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State Universities and Colleges

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The findings revealed that the top five Strategies employed by instructors and professors of NIPSC Ajuy were: interaction and discussion, rank 1.5; exercise, rank 3; direct instruction and lecture, rank 4.5; classroom demonstration and brainstorming, rank number 6.

When classified according to sex, the top five teaching strategies employed by male respondents respectively were: direct instruction, discussion, authority teaching, classroom demonstration, lecture and brainstorming.

Keywords: *teaching strategies, instructors, professors, nipsc ajuy campus.*

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Teaching Strategies of Instructors and Professors of Northern Iloilo Polytechnic State College Ajuy Campus

Dr. Danilo F. Rubrico [α], Dr. Felisa N. Rubrico [σ] & Miss Danielle Angela Navarro Rubrico [ρ]

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The findings revealed that the top five Strategies employed by instructors and professors of NIPSC Ajuy were: interaction and discussion, rank 1.5; exercise, rank 3; direct instruction and lecture, rank 4.5; classroom demonstration and brainstorming, rank number 6.

When classified according to sex, the top five teaching strategies employed by male respondents respectively were: direct instruction, discussion, authority teaching, classroom demonstration, lecture and brainstorming. On the other hand, female instructors and professors used the strategies respectively: exercises, interaction and discussion on, lecture, brainstorming, classroom demonstration, and cooperative learning. When classified according to different variables.

The study conducted by Simon, 1987 revealed that that students indicated a preference more on direct experience, student independence, goal setting and planning. They preferred less on authority teaching, and lecture.

Implication for this study is the instructors and professors Of NIPSC Ajuy Campus should employ the direct instruction and experience method of students and should involve students in goal setting. Lecture and authority teaching should be minimized.

Keywords: teaching strategies, instructors, professors, nipsc ajuy campus.

I. Introduction

Teaching is an activity that is not new to the teachers as they have been exposed to it for a number of years in their life. Over the years, many have debate on whether teaching is an art or a science, or both. It is an art because it calls f intuition, inspiration, talent and creativity. It also a science for it involves repertoire of techniques, procedure and skills that can be systematically studied, describe, and transmitted (Aquino, et al., 1998)

According to Palardez (1975), teaching strategies constitute all that the teacher does in planning, implementing and evaluating the instruction. He stated that because of the personalized nature of teaching, there are undoubtedly as many specific strategies, approaches techniques, and methodologies. In undertaking classroom instruction, a particular method may take a form of a strategy or technique resorted to in introducing a subject. A variety of teaching strategies should be selected or designed for use in the instruction program (Michaelis, et al, 1975). Discovery strategies in which student are guided systematically to attain stated objectives are needed along with strategies that call varying degrees of teacher's guidance. "Experience is the best teacher as the saying goes. Reyes (1972 in Lupdag, 1984), found that teaching efficiency of English teachers in private schools in Malabon and Navotas, Rizal increase with teaching experience. Teaching experience also differentiated the performance of teacher in another study, Pullido (1972) in Lupdag A.D. (1984)

Teachers have very important responsibility of shaping the lives of each individual. An effective teacher can be defined as someone who always pushes students to do their best while at the same time trying to make learning interesting. A positive or negative influence from a teacher can have a great effect on the student's life. Aside from the responsibility to feed their minds you also have the power to mold and transform each person's life through touching their hearts with your genuine words of wisdom as well as your persistent motivation. Motivation has the most important role in learning for it's the opener or the appetizer for the student's interest and willingness towards learning. With motivation, comes teaching strategies. Different and unique teaching strategies attract your student's interest and attention which leads to better learning. By using creative teaching styles, the teaching-learning process will become more effective and creates a fun and conducive learner environment; hence this study was conducted to determine the teaching strategies employed by professors and instructors of Northern Iloilo Polytechnic State College Ajuy Campus.

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II. Theoretical Framework

The educational trend brought out by a number of ground breaking researches tells that one can be affective facilitator of learning if one has a good working knowledge of the learners' development.

One theory upon which this study was based is that of Piaget, 1969. He believes that the intellectual development and learning of the child is affected by various factors. These factors according to him, are maturation, communication with others like the teachers and other students, and experience with the physical world. Knowledge according to him is a set of intellectual structure which is advanced by the continuous interaction of the learner and the physical world. Silverman's theory supports the theory of Piaget. Silverman's said the performance of the individual is a product of his interaction with several factors which ultimately influence the said performance.

