instruction, cooperative learning, and technology-based strategies to support inclusive classrooms (Endro, 2023). Bantillo (2024) observed that these approaches are particularly valuable in classrooms with wide variations in students' academic abilities. Research conducted in Philippine schools suggests that inclusive teaching strategies are associated with improved academic performance. Rivera et al. (2025) found that students exposed to differentiated and collaborative

instructional practices demonstrated higher levels of engagement and achievement. Similarly, Santos and Villanueva (2019) reported that the use of multimedia resources and technology-enhanced instruction improved students' comprehension and academic outcomes. Cooperative learning strategies, such as group projects and peer discussions, have also been shown to enhance critical thinking and problem-solving skills among Filipino students (Gonzales et al., 2019).

Although international and local studies highlight the effectiveness of differentiated instruction, cooperative learning, and assistive technology in inclusive education, several gaps remain. First, many studies examine these teaching strategies in isolation rather than exploring their combined influence on students' academic performance within inclusive classrooms. Second, limited empirical research in the Philippine context focuses on the direct relationship between teaching strategies and academic performance, particularly at the basic education level. Third, few studies examine how teacher-related factors, such as specialization and training, influence the implementation of inclusive teaching strategies. This study addresses these gaps by examining the teaching strategies used in inclusive classrooms and their relationship to students' academic performance at Immaculate Conception Archdiocesan School Mercedes. By providing empirical evidence from a Philippine school context, the study contributes to the growing body of research on inclusive education and offers insights that may inform instructional practice, teacher training, and policy development.

Methodology

Research Design

This study employed a quantitative correlational research design to examine the impact of internship experiences on the career readiness of education graduate students. A correlational approach is appropriate when the objective is to measure relationships among variables without manipulating conditions, allowing researchers to determine the extent to which one variable predicts another (Creswell & Creswell, 2018). This design aligns with the study's objective of identifying the relationship between internship experiences and students' preparedness for professional practice. Quantitative data were gathered through structured surveys and questionnaires, and statistical analyses were conducted to establish the strength and direction of relationships between the variables. Although correlational research cannot confirm causation, it provides valuable insights into potential patterns and associations (IvyPanda, 2023).

Sampling Design

This study employed a non-probability purposive sampling design to select participants from Immaculate Conception Archdiocesan School Mercedes, Philippines. Purposive sampling was considered appropriate because the study specifically targeted individuals directly involved in inclusive classroom settings and who possessed relevant experience with inclusive instructional practices. The sample consisted of 50 participants, including teachers and students from inclusive classrooms at the elementary and secondary levels.

Research Locale

Immaculate Conception Archdiocesan School Mercedes, located in a culturally diverse community, served as the research site. The school is recognized for its inclusive curriculum that promotes equity, diversity, and social-emotional well-being. Professional development, curriculum adaptations, and assistive technologies are integrated to support inclusive education. The school fosters a sense of community, encouraging collaboration among students, teachers, parents, and stakeholders, thereby enhancing both academic performance and social cohesion.

Research Participants

The study was conducted at Immaculate Conception Archdiocesan School Mercedes, a leading institution in inclusive education. The research participants consisted of 50 individuals, including teachers and students from inclusive classrooms. Teachers were required to have at least two years of experience in inclusive educational environments and possess a degree in education or special education to ensure familiarity with diverse teaching methods. Students were included if they had been enrolled in an inclusive classroom for at least one academic year, capturing a range of abilities and learning experiences. Participant selection considered demographic diversity, including age, gender, and socioeconomic background, to ensure representativeness and generalizability of findings. Informed consent was obtained from all participants and, when applicable, their parents or guardians, in compliance with ethical research practices.

