United International Journal for Research & Technology
Volume 06, Issue 06, 2025 | Open Access | ISSN: 2582-6832

Most Preferred Teaching Strategies Utilized by Faculty Members in A State University

Ricky Posadas Artacho Jr.[1], Janinah Alexie Ballener Lagarto[2], Jay Ann Barotas Banaban[3], Eden Faith Depositario Biñas[4], and Paula P. Osorio[5]

[1,2,3,4,5]Student, School of Graduate Studies, Iloilo State University of Fishiries Science and Technology

***Abstract*—** This study aimed to identify the preferred teaching strategies among faculty members at the College of Education of Iloilo State University of Fisheries Science and Technology. Descriptive data analysis, including frequency, mean, and standard deviation, were used to describe faculty preferences. The top five preferred strategies across all faculty members were Interactive Learning, Brainstorming, Group Dynamics, Multimedia/Courseware/Teach-ware, and Buzz Session. Preferences were also analyzed based on years of teaching experience. Faculty members with 10 years or fewer of service preferred Interactive Learning and Brainstorming, followed by Group Dynamics. Faculty with more than 10 years of service shared similar preferences for Interactive Learning and Brainstorming, along with Group Dynamics. Inferential statistical analyses using the Mann-Whitney U test showed no significant differences in preferences based on teaching experience. This suggests that faculty preferences for teaching strategies are consistent, regardless of tenure. The findings offer valuable insights into teaching preferences, which could guide curriculum development and faculty training programs.

***Keywords*—** Teaching Strategies, Teachers.

I. INTRODUCTION

Teaching strategies are methods that educators use to enhance classroom learning and meet educational standards. These strategies help teachers address the diverse personalities and needs of students, while also fostering motivation and engagement. Teachers, through their passion and mentoring, play a significant role inspiring student to learn, relearn and unlearn (Alba, R., Boholano, H., and Dayagbil, F. 2020).

According to Yussif (2022), teachers are required to develop lesson that cater to various student's needs, give feedback, and adjust methods to facilitate learning. Successful teaching demands profound content knowledge and student engagement, leading to improved understanding, closing of achievement gaps, and overall academic achievement and college readiness.

In school and university education, it is essential to identify effective teaching methods in order to address educational issues and widen student's learning. Teachers need to implement these methods to stimulates student and increase their learning process. One of the most challenging tasks for teachers is identifying the most appropriate strategies that can be used to achieve maximum educational attainment (Mahasneh, 2020).

The above premises prompted the researchers to conduct a study that aimed to determine the most preferred teaching strategies used by the college of education faculty members.

Statement of the Problem

This study was conducted to determine the most preferred teaching strategies utilized by faculty members in State University.

Specifically, the study sought to answers the following questions:

1. What is the most preferred teaching strategies utilized by Faculty Members when taken as a whole and when grouped according to their years of teaching experience?
2. Is there a significant difference in the most preferred teaching strategies utilized by Faculty Members when grouped according to their years of teaching experience?

II. REVIEW OF RELATED LITERATURE

Teaching strategies are methods that educators use to enhance classroom learning and meet educational standards.

These strategies help teachers address the diverse personalities and needs of students, while also fostering motivation and engagement. Teachers, through their passion and mentoring, play a significant role inspiring student to learn, relearn and unlearn (Alba, R., Boholano, H., and Dayagbil, F. 2020).

Steve Armstrong (2022) clarified that instructional strategies are approaches employed to facilitate students to learn efficiently and establish realistic goals. These strategies take into account various learning styles in order to determine the optimal approach for a particular group. He also stressed the evaluation of student's learning capabilities and recommended ten strategies such as comparing similarities and differences, summarizing, providing feedback, practicing, utilizing visuals, and stimulating mental rehearsal.