Lupdag, (1984), said that, the learner is an important element because he is the recipient of the learning-teaching process. He further said that the teachers are the crucial factors for effective learning. He too, said, that the school environment like the classrooms, the facilities, the people around the students influence the performance of the learner. Behaviorism theory, emphasize the learning of facts and skills that authorities, such as teachers have decided are important. Behavioral approaches to teaching generally involve the following: learned into small units; checking student's work regularly and providing feedback as well as reinforcement. Breaking down the skills and information to be Behaviorists generally believe that students can be taught best when the focus is directly on the content to be taught. Behavioral theories support a number of different approaches to teaching. Almost all of them fall under the general category of "direct" or "teachers-centered" instruction. The approaches include tutorials, drill and practice, behavioral simulations and programmed instruction an approach that combines all these teaching strategies into one "system" is called an "integrated learning system" or ILS.

Another theory is the multiple intelligences by Howard Gardner. He defined multiple intelligences as a set of abilities, talents or metals skills that all individuals possess to a greater or lesser extent. He stressed that it is the interaction between the different intelligences that is fundamental to the workings of the mind and that in the normal course of events; the intelligences actually interact with, and build upon, one another.

Tyler's system theory is another basis of this study. The theory believes that performance is a product of the inputs and throughputs of teaching. This means that the ideas, facts and concept learned by the child, the strategies activities and evaluation used by the teachers all contribute to better performance. The input-output components should be given attention is as much as each contributes to effective learning (Clavel, 1997).

The schematic diagram shows the variable that was used to determine the different teaching strategies used by the Professors and Instructors in teaching their subjects at NIPSC Ajuy Campus.

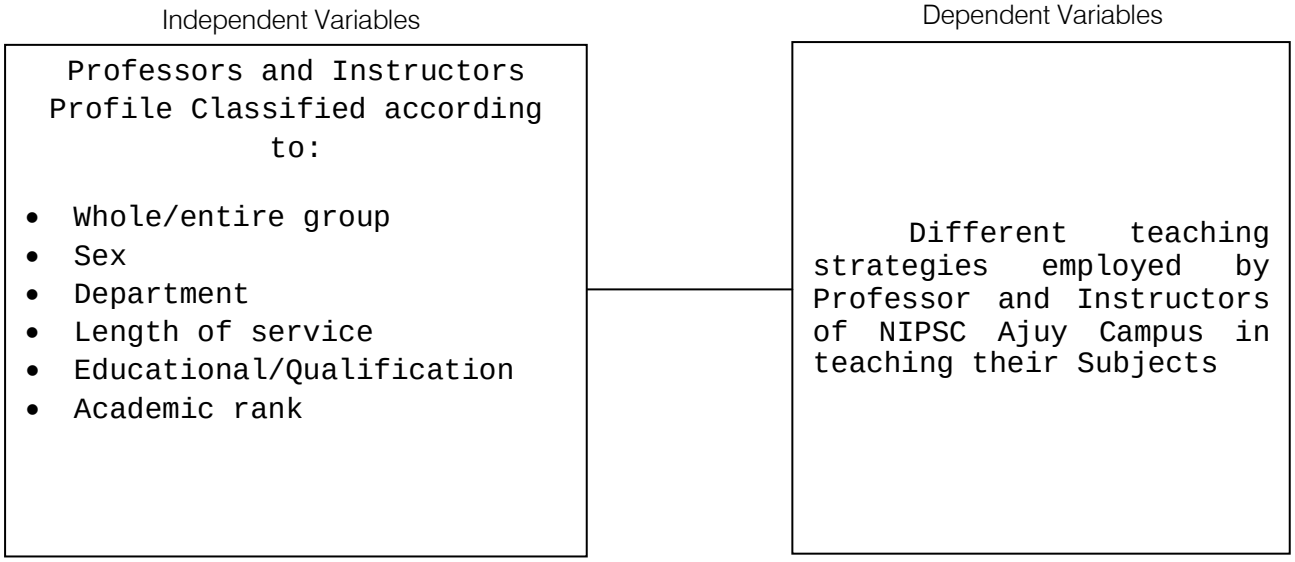

Figure 1: Conceptual Framework of the Study

III. Statement of the Problem

The purpose of the study was to determine the strategies employed by Professors and instructors in teaching their subjects at NIPSC Ajuy Campus. Specifically, it sought answer to the following questions;

1. What are the top five (5) teaching strategies employed by professors and instructors of NIPSC

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Ajuy campus in teaching their subjects when grouped as a whole / entire group?
2. What are top five (5) teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subject when classified according to sex?
3. What are the top five (5) teaching strategies employed by professors and instructors Of NIPSC Ajuy Campus in teaching their subjects when classified according to department?
4. What are the top five (5) teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to length of service?
5. What are the top five (5) teachings strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to educational qualification?
6. What are the top five (5) teachings teaching strategies employed by professors and instructors of NIPSC Ajuy Campus in teaching their subjects when classified according to academic rank?
7. What is the proposed action plan will be used to determine the strategies employed by professors and instructors in teaching the subjects at NIPSC Ajuy Campus?