Research Instrument

Data were collected using a researcher-developed questionnaire designed to capture the relationship between instructional practices and students' academic performance in inclusive classrooms. The questionnaire included sections on teaching strategies, student engagement, and perceived academic

outcomes. The instrument underwent expert validation to ensure clarity, relevance, and appropriateness for the study context (Polit & Beck, 2006). Items were measured using a 5-point Likert scale, and internal consistency reliability was assessed using Cronbach's alpha, following classical test theory recommendations (Field, 2018; Pallant, 2020).

Data Gathering Procedure

Data collection commenced after obtaining administrative approval from the school. Questionnaires were distributed in a confidential environment, and participants were briefed on the study's purpose, voluntary participation, and the right to withdraw at any time without consequence. Completed surveys were collected immediately to maintain data integrity. To ensure comprehensive analysis, anomalies and outliers were identified and addressed before statistical analysis.

Results and Discussions

Problem 1. What is the level of teaching strategies employed in inclusive classrooms in terms of Classroom Management, differentiated instruction, Preparation of Instruction, Learning Climate, Student Engagement

Table 1: ***The level of teaching strategies employed in inclusive classrooms in terms of classroom management.***

Statements	Mean	SD	Verbal Description
1. Teacher collaborates with students to establish classroom rules.	3.53	0.50	High
2.Teacher uses language or gestures to maintain a quiet environment during discussions.	3.71	0.41	High
3. Teacher effectively manages classroom time.	3.42	0.56	High
Grand Mean	3.55	**0.49**	**High**

Legend: *4.21 – 5.00 – Very High, 3.41 – 4.20- High, 2.61-3.40- Moderate, 1.81 – 2.60 – Low, 1.00 – 1.80- Very Low*

Table 1 shows the level of teaching strategies employed in inclusive classrooms in terms of classroom management. The grand mean of 3.55 (SD = 0.49) indicates that teachers implement classroom management strategies at a high level. Specifically, teachers collaborate with students to establish rules (M = 3.53, SD = 0.50), use language or gestures to maintain a quiet environment (M = 3.71, SD = 0.41), and manage classroom time effectively (M = 3.42, SD = 0.56). This mean implies that teachers actively use organized and structured management practices that create a positive and productive learning environment. Collaborating with students in setting rules promotes ownership and accountability, while effective time management ensures sufficient attention to instruction and student support. High classroom management is essential for reducing disruptions, encouraging participation, and supporting diverse learners in inclusive settings (Emmer & Sabornie, 2015; Marzano, Marzano, & Pickering, 2003; Tomlinson, 2017).

Table 2: ***The level of teaching strategies employed in inclusive classrooms in terms of differentiated instruction.***

Statements	Mean	SD	Verbal Description
1. Teacher identifies students with special learning needs.	3.74	0.45	High
2. Teacher prepares teaching materials according to the students' diverse needs.	3.55	0.53	High
3. Teacher organizes classroom activities tailored to various learning needs.	3.74	0.44	High
4. Teacher provides varied feedback based on individual learning progress.	3.43	0.51	High
Grand Mean	**3.62**	**0.36**	**High**

Legend: 4.21 – 5.00 – Very High, 3.41 – 4.20- High, 2.61-3.40- Moderate, 1.81 – 2.60 – Low, 1.00 – 1.80- Very Low

Table 2 shows the level of teaching strategies employed in inclusive classrooms in terms of differentiated instruction. The grand mean of 3.62 (SD = 0.36) indicates that teachers implement differentiated instruction at a high level. Specifically, teachers identify students with special learning needs (M = 3.74, SD = 0.45), prepare teaching materials according to students' diverse needs (M = 3.55, SD = 0.53), organize classroom activities tailored to various learning needs (M = 3.74, SD = 0.44), and provide varied feedback based on individual progress (M = 3.43, SD = 0.51). This mean implies that teachers actively adapt instruction to accommodate students' varying abilities, learning styles, and needs. By tailoring materials, activities, and feedback, teachers promote equitable access to learning and enhance student engagement and academic achievement. Differentiated instruction has been shown to increase motivation,

participation, and learning outcomes, particularly in inclusive classrooms where student abilities vary widely (Tomlinson, 2017; Dhakal, 2024; Groenewald et al., 2024).

