

Beyond the Blackboard: Teaching Pedagogy as A Key to Academic Success

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Abstract

This study examined the influence of teaching pedagogy on the academic success of junior high school students as a basis for proposing a pedagogical enhancement plan. A descriptive–correlational quantitative research design was employed, utilizing a triangulation approach that integrated students’ perceptions, teachers’ self-reported pedagogical practices, and official school academic records. Data were gathered from junior high school students and teachers using researcher-made questionnaires covering instructional strategies, learner-centered practices, classroom engagement and interaction, and assessment and feedback, rated on a four-point Likert scale. Students’ average grades were obtained from school records to measure academic performance. Descriptive statistics, independent samples t-test, and Pearson product–moment correlation were used for data analysis at a 0.05 level of significance. Results revealed that both teachers and students rated the level of teaching pedagogy as very high across all dimensions. Students’ learning outcomes were also rated very high, while academic performance based on average grades was very satisfactory. However, significant differences were found between teachers’ self-reported practices and students’ perceptions in instructional strategies, learner-centered practices, and classroom engagement and interaction, indicating perceptual gaps, while no significant difference was observed in assessment and feedback. Moreover, no significant relationship was found between teaching pedagogy and academic success in terms of learning outcomes and academic performance. Based on these findings, a pedagogical enhancement action plan was proposed to address identified gaps, strengthen instructional alignment, and enhance classroom experiences to support sustained academic success among junior high school students.

Keywords: Teaching pedagogy; Academic success; Junior high school students; Learner-centered practices; Classroom engagement; Assessment and feedback