IV. Methodology

This chapter explains the research design, subjects, research instrument, and data gathering procedure, data processing method and statistical treatment.

V. Research Design

I this study made use of the descriptive research design. Descriptive is a method of research that seeks and describes something out there such as the status, condition or experience of the subjects. A descriptive research is thus the method used to obtain the information concerning the current status of the phenomena to describe "what exists" thus basically answering "who", "what", "why", and how about the subject of the study, whether pertaining to the variables or specific conditions (De Belen R. T., 2015).

The descriptive research is a method which does not only contain many type of research, but is a method which seems to encompass or is the umbrella of various type of researches. Almost 95 percent of the researches done by both undergraduates and graduates including doctoral dissertations are descriptive in nature. It is the dominant research method used by the researchers, especially the empirical ones (Adanza, Bermudo and Rasonable, 2009).

VI. Subjects

The subjects of the study were the 39 instructors and professors who are at the Northern Iloilo Polytechnic State College - Ajuy Campus for the academic year 2015-2016. Of the 39 respondents, 15 or 38% are males and 24 or 62% are females. As to department, 15 or 38% are faculty of teacher education department, 7 or 18% are faculty of BS Entrepreneurship, 4 or 10% are faculty of BS in Hotel and Restaurant Management, 8 or 21% are faculty of BS in Criminology and 5 Or 13% are Associate in Computer Technology. As to length of service, the respondents were categorized as follows: 14 or 36% below 10 years' experience, 7 or 18%, 11 to 21 years of experience, 14 or 36%, 22 to 32 years of experience, 4 or 10%, 33 and above years of experience. For educational qualification, 7 or 18% are doctorate degree holders, 6 or 15% are master's degree with units in doctorate, 20 or 51% are master's degree holder and 6 or 15% are baccalaureate degree with units in masteral. In terms of academic rank, 6 or 15% are associate professors, 13 or 33% are assistant professors, 20 or 51% are instructors. Table 1 presents the data.

Table 1: Distribution of Subjects

Category	No. of Respondents	Percent (%)
A. Entire Group/whole	39	100
B. Sex		
• Males	15	38
• Females	24	62
C. Department		
• Teacher Education	15	38
• BS Entrepreneurship	7	18
• BS in Hotel and Restaurant Management	4	10
• BS in Criminology	8	21
• Associate in Computer Technology	5	13
D. Length of Service		
• Below 10 years of experience	14	36
• 11 to 21 years of experience	7	18
• 22 to 32 years of experience	14	36

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• 33 years and above of experience	4	10
E. Educational Qualification		
• Doctorate Degree Holder	7	18
• Master's Degree with units in Doctorate	6	15
• Master's Degree Holder	20	51
• Baccalaureate Degree with units in Masteral	6	15
F. Academic Rank		
• Associate Professor	6	15
• Assistant Professor	13	33
• Instructor	20	51

VII. The Research Instrument

The instrument used in the study was adapted from Irapta and Baes (2012), and Acero, et al. (2000), designed to determine the different teaching strategies employed by professors and instructors in teaching their subjects. The questionnaire consisted of 52 items on teaching strategies with their corresponding meaning. Part I included the professors and instructors personal data (name, sex, department, length of service, educational qualification and academic rank). Part II included the 50 different teaching strategies with their definitions. The professors and instructors were directed to check in the column "always" if they use the specific kind of strategies most of the time, "sometimes" if they use it once or twice and "never if they do not use it.

VIII. Data Gathering Procedure

Permission to conduct the study was secured from the College Administrator of NIPSC Ajuy Campus. Upon the approval of the administrator, the researcher personally administered the questionnaire among the professors and instructors of NIPSC Ajuy Campus. The researcher also personally retrieved the said questionnaire.

IX. Data Processing Method

Data obtained in this investigation were subjected to descriptive statistics.

Frequency distribution was used to determine the number of professors and instructors in each category on the scale of measurement.

Proportion was used to get the total number of professors and instructors divided by the number of cases in each category.

Percentage was used to determine the proportion expressed in percent.