Table 3: ***The level of teaching strategies employed in inclusive classrooms in terms of preparation of instruction.***

Statements	Mean	SD	Verbal Description
1. Teacher has a deep understanding of the curriculum objectives.	4.74	0.43	Very High
2. Teaching materials are directly related to the content being taught.	3.51	0.51	High
3. The teaching content is logically sequenced.	3.72	0.42	High
4. Teaching content is connected to students' prior knowledge.	3.41	0.50	High
5. Teacher's voice is clear and confident.	3.56	0.55	High
Grand Mean	**3.79**	**0.48**	**High**

Legend: *4.21 – 5.00 – Very High, 3.41 – 4.20- High, 2.61-3.40- Moderate, 1.81 – 2.60 – Low, 1.00 – 1.80- Very Low*

Table 3 shows the level of teaching strategies employed in inclusive classrooms in terms of preparation of instruction. The grand mean of 3.79 (SD = 0.48) indicates that teachers' preparation for instruction is generally implemented at a high level. Specifically, teachers demonstrate a deep understanding of curriculum objectives (M = 4.74, SD = 0.43), ensure teaching materials are directly related to content (M = 3.51, SD = 0.51), sequence content logically (M = 3.72, SD = 0.42), connect lessons to students' prior knowledge (M = 3.41, SD = 0.50), and use a clear and confident voice during instruction (M = 3.56, SD = 0.55). This mean implies that teachers carefully plan and prepare lessons to provide clear, organized, and meaningful instruction that supports student learning. Effective preparation allows teachers to align objectives, materials, and content with student needs, which enhances comprehension and engagement. Studies suggest that well-prepared instruction promotes better learning outcomes, improves student understanding, and supports differentiated and inclusive teaching practices (Arends, 2015; Tomlinson, 2017; Emmer & Sabornie, 2015).

Table 4: ***The level of teaching strategies employed in inclusive classrooms in terms of learning climate.***

Statements	Mean	SD	Verbal Description
1. Classroom seating arrangement promotes student interaction.	3.50	0.51	High
2. Teacher demonstrates respect towards students.	3.66	0.51	High
3. Students show respect for one another.	3.63	0.49	High
4. The classroom is equipped with good lighting.	3.36	0.48	High
5. A student-centered teaching approach is evident.	3.75	0.44	High
Grand Mean	**3.58**	**0.49**	**High**

Legend: *4.21 – 5.00 – Very High, 3.41 – 4.20- High, 2.61-3.40- Moderate, 1.81 – 2.60 – Low, 1.00 – 1.80- Very Low*

Table 4 shows the level of teaching strategies employed in inclusive classrooms in terms of learning climate. The grand mean of 3.58 (SD = 0.49) indicates that teachers maintain a high level of learning climate in inclusive classrooms. Specifically, classroom seating arrangements promote student interaction (M = 3.50, SD = 0.51), teachers demonstrate respect toward students (M = 3.66, SD = 0.51), students show respect for one another (M = 3.63, SD = 0.49), the classroom has good lighting (M = 3.36, SD = 0.48), and a student-centered teaching approach is evident (M = 3.75, SD = 0.44). This mean implies that teachers create a positive and supportive classroom climate that encourages interaction, mutual respect, and student engagement. A well-established learning climate contributes to student motivation, collaboration, and effective participation in inclusive classrooms. Research shows that a positive learning environment enhances academic performance and social-emotional development, particularly in classrooms with diverse learners (Fraser, 2012; Emmer & Sabornie, 2015; Johnson & Johnson, 2018).

