College of Arts and Sciences

Effective Teaching Strategies of CAS Faculty as Perceived by BS Psychology Students, 1st Semester of 2025-2026

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Abstract

This study, titled "Effective Teaching Strategies of CAS Faculty as Perceived by BS Psychology Students, 1st Semester of 2025-2026," aimed to determine the extent of use and effectiveness of various teaching strategies employed by faculty members of the College of Arts and Sciences. Utilizing a descriptive research design, data were gathered from BS Psychology students to assess their perceptions.

Results revealed that **Lecture** and **Group Work** were the strategies most frequently used ("Almost Always"). In terms of effectiveness, students perceived **Group Discussion** and **Lecture** as "Very Effective." Furthermore, a Spearman's Rho analysis indicated a significant relationship between the extent of use and effectiveness for **Cooperative Learning** and **Group Work** strategies. The study concludes that while various methods are utilized, interactive and collaborative approaches, along with direct instruction, are highly valued by students. It is recommended that faculty employ a variety of strategies to enhance learning acquisition and that the institution conduct seminars to improve instructional delivery.

Keywords: Teaching Strategies, Lecture, Group Work, Cooperative Learning, Student Perception, Learning Acquisition, Effective Teaching

The Problem and its Setting

Introduction

Teaching strategy in a classroom-based setting has always been a concern for academicians, who seek effective delivery of learning acquisition to improve their teaching strategies and approaches to students. Regarding teaching strategies, teachers have tediously designed practical teaching tools that facilitate tangible outcomes as an indication of an effective learning process between the teacher and the student, both of whom benefit from the knowledge.

This study aimed to examine students' perceptions of the teaching strategies used by teachers in the College of Arts and Sciences. It is expected that this perception is related to the learning process among students who are always the targets of learning, and that teachers must, for various reasons, believe that these strategies are effectively delivered to learners. Thus, every teacher is committed to improving students' academic performance using educational tools that help students develop effective learning strategies. Research suggests that effective learning strategies can significantly improve student achievement (Protheroe & Clarke, 2008).

There are instances when teachers may use inappropriate learning strategies that are not suited to students' levels of understanding, resulting in confusing, ambiguous learning outcomes. If this is the case, teachers

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may consider a thorough evaluation and assessment to know why learning is ineffective. Perception can help teachers discover the ineffectiveness of learning strategies or preferred learning styles. However, teaching strategies may affect not only students' academic performance but also their learning abilities. Instead of relying on their preferred teaching strategy, teachers should recognize that a single instructional strategy may not meet learners' readiness or understanding levels. Teachers may also consider how students perceive the importance of teaching strategies in every learning acquisition. In a study of students' perceptions of noted academicians, Cheng & Dörnyei (2007) found a disparity between students' perceptions of importance and frequency, leading to the underutilization of essential strategies. A better understanding of the nature of this study can foster reflective practice regarding students' perceptions and help bridge the gap between teachers and students in implementing effective teaching strategies.

This study focused on the CAS faculty's teaching strategies as perceived by BSP students during the first semester of SY 2025-2026. This study sought to provide a clear understanding of the conceptual perception of effective teaching strategies.

Statement of the Problem

The purpose of this study was to investigate BS Psychology students' perceptions of the CAS faculty's teaching strategies. It sought answers to the following problems:

1. How effectively do the CAS faculty use the teaching strategies?
2. How efficiently do the CAS faculty use the instructional materials to achieve effective teaching strategies?
3. Is there any significant difference between the perception of the faculty and the students concerning the different teaching strategies?

Significance of the Study

This study is significant and beneficial for those seeking to improve their teaching strategies in learning institutions.

1. It helps strengthen the teaching methodology of the teachers about their classroom strategies.
2. It helps teachers identify the best teaching strategies for the students to achieve the course's learning objectives.
3. It shows the dominant teaching strategies as perceived by the students and utilizes them as effective learning acquisition.

Related Literature

This section presents the literature on teaching strategies as perceived by learners. The literature presented here is primarily a book comprising unpublished theses and electronic references.

Biares, Nieto, and Capili (2013) stated that Effective teaching strategies directly relate to learners' learning acquisition and environment. Students are better able to receive direct instruction, work cooperatively in

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groups, and succeed on assessments when classroom teachers use motivating pedagogy. Although students benefit from practical instruction, in which teachers lecture or otherwise share information, cooperative learning allows them to engage more deeply with the content through well-planned and effective instruction. "Teaching strategy is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help teachers continuously grow and improve," said Vicky Phillips, Director of Education, College Ready- U.S. Program at the Bill and Melinda Gates Foundation. The complexities of teaching vary from empirically supported principles to the changing society that provides acceptable pedagogical settings in academic institutions.