The mean was used to determine the teaching strategies employed by professors and instructors in teaching their subjects.

Ranking was used to determine the top five teaching strategies employed by the professors and instructors of NIPSC Ajuy Campus.

Standard Deviation was used to determine the dispersion of the data obtained for the different tests in the investigation.

Computer Data Analysis

The data gathered for this study were computer processed for statistical analysis.

The mean score was utilized to determine the general description of the teaching strategies employed by professors and instructors. The following scale of means was employed

Scale	Description
2.34 3.00	Always used
1.67-2.33	Seldom used
1.00-1.66	Never used

X. Results and Discussion

I this chapter present the findings of the study. The data obtained through the use of the researcher made instrument on the teaching strategies employed by professor and instructors of NIPSC Ajuy campus are presented in descriptive statistics with their corresponding interpretations.

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped as a whole.

Table 1: Presents the data.

	Teaching Strategies	Respondents	Mean	Rank	Interpretation
1.	Interaction and Discussion	39	2.67	1	Always used
2.	Exercise	39	2.62	2	Always Used
3.	Direct Instruction	39	2.56	3.5	Always Used
4.	Lecture	39	2.56	3.5	Always Used
5.	Classroom Demonstration	39	2.51	5.5	Always Used
6.	Brainstorming	39	2.51	5.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The teaching strategies employed by professors and instrument of NIPSC Ajuy campus when grouped as a whole were ranked to get the top five. Top five teaching Strategies are; Interaction and Discussion (M=2.67) Rank 1, Exercises (M=2.56) Rank 2, Direct Instruction and Lecture (M=2.56) Rank 3.5 Classroom demonstration and Brainstorming (M=2.51) Rank 5.5. The findings are closely related to the classroom climate which is a product of the social interaction between and among teacher and students. It is one that is business-like yet non-threatening. It is a classroom where: expectations, rules and procedures, limits on behavior are made clear from the first day of school; the teacher, who is the leader, is fully aware of what is happening and is in control of the classroom proceedings and yet conveys the message that he/she is interested in the concerns of students as individuals and class as a whole, and students are made responsible for their own behavior (Corpuz and Lucas, 2011).

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Sex (Male).

Table 2: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	15	2.73	1.5	Always Used
2. Interactions and Discussion	15	2.73	1.5	Always Used
3. Classroom Demonstration	15	2.60	3.5	Always Used
4. Authority Teaching	15	2.60	3.5	Always Used
5. Reading	15	2.53	6.5	Always Used
6. Exercises	15	2.53	6.5	Always Used
7. Lecture	15	2.53	6.5	Always Used
8. Brainstorming	15	2.53	6.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five teaching strategies employed by professors and instructors of NIPSC Ajuy Campus when grouped as to Sex (male)are; Direct Instructions and Interaction and Discussion (M=2.73) Rank 1.5, Authority Teaching and Classroom Demonstration (M=2.60) Rank 3.5, Reading, Exercises, Lecture and Brainstorming (M=2.53) Rank 6.5.

Top Five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Sex (Female).

Table 3: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	24	2.67	1	Always Used
2. Interactions and Discussion	24	2.63	2	Always Used
3. Lecture	24	2.58	3	Always Used
4. Brainstorming	24	2.50	4	Always Used
5. Classroom Demonstration	24	2.46	6	Always Used
6. Direct Instruction	24	2.46	6	Always Used
7. Cooperative Learning	24	2.46	6	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five teaching strategies employed by professors and instructors of NIPSC Ajuy Campus when grouped as to sex(female) are: exercises (M=2.67) Rank 1, Interaction and Discussion (M=2.63) Rank2, Lecture(M=2.58) Rank 3, Brainstorming (M=2.50) Rank 4, Classroom Demonstration, Direct Instruction and Cooperative Learning (M=2.46) Rank 6. Difference in the teaching strategies employed by male and female professors and instructors of NIPSC Ajuy are being supported by Hurlock (2006) in her book "Developmental Psychology". Traditional concepts of sex roles emphasize a prescribed pattern of behavior, regardless of individual interests or abilities. They emphasize masculine supremacy. Outside the home the man holds positions of authority and prestige in the social and business worlds. The role of woman is she gains fulfillment by serving others. She is not expected to work outside the home except in cases of financial necessity. At present, the egalitarian concept of sex roles emphasizes individuality. Roles should lead to personal fulfillment and not be considered appropriate for only one sex.

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Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (Teacher Education).