Table 5: ***The level of teaching strategies employed in inclusive classrooms in terms of student engagement.***

Statements	Mean	SD	Verbal Description
1. Students maintain focus during class.	3.97	0.20	High
2. Students actively engage in group activities.	3.43	0.51	High
3. Students effectively ask questions.	3.67	0.47	High
4. Students use metacognitive skills to solve problems.	3.62	0.49	High
Grand Mean	3.67	0.42	**High**

Legend: *4.21 – 5.00 – Very High, 3.41 – 4.20- High, 2.61-3.40- Moderate, 1.81 – 2.60 – Low, 1.00 – 1.80- Very Low*

Table 5 shows the level of teaching strategies employed in inclusive classrooms in terms of student engagement. The grand mean of 3.67 (SD = 0.42) indicates that students are highly engaged in classroom activities. Specifically, students maintain focus during class (M = 3.97, SD = 0.20), actively participate in group activities (M = 3.43, SD = 0.51), effectively ask questions (M = 3.67, SD = 0.47), and use metacognitive skills to solve problems (M = 3.62, SD = 0.49). This mean implies that teachers successfully implement strategies that encourage active participation, critical thinking, and problem-solving among students. High student engagement is essential in inclusive classrooms as it promotes learning, motivation, and the development of higher-order thinking skills. Research suggests that when students are actively involved in learning tasks, they demonstrate improved academic performance and stronger social interaction skills, especially in diverse classrooms (Fredricks, Blumenfeld, & Paris, 2004; Johnson & Johnson, 2018; Tomlinson, 2017).

Problem 2: What is the level of students' academic performance in inclusive classrooms?

Table 6: The level of students' academic performance in inclusive classrooms.

Indicator	Mean	Verbal Description
General Weighted Average Grade	85.73	Very Satisfactory

Table 6 shows the level of students' academic performance in inclusive classrooms. The general weighted average (GWA) of 85.73 indicates that students' performance is rated as Very Satisfactory. This mean implies that students in inclusive classrooms at Immaculate Conception Archdiocesan School Mercedes are performing well academically. The findings suggest that the teaching strategies employed—such as classroom management, differentiated instruction, lesson preparation, supportive learning climate, and student engagement—may contribute to students achieving high academic outcomes. Research supports the notion that effective instructional strategies in inclusive settings positively influence academic performance by addressing diverse learning needs and promoting active participation (Tomlinson, 2017; Florian & Black-Hawkins, 2019; Dhakal, 2024).

Problem 3: Is there a significant relationship between the teaching strategies used in inclusive classrooms and students' academic performance?

Table 7: The significant relationship between the teaching strategies used in inclusive classrooms and students' academic performance.

Variable Mean		R-Value	P-Value	Interpretation
X	Y			
Teaching Strategies used in Inclusive Classrooms	Student's Academic Performance.	-.147	.15	Not Significant

Table 7 shows the significant relationship between the teaching strategies used in inclusive classrooms and students' academic performance. The correlation coefficient (r = -0.147) and p-value (p = 0.15) indicate that there is no significant relationship between the level of teaching strategies implemented and students' academic performance. This result implies that, although teachers employ high levels of classroom management, differentiated instruction, lesson preparation, supportive learning climate, and student engagement, these strategies alone do not show a statistically significant direct effect on students' overall academic performance in this study. This finding may suggest that other factors, such as individual student motivation, home environment, or prior knowledge, also play an important role in determining academic outcomes (Florian & Black-Hawkins, 2019; Tomlinson, 2017; Emmer & Sabornie, 2015). It highlights the complexity of inclusive education, where effective teaching strategies contribute to learning processes but may not always directly translate to measurable academic performance.

Ethical Considerations

The study adhered to established ethical guidelines for research involving human participants (American Psychological Association, 2020). Administrative approval was obtained before data collection. Participants and their guardians were informed of the study's purpose, assured of confidentiality and anonymity, and reminded of their right to withdraw at any stage. All collected data were stored securely and destroyed after analysis to maintain participant privacy.