According to Raba (2017), teaching strategies are essential tools that provide learners with various activities tailored to their abilities and interests, ultimately aiming for fast and good learning outcomes. The study found that effective teaching strategies positively impact achieving these outcomes, enhancing the learning process for both teachers and students. Raba concluded that instructional strategies serve as valuable aids to teachers, significantly supporting and improving student learning

Study: "Exploring the Relationship between Teaching Experience and Assessment Practices: A Study of Higher Education Faculty" by Henderson, Beach, and Finkelstein (2011)

Henderson et al. examined the relationship between teaching experience and assessment practices among faculty members in higher education. The study revealed that teaching experience played a role in shaping assessment practices, with more experienced faculty members demonstrating greater alignment between their assessments and instructional goals. However, the study also highlighted the influence of other factors, such as disciplinary norms and professional development opportunities, on faculty members' assessment practices. Senthamarai's (2018) research on interactive teaching strategies. Senthamarai emphasized the shift in educational priorities towards more interactive and dynamic teaching methods that encourage student engagement and foster critical thinking. These methods, which are reflected in the faculty members' preferences for Interactive Learning and Brainstorming, aim to enhance student involvement and retention, aligning with the growing recognition that traditional lecture-based teaching is less effective in fostering deep learning.

The article by Zikirova et al. (2019), discusses the effectiveness of using interactive teaching methods. The article highlights that modern teaching methods improve learning efficiency and advocate for a mix of traditional and interactive techniques. These methods, which include brainstorming, debates, and role-playing, foster learner engagement and encourage independent thinking, leading to higher levels of student involvement and success.

Study the role of the teacher in interactive teaching (Xhemajli's, A. 2016). The study found that teachers with the highest qualifications use interactive teaching methods the most, while those with the longest experience or older age tend to use these methods less with children. It highlighted that the teacher's approach and organization of classroom activities are crucial for successfully implementing interactive teaching, which requires careful planning in advance.

III. METHODOLOGY

This study sought to find out the teaching preferences of faculty members in the College of Education at the Iloilo State University of Fisheries Science and Technology Barotac Nuevo Campus. A descriptive research design was applied to review the implemented teaching practices and determine the relationship among various teaching approaches. As noted by Miller and Johnson (2021), descriptive research is useful when a condition, behavior, or characteristic of a population has already taken place because it provides in-depth, rich detail. This method enabled the researchers to understand the preferences of faculty members without controlling the variables, emphasizing only on measuring the teaching strategies employed.

Sampling

The study focused on all the faculty members of the College of Education at the Iloilo State University of Fisheries Science and Technology. A purposive sampling approach was used, picking individuals that best fit for describing the teaching strategies at the institution Aimed at the institutions specific features, Purposive sampling relies on a non-probability approach whereby participants are selected depending on certain criteria relevant to the research area (Etikan et al., 2016).

Procedure of the Study

The research was endorsed by the Dean of the College of Education and employed a validate survey instrument to gather demographic information and faculty preferences on 21 teaching strategies.

Data Analysis

The descriptive Data analysis was used in this study to describe the nature and characteristics of the data used

in this research. Frequency and percentage were used to describe the most preferred teaching strategies utilized by faculty members.

Ethical Considerations

In accordance with ethical practice and RA 10173 (Data Privacy Act of 2012), the data collected will be kept confidential and anonymized to protect participants' privacy.

IV. RESULTS

Based on Table 1, the results indicate that Interactive Learning is the most preferred teaching strategy among faculty members, followed closely by Brainstorming. These two strategies are highly valued and commonly used in teaching practices.

The study also shows that Group Dynamics, Multimedia/Courseware, Buzz Sessions, Peer Teaching, Simulations, Projects, Macro Teaching, and Problem Solving/Problem-Based Learning are moderately preferred strategies. Although ranked lower than Interactive Learning and Brainstorming, these strategies are still employed by faculty members to some extent.

In contrast, strategies such as Informal Creative Groups, Micro Teaching, Workshops, Panel Discussions, Film Showings, Dimensional Approach Questions, Tandem Teaching, Team Teaching, Type Study Methods, and Experiments are less preferred. These strategies have lower mean scores and higher standard deviations, suggesting they are less commonly used or may not align with faculty members' preferences.

The least preferred teaching strategy is Case Study, indicating it is rarely utilized or not as valued compared to other strategies. This insight highlights the need for further exploration of teaching preferences within the College of Education.

These findings provide valuable information on the teaching strategies preferred by faculty members, which can inform curriculum development, instructional training, and discussions on effective teaching methods in the College of Education.