Table 4: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	15	2.80	1	Always Used
2. Interactions and Discussion	15	2.73	2	Always Used
3. Authority Teaching	15	2.60	3	Always Used
4. Classroom Demonstration	15	2.47	4.5	Always Used
5. Reporting Method	15	2.47	4.5	Always Used
6. Reading	15	2.40	7	Always Used
7. Deductive Method	15	2.40	7	Always Used
8. Discovery	15	2.40	7	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The Top Five Teaching Strategies employed by Professors and instructors of NIPSC Ajuy Campus when grouped as to department (Teacher Education) are: Direct Instruction (M=2.80) Rank 1, Interaction and Discussion (M=2.73)Rank 2, Authority Teaching (M=2.60) Rank3, Classroom Demonstration and Reporting Method (M=2.40) Rank4.5, Reading, Deductive Method, Discovery (M=2.40) Rank 6.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BS Entrepreneurship).

Table 5: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	7	2.71	1.5	Always Used
2. Brainstorming	7	2.71	1.5	Always Used
3. Reporting Method	7	2.57	6.5	Always Used
4. Cooperative Learning	7	2.57	6.5	Always Used
5. Mastery Instruction	7	2.57	6.5	Always Used
6. Lecture	7	2.57	6.5	Always Used
7. Problem Solving Approach	7	2.57	6.5	Always Used
8. Classroom Demonstration	7	2.57	6.5	Always Used
9. Interaction and Discussion	7	2.57	6.5	Always Used
10. Project	7	2.57	6.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their subjects when grouped according to Department (BS Entrepreneurship) are: Exercises, Brainstorming (M=2.71) Rank 1.5, Reporting Method, Cooperative Learning, Master Instruction, Lecture, problem Solving Approach, Classroom Demonstration, Interaction and Discussion and Project (M=2.57) Rank 6.5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BSHRM).

Table 6: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interactions and Discussion	4	3.00	1.5	Always Used
2. Lecture	4	3.00	1.5	Always Used
3. Classroom Demonstration	4	2.75	4	Always Used
4. Reading	4	2.75	4	Always Used
5. Reflective Teaching	4	2.75	4	Always Used
	4	2.75	4	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BSHRM) are: Interaction and Discussion, Lecture (M=3.00) Rank 1.5, Classroom Demonstration, Reading, Reflective Teaching (M=2.75) Rank4.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when_ grouped according to Department (BS Criminology).

Table 7: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	8	2.87	1.5	Always Used
2. Lecture	8	2.87	1.5	Always Used
3. Exercises	8	2.75	5	Always Used
4. Brainstorming	8	2.75	5	Always Used
5. Reflective Teaching	8	2.75	5	Always Used
6. Interactions and Discussion	8	2.75	5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Department (BS Criminology) are, Directed Instruction, Lecture (M=2.87) Rank 1.5, Exercises (M=2.75), Brainstorming, reflective Teaching, Interaction and Discussion (M=2.63) on Rank 5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when_ grouped according to Department (ACT).

Table 8: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Exercises	5	3.00	1	Always Used
2. Lecture	5	2.80	2	Always Used
3. Project	5	2.60	3.75	Always Used
4. Classroom Demonstration	5	2.60	3.75	Always Used
5. Interaction and Discussion	5	2.40	7.5	Always Used
6. Problem Solving Approach	5	2.40	7.5	Always Used
7. Master Instruction	5	2.40	7.5	Always Used
8. Brainstorming	5	2.40	7.5	Always Used
9. Cooperative Learning	5	2.40	7.5	Always Used
10. Reporting Method	5	2.40	7.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

The top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in Department(ACT) are: Exercises(M=3.00) Rank 1, Lecture (M=2.80) Rank2, Project, Classroom Demonstration (M=2.60) Rank 3.5, Interaction and Discussion, Problem Solving Approach, Master Instruction, Brainstorming, Cooperative Learning and Reporting Method (M=2.40) Rank 7.5

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (below 1O years).

Table 9: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Reading	14	2.86	1.5	Always Used
2. Brainstorming	14	2.86	1.5	Always Used
3. Project	14	2.71	3.5	Always Used
4. Reflective Teaching	14	2.71	3.5	Always Used
5. Interactions and Discussion	14	2.64	5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (below 10 years), the top teaching strategies employed by professors and instructors are: Reading and brainstorming (M=2.86) Rank 1.5, Project and Reflective Teaching (M=2.71) Rank 3.5, Interaction and Discussion (M=2.64) Rank 5.

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (11 to 21 years).