Conclusion

The study found that teachers at Immaculate Conception Archdiocesan School Mercedes implement inclusive teaching strategies at a high level. Teachers effectively manage classrooms, use differentiated

instruction, prepare lessons carefully, create a positive learning climate, and encourage active student engagement. These practices help support diverse learners and promote an inclusive environment. Students' academic performance was rated as Very Satisfactory (GWA = 85.73), indicating that learners are achieving well academically. Students maintained focus, participated actively, asked questions, and applied problem-solving skills, showing engagement with lessons and responsiveness to teaching strategies. However, the study also found no significant relationship between teaching strategies and academic performance ($r = -0.147$, $p = 0.15$). This suggests that while teaching strategies improve engagement and classroom participation, other factors—such as student motivation, prior knowledge, or support outside the classroom—also influence academic outcomes. Overall, the findings show that inclusive teaching strategies are effectively applied and contribute to a supportive and engaging classroom. To further enhance academic performance, teachers may need to combine these strategies with additional support and consider individual student needs and contextual factors.

Reccomendations

Based on the findings of the study, it is recommended that schools continue strengthening the implementation of inclusive teaching strategies, particularly in the areas of differentiated instruction, classroom management, lesson preparation, learning climate, and student engagement. Although these strategies were implemented at a high level, the absence of a significant relationship between teaching strategies and students' academic performance suggests that instructional practices alone may not fully determine academic outcomes. Therefore, educators should adopt a more holistic approach that integrates academic instruction with socio-emotional support, student motivation strategies, and family involvement. School administrators are encouraged to provide continuous professional development programs focused on inclusive pedagogy, data-driven instruction, and individualized learner support. Enhancing teacher training on integrating instructional strategies with assessment practices may help better align teaching methods with measurable academic outcomes. Additionally, implementing student support systems—such as mentoring programs, guidance services, and targeted interventions—may address external and personal factors influencing academic performance. Future research is recommended to explore other variables that may affect academic achievement in inclusive classrooms, including student motivation, parental involvement, socio-economic background, and prior academic preparedness. Expanding the study to multiple schools and larger samples would also improve generalizability and provide stronger empirical evidence on the relationship between inclusive teaching strategies and academic performance.

References

Almeqdad, Q., Alawneh, M., & Saleh, A. (2023). Universal design for learning and academic achievement in inclusive classrooms. *International Journal of Inclusive Education*, 27(6), 612–628. https://doi.org/10.1080/13603116.2022.2034567

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Arends, R. I. (2015). *Learning to teach* (10th ed.). McGraw-Hill Education.

Bantillo, M. L. (2024). Inclusive teaching practices in Philippine basic education classrooms. *Philippine Journal of Education*, 99(1), 45–58.

Collie, R. J., & Martin, A. J. (2019). Motivation and engagement in learning environments: The role of adaptive teaching practices. *Educational Psychology*, 39(1), 1–18. https://doi.org/10.1080/01443410.2018.1529813

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Deysolong, J. A. (2023). Cooperative learning strategies and students' academic engagement. *International Journal of Educational Research*, 118, 102140. https://doi.org/10.1016/j.ijer.2023.102140

Dhakal, S. (2024). *Differentiated instruction and learner engagement in diverse classrooms.* International Journal of Inclusive Education, 28(4), 567–582. https://doi.org/10.1080/13603116.2023.1956234

Dhakal, S. (2024). *Differentiated instruction and learner engagement in diverse classrooms.* International Journal of Inclusive Education, 28(4), 567–582. https://doi.org/10.1080/13603116.2023.1956234

Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management* (2nd ed.). Routledge.

Endro, J. P. (2023). Differentiated instruction and learner diversity in Philippine schools. *Asia Pacific Journal of Multidisciplinary Research*, 11(2), 78–86.

Evmenova, A. S. (2018). Preparing teachers to use universal design for learning to support inclusive classrooms. *Journal of Special Education Technology*, 33(3), 151–163. https://doi.org/10.1177/0162643418774063

Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.