Table 1. *Most Preferred Teaching Strategies of the College of Education Faculty members when taken as a whole.*

Teaching Strategies (taken s a whole)	Mean	Standard deviation	Rank
Interactive learning	3.84	.375	1st
Brainstorming	3.79	.419	2nd
Group dynamics	3.63	.684	3rd
Multi-media/courseware/teach ware	3.47	.841	4th
Buzz session			
Peer teaching			
Simulations	3.42	.692	5th
Projects	3.37	1.012	6th
Macro teaching	3.31	.885	7th
Problem solving/ Problem based learning	3.26	.733	8th
Informal creative groups	3.16	.765	9th
Micro teaching	3.10	.809	10th
Workshop			
Panel discussion	3.05	.911	11th
Film Showing			
Dimensional approach questions	3.05	.970	12th
Tandem teaching	2.95	.970	12th
Team teaching	2.89	1.100	13th
Type study methods	2.84	.898	14th
Experiments	2.68	.885	15th
Case Study			
	2.68	1.204	15th
	2.63	1.211	16th
	2.37	1.065	17th
	2.32	1.108	18th
	2.26	.991	19th

Top 5 Most Preferred Teaching Strategies of Faculty members of the College of Education when grouped according to the year of Service. The results in Table 2 show the top 5 most preferred teaching strategies among faculty members in the College of Education, grouped by their years of service. For faculty with 10 years or fewer of service, the top two most preferred strategies are Interactive Learning (M=3.88, SD=.354) and Brainstorming (M=3.88, SD=.354), followed by Group Dynamics (M=3.75, SD=.463) in third place. Buzz Session, Peer Teaching, and Multimedia/Courseware are tied for fourth place with a mean score of 3.50, and Simulations (M=3.38, SD=.916) ranks fifth.

For faculty members with 11 or more years of service, Interactive Learning (M=3.82, SD=.405) is the most preferred strategy, closely followed by Brainstorming (M=3.72, SD=.467). Group Dynamics (M=3.55, SD=.820) takes third place, with Multimedia/Courseware (M=3.45, SD=.934) in fourth. Finally, Project, Buzz Session, and Macro Teaching strategies are tied for fifth place, each with a mean score of 3.36 (SD=.674).

Table 2. *Top 5 Most Preferred Teaching Strategies of Faculty members of the College of Education when grouped according to the year of Service.*

Teaching Strategies (10 years and below)	**Mean**	**SD**	**Rank**	**Teaching Strategies (11 years and up)**	**Mean**	**SD**	**Rank**
Interactive learning	3.88	.354	1st	Interactive learning	3.82	.405	1st
Brain storming	3.88	.354	1st	Brain storming	3.73	.467	2nd
Group dynamics	3.75	.463	2nd	Group dynamics	3.55	.820	3rd
Buzz session	3.50	.756	3rd	Multi-media/ courseware/ teach ware	3.45	.934	4th
Peer teaching	3.50	1.07	3rd	Projects	3.36	.674	5th
Multi-media/ courseware/ teach ware	3.50	.756	3rd	Buzz session	3.36	.674	5th
Simulations	3.38	.916	4th	Macro teaching	3.36	.809	5th
Informal creative group	3.25	3.25	5th				

Across either group's faculty member with 10 years or fewer of service and those with 11 or more years, interactive Learning and Brainstorming consistently emerged as the top two most preferred teaching strategies. This indicates that, regardless of years of service, these strategies are highly valued and commonly used by faculty members.

Regarding Group Dynamics and Multimedia/Courseware/Teach-Ware, these strategies were ranked similarly in both groups. Among faculty members with 10 years or fewer of service, Group Dynamics and Multimedia/Courseware were ranked 2nd and 3rd in preference, respectively. Similarly, for faculty with 11 or more years of service, Group Dynamics and Multimedia/Courseware were ranked 3rd and 4th. This suggests that these strategies are consistently valued by faculty members at different stages of their careers.

The preferences for the remaining teaching strategies varied between the two groups of faculty members. For those with 10 years or fewer of service, strategies like Buzz Session, Peer Teaching, and Simulations were ranked in the top 5, with Informal Creative Group teaching strategies ranking 5th. However, faculty members with 11 or more years of service had Project, Buzz Session, and Macro Teaching strategies tied in the 5th place. These differences indicate that the preferences for certain teaching strategies vary depending on the years of service, suggesting the evolution of teaching priorities as faculty gain more experience.

Overall, the findings suggest that Interactive Learning and Brainstorming are consistently the top two most preferred strategies across both faculty groups, regardless of their years of service. Additionally, Group Dynamics and Multimedia/Courseware/Teach-Ware are highly valued strategies. However, there are noticeable variations in the preferences for other strategies between the two groups, highlighting the need to consider faculty members' career stages when designing professional development programs and curricula.