Table 10: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Lecture	7	2.71	1	Always Used
2. Interactions and Discussion	7	2.57	2.5	Always Used
3. Exercises	7	2.57	2.5	Always Used
4. Authority Teaching	7	2.43	5	Always Used
5. Classroom Demonstration	7	2.43	5	Always Used
6. The Problem Solving Approach	7	2.43	5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (11 to 21 years), the top five teaching strategies employed by professors and instructors are: Lecture (m=2.71) Rank 1, Interactive and Discussion and Exercises (M=2.57) Rank 2.5, Authority Teaching, Classroom Demonstration, Problem solving-approach (M=2.43) with a rank of 5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (22 to 32 Years).

Tables 11: Show the data

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	14	2.86	1	Always Used
2. Interactions and Discussion	14	2.71	2	Always Used
3. Exercises	14	2.64	3	Always Used
4. Authority Teaching	14	2.50	4	Always Used
5. Classroom Demonstration	14	2.43	5.5	Always Used
6. Deductive Method	14	2.43	5.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

Length of service (below 22 to 32 years), the top five teaching strategies employed by professors and instructors are: Direct Instruction (M=2.86) Rank 1 interaction and Discussion (M=2.71) rank2, Exercises (M=2.64) Rank3, authority teaching (M=2.50) Rank4, Classroom Demonstration and Deductive Method (M=2.43) Rank 5.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Length of Service (33 years and above).

Tables 12: Show the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Classroom Demonstration	4	2.75	3.5	Always Used
2. Direct Instruction	4	2.75	3.5	Always Used
3. Interactions and Discussion	4	2.75	3.5	Always Used
4. Exercises	4	2.75	3.5	Always Used
5. Lecture	4	2.75	3.5	Always Used
6. Reporting Method	4	2.75	3.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to length of service (below 33 years and above), the top five teaching strategies employed by professors and instructors are: Classroom Demonstration, Direct Instruction, Interaction and Discussion, Exercises, Lecture and Reporting Method (M=2.75) Rank 3.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational Qualification (Doctorate Degree Holders)

Table 13: Shows the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Reading	7	3.00	1	Always Used
2. Classroom Demonstration	7	2.86	2	Always Used
3. Direct Instruction	7	2.71	4.5	Always Used
4. Interactions and Discussion	7	2.71	4.5	Always Used
5. Reflective Teaching	7	2.71	4.5	Always Used
6. Brainstorming	7	2.71	4.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to educational qualification (Doctorate Degree Holders) the top five teaching strategies employed by professors and instructors are: Reading (M=3.00) rank 1, Classroom Demonstration (M=2.86) rank 2, Direct Instruction, Interaction and Discussion, Reflective Teaching and Brainstorming (M=2.71) rank 4.5

Top five Teaching Strategies employed by professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Master Degree with Units in Doctorate).

Table 14: Reveals the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	6	3.00	1	Always Used
2. Classroom Demonstration	6	2.67	3.5	Always Used
3. Deductive Method	6	2.67	3.5	Always Used
4. Experimental Learning	6	2.67	3.5	Always Used
5. Interaction and Discussion	6	2.67	3.5	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to Educational qualification (Master Degree with Units in Doctorate) the top five teaching strategies employed by professors and instructors are: Direct Instruction (M=3.00) Rank 1, Classroom Demonstration, Deductive Method, Experiential Learning and Interaction and Discussion (M=2.67) Rank 3.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Master Degree Holders).

Table 15: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interaction and Discussion	20	2.75	1.5	Always Used
2. Exercises	20	2.75	1.5	Always Used
3. Lecture	20	2.70	3	Always Used
4. Brainstorming	20	2.60	4.5	Always Used
5. Direct Instruction	20	2.60	4.5	Always Used

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Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to the qualification (Master Degree Holder), the top five teaching strategies employed by the professors and instructors are: Interaction and Discussion, Exercises (M=2.75) Rank 3, Brainstorming and Direct Instruction (M=2.60), Rank 4.5.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Baccalaureate Degree with units in Masteral).

Table 16: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Lecture	6	2.67	1.5	Always Used
2. Reporting Method	6	2.67	1.5	Always Used
3. Classroom Demonstration	6	2.70	4	Always Used
4. Exercises	6	2.50	4	Always Used
5. Interaction and Discussion	6	2.50	4	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

As to educational qualification (Baccalaureate Degree with units in Masteral) the top five teaching strategies employed by professors and instructors are; Lecture and method (M=2.67) Rank 1.5, Classroom Demonstration, Exercises, Interaction and Discussion (M= 2.50) Rank 4.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Associate Professor)

Table 17: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Direct Instruction	6	3.00	1	Always Used
2. Authority Teaching	6	2.67	3	Always Used
3. Interaction and Discussion	6	2.67	3	Always Used
4. Exercises	6	2.67	3	Always Used
5. Lecture	6	2.67	3	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

In terms of academic rank (Associate Professor), the top five teaching strategies employed by associate professors are: Direct Instruction (M=300) Rank 1, Authority Teaching, Interaction and Discussion, Exercises, and Lecture (M=2.67), Rank 3.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Assistant Professor).