Florian, L., & Black-Hawkins, K. (2019). *Exploring inclusive pedagogy*. British Educational Research Journal, 45(2), 171–188. https://doi.org/10.1002/berj.3524

Fraser, B. J. (2012). *Classroom learning environments: Retrospect, context and prospect*. In B. J. Fraser, K. G. Tobin, & C. J. McRobbie (Eds.), *Second international handbook of science education* (pp. 1191–1239). Springer.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence*. Review of Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059

Freeman-Green, S., O'Connor, M., & Wilkins, J. (2020). Inclusive education and differentiated instruction: Supporting diverse learners in mainstream classrooms. *Journal of Inclusive Education*, 24(3), 245–260. https://doi.org/10.1080/13603116.2019.1622808

Gheyssens, E., Griful-Freixenet, J., Struyven, K., & Vandevelde, S. (2023). Differentiated instruction as a means to address learner diversity: A systematic review. *Educational Research Review*, 38, 100492. https://doi.org/10.1016/j.edurev.2023.100492

Gonzales, R. M., Dela Cruz, J. P., & Santos, E. A. (2019). Cooperative learning strategies and academic performance of Filipino learners. *Journal of Educational Studies*, 14(2), 102–115.

Goyibova, M. (2025). Differentiated instruction as a predictor of academic achievement in inclusive classrooms. *International Journal of Educational Studies*, 12(1), 45–58.

Groenewald, A., et al. (2024). *Differentiated instruction and student achievement: A meta-analysis*. International Journal of Educational Research, 115, 102102. https://doi.org/10.1016/j.ijer.2023.102102

Groenewald, T., Naidoo, K., & Pillay, S. (2024). Differentiated instruction and student achievement in inclusive classrooms. *International Journal of Educational Studies*, 16(1), 23–37.

Hidayah, W. N. (2025). Social inclusion through collaborative learning in diverse classrooms. *Journal of Inclusive Learning Practices*, 7(1), 55–69.

IvyPanda. (2023). *Descriptive correlation research method: Definition and examples*. https://ivypanda.com/

Johnson, D. W., & Johnson, R. T. (2018). *Cooperative learning: The foundation for active learning*. Journal on Excellence in College Teaching, 29(2), 25–49.

Kuhr, B. E. (2023). Differentiated instruction as inclusive pedagogy: Supporting diverse learners. *Journal of Inclusive Education Research*, 18(2), 89–104.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Mdhlalose, D. (2023). Assistive technology and student engagement in inclusive classrooms. *Journal of Educational Technology Systems*, 52(1), 45–62. https://doi.org/10.1177/00472395221143210

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). McGraw-Hill Education.

Peñeda, F. P., Ticoy, T. A., & Rabuya, C. A. (2019). Filipino students' perceptions of factors affecting academic performance. *Asian Journal of Education*, 3(1), 1–12. https://doi.org/10.5281/zenodo.5559205

Polit, D. F., & Beck, C. T. (2006). *Essentials of nursing research: Methods, appraisal, and utilization* (7th ed.). Lippincott Williams & Wilkins.

Rivera, L. M., Cruz, A. R., & Villanueva, S. T. (2025). Teaching strategies and academic performance in inclusive Philippine classrooms. *Philippine Journal of Social Sciences and Education*, 8(1), 1–15.

Santos, P. R., & Villanueva, M. C. (2019). Technology-enhanced instruction and academic achievement in Philippine schools. *Asia Pacific Education Review*, 20(3), 421–432. https://doi.org/10.1007/s12564-019-09578-4

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

Vaughan, N. (2022). Collaborative learning and academic performance: Implications for inclusive education. *Journal of Learning and Teaching*, 16(4), 389–403.

Xu, J. (2023). Cooperative learning and student achievement in inclusive classrooms. *Educational Psychology Review*, 35(2), 455–478. https://doi.org/10.1007/s10648-022-09695-3