This study's results align with Senthamarai's (2018) research on interactive teaching strategies. Senthamarai emphasized the shift in educational priorities towards more interactive and dynamic teaching methods that

encourage student engagement and foster critical thinking. These methods, which are reflected in the faculty members' preferences for Interactive Learning and Brainstorming, aim to enhance student involvement and retention, aligning with the growing recognition that traditional lecture-based teaching is less effective in fostering deep learning.

The results of this study align with the article Interactive Strategies and Methods of Education (Zikirova et al., 2019), which discusses the effectiveness of using interactive teaching methods. The article highlights that modern teaching methods improve learning efficiency and advocate for a mix of traditional and interactive techniques. These methods, which include brainstorming, debates, and role-playing, foster learner engagement and encourage independent thinking, leading to higher levels of student involvement and success.

Interactive learning, according to the article, can address multiple educational challenges. It helps develop communication skills, fosters emotional connections among students, and teaches teamwork and listening. These methods promote active participation, making students more engaged in their learning process, thus improving overall educational outcomes.

In terms of data analysis, the researchers used inferential statistical tools to test the study's hypothesis. The Mann Whitney U Test was applied to examine differences between groups, with statistical computations set at a 0.05 significance level to determine whether to accept or reject the null hypotheses.

Difference in the Most Preferred Learning Strategies of Faculty Members when grouped according to their years of teaching experience. Table 3, shows the Mann-Whitney test result for the difference in the most preferred learning strategies of COED faculty members when grouped according to their years of teaching experience.

The result reveals, there is no significant difference in the most preferred learning strategies of COED faculty members when grouped according to their years of teaching experience, U (19) = 32.000, p = .321. The result simply implied that the most preferred learning strategies of faculty members when grouped according to their years of teaching experience are the same. The null hypothesis of no significant difference in the most preferred learning strategies of faculty members when grouped according to their years of teaching experience is accepted.

Table 3. *Mann-Whitney test result for the difference in the most preferred teaching strategies of faculty members when grouped according to their years of teaching experience.*

Category	N	M	Sum of Ranks	U	P
Teaching Experience					
10 yrs. below	8	8.50	68.00	32.000	.321
11 yrs. Up	11	11.09	122.00		

P<.05, not significant at .05 alpha

The implication of the Mann-Whitney test result stating that there is no significant difference in the most preferred learning strategies of College of Education faculty members when grouped according to their years of teaching experience is that teaching experience does not appear to influence the preference for learning strategies among these faculty members.

This means that regardless of the number of years of teaching experience, College of Education faculty members tend to have similar preferences for learning strategies. The null hypothesis, which states that there is no significant difference, is accepted based on the p-value (p = .321), indicating that any observed differences in preferences for learning strategies among faculty members based on teaching experience are likely due to random chance rather than a true difference.

This finding suggests that professional development programs should not focus solely on teaching experience but should also consider other factors that influence faculty members' preferences and teaching practices. Efforts to enhance teaching effectiveness should address a broader range of influences beyond just years of experience.

Additionally, this result emphasizes the need to provide support and resources to all faculty members, regardless of their teaching experience, to explore and implement various learning strategies. Recognizing that teaching experience may not significantly affect preferred strategies allows institutions to create a collaborative

environment where faculty can share and learn from each other's diverse teaching approaches.

The result of this study is comparable to the study the role of the teacher in interactive teaching (Xhemajli's, A. 2016). The study found that teachers with the highest qualifications use interactive teaching methods the most, while those with the longest experience or older age tend to use these methods less with children. It highlighted that the teacher's approach and organization of classroom activities are crucial for successfully implementing interactive teaching, which requires careful planning in advance.

This aligns with the findings from Henderson et al. (2012) on the factors influencing teaching practices of novice and experienced physics faculty. Their study showed that teaching experience is one of several factors shaping teaching practices, alongside personal beliefs, disciplinary norms, and instructional resources, suggesting that experience alone is not the primary determinant of preferred learning strategies.