Walls (1999) explains that teachers should be willing to thoroughly examine their own teaching philosophy, methodology, and effectiveness. He also suggested the Four Aces of Effective Teaching: Outcomes, Clarity, Enthusiasm, and Engagement. These Aces serve as a conceptual framework for increased reflective practice among teachers in higher education. Teachers, instructors, and professors must fulfill many responsibilities and perform many duties that may be considered ancillary. The actual teaching practice is at the core of the roles and responsibilities. The primary purpose of this teaching practice is to facilitate student learning. Learning may be defined as a change in behavior, attitude, or capabilities. Effective teaching strategies promote student learning, and related instructional methods have been extensively documented in educational research.

Effective teaching strategies that motivate students to participate. The teacher should communicate the expectations of his students and how he thinks they can succeed. If his students know that he believes in them and can master the material he is using, then students will start to feel. Positive feedback, especially when students do not expect it, lets them know the teacher will notice their work, motivating them to do better.

Research conducted by Chang (2002) indicated that a constructivist teaching style affects students' perception of teaching physics and learning. Chang explored students' views on teaching using a constructivist and a traditional approach. Students placed greater value on actively participating in group discussions and on examining concepts they learned through the constructivist approach rather than the traditional approach. The study suggested that the constructivist teaching style fosters greater flexibility in teaching and encourages students to use deep learning strategies and knowledge construction. In contrast to Chang's study, Kim's (2005) research in Korea indicated that, although students who received a constructivist teaching style for 9 weeks used learning strategies more frequently than those who received a traditional teaching style, there was no significant difference in the learning strategies used by these two groups.

Methodology

As mentioned in the study's statement of the problem, this paper focuses on the teaching strategies of CAS faculty as perceived by BSP students in the first Semester of 2025-2026.

To accomplish the purpose of this study, the researchers used the descriptive research method. The researchers began their study by conceptualizing the title and identifying their target respondents. The BSP students were selected as respondents for this study to elicit their perceptions of the effectiveness of the CAS faculty's teaching strategies in class.

It was limited to determining and analyzing the results based on the given questionnaires. To this end, four questions were posed to the respondents to achieve the study's objectives. In addition, the researchers

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provided a checklist intended to facilitate the study and to promote the framework. The checklist was included to gather further information on the CAS faculty's effective teaching strategies. The researchers also used books, consulted unpublished theses, and consulted electronic references that were useful for the completion of this study.

Results and Discussions

1. These are the 10 most commonly used strategies in the class of BSP students:

   1.1 Brainstorming

   1.2 Cooperative Learning

   1.3 Demonstration/Lecture

   1.4 Group Discussion

   1.5 Group work

   1.6 Homework/Assignment

   1.7 Interview Technique

   1.8 Lecture

   1.9 Lecture Discussion/Interactive Lecture

   1.10 Recitation Technique

Table 1 illustrates the teaching strategies used by the College of Arts and Sciences faculty members. The strategy commonly used is Lecture, with a weighted mean of 3.90, and Group work, with a weighted mean

Table 1 Teaching Strategies Used by the CAS Faculty Members

Teaching Strategies	Weighted Mean	Verbal Interpretation
1. Brainstorming	2.60	Sometimes
2. Cooperative Learning	2.20	Occasional
3. Demonstration/Lecture	2.80	Sometimes
4. Group Discussion	3.20	Sometimes
5. Group Work	3.80	Almost Always
6. Homework/Assignment	3.00	Sometimes
7. Interview Technique	2.40	Sometimes
8. Lecture	3.90	Almost Always
9. Interactive Lecture/Lecture-Discussion	3.00	Sometimes
10. Recitation Technique	3.00	Sometimes

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of 3.80, both interpreted as "almost always." Furthermore, Group Discussion got a weighted mean of 3.20, Homework/Assignment and Interactive Lecture/Lecture-Discussion, Recitation Technique got a mean of 3.0, while Demonstration/Lecture has 2.80(WM), and Brainstorming has 2.60(WM). Also, the interview technique has a mean of 2.40, which is interpreted as "sometimes." Conversely, Cooperative Learning got a 2.20 weighted mean, with verbal interpretation as "occasionally."

1. How effectively do the CAS faculty members use the teaching strategies in the learning process of the BSP students in the following?