Table 18: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Interaction and Discussion	13	2.85	1	Always Used
2. Direct Instruction	13	2.69	2	Always Used
3. Classroom Demonstration	13	2.62	3.5	Always Used
4. Exercises	13	2.62	3.5	Always Used
5. Lecture	13	2.46	6	Always Used
6. Brainstorming	13	2.46	6	Always Used
7. Reporting Method	13	2.46	6	Always Used

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

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In terms of Academic rank (Assistant Professors), the top five teaching strategies employed by assistant professors are: Interaction and Discussion (M=2.85) Rank 1, Direct Instruction (M=2.69) Rank 2, Classroom Demonstration and Exercises (M=2.62) Rank 3.5, Lecture, and Brainstorming and Reporting method (M=2.46) Rank 6. The study conducted by Simon (1987) revealed that students indicated a preference more on direct experience, student independence, goal setting and planning. They preferred less on authority teaching and lecture.

Top five Teaching Strategies employed by Professors and Instructors of NIPSC Ajuy Campus in teaching their Subjects when grouped according to Educational qualification (Instructors).

Table 19: Presents the data.

Teaching Strategies	Respondents	Mean	Rank	Interpretation
1. Brainstorming	13	2.65	1	Always Used
2. Exercise	13	2.60	2.5	Always Used
3. Lecture	13	2.60	2.5	Always Used
4. Authority Teaching	13	2.55	5.5	Always Used
5. Interaction	13	2.55	5.5	Always Used
6. Project	13	2.55	5.5	Always Used Always Used
7. Reading	13	2.55	5.5	

Scale	Description
2.34 - 3.00	Always Used
1.67 – 2.33	Seldom Used
1.00 – 1.66	Never Used

In terms of Academic Rank (Instructors), the top five teaching strategies employed by instructors are: Brainstorming (M=2.65) Rank 1, Exercises and Lecture (M=2.60) Rank 2.5, Authority Teaching, Interaction, Project and Reading (M=2.55) Rank 5.5.

XI. Conclusions

Based on the findings, the following conclusions were drawn:

1. On the whole, the top five teaching strategies employed by professors and instructors were: Interaction and Discussion, Exercise, Direct Instruction, Lecture, Classroom Demonstration, and Brainstorming.
2. The top five teaching strategies employed by male professors and instructors were Direct Instruction, Discussion, Authority Teaching, Classroom Demonstration, Reading, Exercises, Lecture and Brainstorming. On the other hand, the top five teaching strategies employed by female professors and instructors were: Exercises, Interaction and Discussion, Lecture, Brainstorming, Classroom Demonstration, Direct Instruction and Cooperative Learning.
3. When Classified according to Department, the top five teaching strategies always used by Bachelor of Secondary and Elementary Education Professors and Instructors were: Direct Instruction, Interaction Discussion, and Authority Teaching, Classroom Demonstration, Reporting Method, Reading, Deductive and Discovery Method. For Bachelor of Entrepreneurship, the top five teaching strategies always used by Professors and Instructors were: Exercises, Brainstorming, Reporting Method, Cooperative Learning, Master Instruction, Lecture, Problem Solving Approach, Classroom Demonstration, Interaction and Discussion and Project. For Bachelor of Science in Hotel and Restaurant Management Professors and Instructors, the top five teaching strategies always used were: Interaction and Discussion, Lecture, Classroom Demonstration, Reading and Reflective Teaching. The top five Teaching Strategies always used by Bachelor of Science in Criminology Professors and Instructors were: are, Directed Instruction, Lecture, Exercises Brainstorming, Reflective Teaching, Interaction and Discussion.

The professors and Instructors in Associate in Computer Technology, the top five teaching strategies were: Exercises, Project, Classroom Demonstration, Interaction and Discussion, The problem Solving Approach, Master Instruction, Brainstorming, Cooperative Learning, and Reporting Method.

4. The top five teaching strategies always use by Professors and Instructors when classified according length of service below 10 years were: Reading, Brainstorming Project, Reflective Thinking, Interaction and Discussion. For professors and instructors who have rendered from 11 to 21 years the top five teaching strategies were Lecture, Interaction and Discussion, Exercises, Authority Teaching, For Classroom Demonstration and Problem Solving Approach. For Professors and Instructors who had rendered services from 22 to 32 years, the top five teaching strategies always used were Direct Instruction, Interaction and Discussion,

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Exercise, Authority Teaching, Classroom Demonstration, and Deductive Method.

However, the top five teaching strategies employed or always used by professors and instructors from 33 years and above were: were: Classroom Demonstration, Direct Instruction, Interaction and Discussion, Exercises, Lecture and Reporting Method.

5. The top five teaching strategies employed or always used by professors and instructors who are doctorate degree holders Were: Reading, Classroom Demonstration, Direct Instruction, Interaction and Discussion, Reflective Teaching, Brainstorming, However the top five teaching strategies Instructors who are Master's Degree Holder with units in Doctorate were: Direct Instruction, Classroom Demonstration, Deductive Method, Experimental Learning, interaction Discussion. For Masters Degree Holder, the top five teaching strategies employed by professors and instructors were: Interaction and Discussion, Exercises, Lecture, Brainstorming, and Direct Instruction. Moreover, for Baccalaureate Degree with units in Masteral, the top five teaching strategies employed by the professors and instructors were: Lecture, Reporting Method, Classroom Demonstration, Exercises and Interaction and Discussion.
6. In terms of Academic Rank, the top five teaching strategies always used by the Associate Professors were: Direct Instruction, Authority Teaching, Interaction and Discussion, Exercises and Lecture. For Assistant Professors, the top five teaching strategies always used were: Interaction and Discussion, Direct Instruction, Classroom Demonstration, Exercise, Lecture, Brainstorming and Reporting Method. However the top five teaching strategies always used by Instructors were: Brainstorming, Exercises, Lecture, Authority Teaching, Interaction, Project and Reading.

XII. Implications

According to Salandanan (2012), in teaching, it denotes a clever and cunning design to achieve one end. It suggests a teacher unique way of presenting a topic to the learners, characterized by adeptness with utmost care to insure the attainment of a learning objective. A well-planned procedure will add to a strong feeling of confidence and security for teachers as well for the students. It is fulfilling and gratifying for a teacher to develop competence in deciding a method to use and implementing it successfully (Salandanan 2012).

Mojares (2012) showed that lecture method and brainstorming were most often used and profile of the respondents had significant relationship to the strategies used. The employment of various kinds of teaching strategies was a big factor to make the teaching process harmonious. It has been found out that age, educational attainment and number of years in teaching has something to do with the extent of use of different teaching strategies in English. Vygotsky said, "The teacher must orient his Work not on yesterday's development in the child but on tomorrow's." He emphasizes the role of social interaction in learning and development. According to him scaffolding is the systematic manner of providing the assistance to the learner that helps the learner to effectively acquire skills. The higher level of performance then eventually becomes the learner's actual performance when he works independently.

XIII. Recommendations

1. In view of the conclusions generated from the findings of this study, it is recommended that the professors and instructors of NIPSC Ajuy Campus should continue to use these strategies effectively in teaching their subjects.
2. The researchers recommend that, the administration must provide books and other reference materials, better facilities for the students, and also make sure that the school be conducive for learning so that the students could learn better.
3. Instructors/Professors should use various strategies in teaching to cater individual differences of the learners. They must be sent to seminars, trainings, and conference where they can learn new strategies and techniques that can help improve the teaching learning process.
4. Students should be given more activities and exercises. The action plan should be implemented based on the result of the study.
5. A similar study on teaching strategies should be conducted.

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XIV. Action Plan

Rationale

Teaching strategies are the key factors in achieving the desired goals in the teaching learning process. Teachers and students should collaborate to achieve the desired learning goals because it is a two way process.

Base on the result of the study an action plan is recommended.

Areas of Concern	Objectives	Activities	Persons Involved	Time Frame	Budget	Evaluation
Teaching strategies of instructors and professors	To use different/ varied teaching strategies in order to achieve the desired teaching and learning goals	Attendance in seminar and workshop about strategies, methods and techniques in teaching	Administrator Dean Instructors Professors	Every last week of May (yearly)	A registration fee of Php. 2,000 Per participant	1. Students' achievement 2. Comprehension skills of students are enhanced 3. Proficiency and vocabulary skills of students are developed 4. Instructors and professors uses varied strategies, methods and techniques in teaching

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