    2.1 Brainstorming

    2.2 Cooperative Learning

    2.3 Demonstration/Lecture

    2.4 Group Discussion

    2.5 Group work

    2.6 Homework/Assignment

    2.7 Interview Technique

    2.8 Lecture

    2.9 Lecture-Discussion/Interactive Lecture

    2.10 Recitation Technique

Table 2 shows the effectiveness of the teaching strategies as perceived by the BSP students. The Group Discussion Strategies received 3.75 (WM), and the Lecture Strategies received 3.50 (WM), and were

Table 2 **Effectiveness of the Teaching Strategies as Perceived by BS Psychology Students**

Teaching Strategies	Weighted Mean	Verbal Interpretation
1. Brainstorming	2.75	Effective
2. Cooperative Learning	2.25	Fairly Effective
3. Demonstration/Lecture	2.25	Fairly Effective
4. Group Discussion	3.75	Very Effective
5. Group Work	3.25	Effective
6. Homework/Assignment	3.25	Effective
7. Interview Technique	2.75	Effective
8. Lecture	3.50	Very Effective
9. Interactive Lecture/Lecture-Discussion	3.00	Effective
10. Recitation Technique	2.75	Effective

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verbally interpreted as "very effective". Furthermore, Group Work Strategies and Homework/Assignment received 3.25 (WM), and Interactive Lecture/Lecture-Discussion received 3.0 (WM). Also, Brainstorming, Interview Technique, and Recitation Technique received a weighted mean of 2.75 (WM), which was verbally interpreted as "effective." While Demonstration/Lecture and Cooperative Learning received a weighted mean of 2.25 and were verbally interpreted as "fairly effective."

1. Is there any significant relationship between the extent of use and the effectiveness of the teaching strategies as perceived by the BSP Students?

Table 3 shows the relationship between the extent of use and the perceived effectiveness of the teaching strategies among BSP Students. It reveals that significant relationships exist in some teaching strategies. Specifically, the relationship between the extent of use and the level of activity is substantial for the following strategies: group work strategy and lecture strategy, with computed rho values of –0.56 and 0.43, which fall in the rejection area. Therefore, there is enough evidence to reject the null hypothesis.

On the other hand, the computed Spearman rho brainstorming strategy, demonstration/lecture strategy, group discussions strategy, homework/assignment, interview technique, Lecture, interactive Lecture, and recitation technique are 0.27, 0.13, 0.25, -0.12, 0.34, 0.43, 0.25, and 0.30, which are lower than the critical values of 0.370 at the 0.05 level of significance. Hence, insufficient evidence exists to reject the null hypothesis on the following teaching strategies. Therefore, there is no significant relationship between the extent of use and the level of effectiveness for activity-based strategy, cooperative strategy, direct-instruction strategy, inquiry-research models, and technology/media-based applications and thinking-skills strategies at the 0.05 level of significance, as perceived by the BSP Students.

Table 3 **Relationship between the Extent of Use and the Level of Effectiveness of the Teaching Strategies N = 29; α = 0.05**

Teaching Strategies	Spearman rho	Critical Value	Decision	Interpretation
1. Brainstorming	0.27	0.370	Failed to Reject Ho	Not Significant
2. Cooperative Learning	0.56	0.370	Reject Ho	Significant
3. Demonstration/Lecture	0.13	0.370	Failed to Reject Ho	Not Significant
4. Group Discussion	0.25	0.370	Failed to Reject Ho	Not Significant
5. Group Work	0.55	0.370	Reject Ho	Significant
6. Homework/Assignment	-0.12	0.370	Failed to Reject Ho	Not Significant
7. Interview Technique	0.34	0.370	Failed to Reject Ho	Not Significant
8. Lecture	0.43	0.370	Failed to Reject Ho	Not Significant
9. Interactive Lecture/Lecture Discussion	0.25	0.370	Failed to Reject Ho	Not Significant
10. Recitation Technique	0.30	0.370	Failed to Reject Ho	Not Significant

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Findings

Upon the investigation of the data gathered, the following were the most significant findings:

As to teaching strategies used by the BSP students, as perceived by the CAS faculty members. Group work and Lecture had the highest means of 3.80 and 3.90, respectively.

The effectiveness of the teaching strategies as perceived by the BSP students. Group work and lecture Strategies are considered very effective, with a weighted mean of 3.75 and 3.50, respectively.

The relationship between the extent of use and the effectiveness of teaching strategies, as perceived by the BSP students, is significant for cooperative learning and group-work strategies.

Conclusions

Based on the findings, the following conclusions were drawn:

The teaching strategies used by the CAS faculty members were found to be effective for the BS Psychology students; they considered group work and lecture strategies as effective, and they received the highest mean, which was verbally interpreted as almost always.

The group work and lecture discussions were the most effective strategies used by the CAS faculty members for the BSP students.

The cooperative learning and group work strategies were significantly effective, as perceived by the BSP students.

Recommendations:

Based on the above conclusions that were drawn from this study, the following recommendations are offered:

1. It is recommended that other faculty members consider using these teaching strategies in their classes, such as discussion, cooperative learning, and group work, to facilitate effective teaching and learning.
2. Based on the commonly used classroom strategies, CAS faculty members are encouraged to use other effective teaching strategies that strengthen students' learning acquisition.
3. The college should conduct a seminar on effective teaching strategies for its faculty members to improve their skills to deliver quality instruction through the teaching-learning process.

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