Summary of findings

This study investigated the most preferred teaching strategies among 19 faculty members at the College of Education, Iloilo State University of Fisheries Science and Technology, and whether these preferences varied by years of teaching experience. A researcher-made questionnaire, required for AACUP accreditation, collected demographic data and responses to 21 teaching strategies. Data analysis was conducted using SPSS, with mean and standard deviation used to rank strategies and the Mann-Whitney U Test to determine significance. The top five preferred strategies overall were Interactive Learning, Brainstorming, Group Dynamics, Multimedia/Courseware/Teach-ware, and Buzz Session. Faculty with 10 years or less of experience preferred similar strategies, including Peer Teaching, while those with over 10 years also favored Project and Macro Teaching. The least preferred strategy was Case Study. The Mann-Whitney U Test revealed no significant difference in preferences based on years of service, with a p-value of .321. This indicates that teaching experience does not significantly influence faculty members' teaching strategy preferences.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were drawn;

The study concluded that Interactive Learning and Brainstorming were the most preferred teaching strategies among faculty members, valued for their ability to engage students and encourage collaborative learning. Other strategies, such as Group Dynamics and Multimedia/Courseware, were also moderately preferred indicating their effectiveness in instruction.

Strategies like informal Creative Groups, Micro Teaching, and Film-Showing received lower ranking, suggesting that these methods nay not align well with faculty preferences or may need further support for effective implementation. This highlights a need for additional training or adaptation of these strategies.

Interactive Learning and Brainstorming were consistently preferred across faculty members, regardless of their years of teaching experience, with Group Dynamics and Multimedia/Courseware also valued. However, preferences for other strategies varied based on years of service, which could inform curriculum design and professional development initiatives.

The analysis found no significant difference in preferred teaching strategies based on years of teaching experience, with the U value (19) and p-value (.321) supporting the null hypothesis. This indicates that teaching experience does not influence faculty members' preferred teaching methods.

These findings suggest that years of teaching do not significantly affect teaching strategy preferences, and faculty members share similar preferences across different experience levels. Educational institutions and faculty development programs should consider these insights when designing training initiatives to cater to widespread preferences.

RECOMMENDATIONS

In light of the findings of the study the following recommendations are suggested;

Students should familiarize themselves with the most preferred teaching strategies identified in the study, such as Interactive Learning, Brainstorming, Group Dynamics, and Multimedia/Courseware. By understanding these strategies, students can effectively communicate their learning preferences to teachers and engage in discussions on how to improve teaching methods to better meet their needs.

Parents can stay informed about the teaching strategies used by faculty members in the College of Education. They can encourage open communication with teachers

to ensure that the teaching methods align with their child's learning needs and help foster a supportive learning environment at home.

Teachers can incorporate the most preferred teaching strategies identified in the study, such as Interactive Learning, Brainstorming, and Group Dynamics, into their instructional practices. Teachers should adapt these strategies based on the specific needs of their students while also considering their own teaching experience and the duration of the class to enhance the effectiveness of their teaching.

The Dean of the College can support faculty members in implementing these teaching strategies by providing necessary resources and professional development opportunities. Encouraging collaboration and the sharing of best practices among faculty members will help improve the overall teaching and learning experience within the College of Education.

Curriculum developers should consider the most preferred teaching strategies when designing or revising curriculum materials. They can ensure that the curriculum promotes interactive learning, incorporates brainstorming and group dynamics, and integrates multimedia and courseware to engage students more effectively.

Future researchers can delve deeper into understanding the reasons behind the preferences for certain teaching strategies among faculty members. They may also explore additional factors that could influence teaching strategy choices, such as educational background, subject area, or student demographics, to provide a broader perspective on teaching preferences.

REFERENCES

[1] Alda, R., Boholano, H. B., & Dayagbil, F. T. (2020). Teacher Education Institutions in the Philippines towards Alhabib, Liela (2021), Jean Piaget's Constructivist Theory of Learning and Its Application in Teaching, Doran International Early Childhood Education Center. https://doran-ece.ca/blog/jean-piagets-constructivist-theory-of-learning-and-its-application-in-teaching/.

[2] Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). Educational psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill

[3] Henderson, C., Beach, A., & Finkelstein, N. (2011). Exploring the relationship between teaching experience and assessment practices: A study of higher education faculty. International Journal of STEM Education, 1(1), 1–12. https://doi.org/10.1186/2196-7822-1-1:contentReference[oaicite:3]{index=3}

[4] Mahasneh, O. M. (2020). A Proposed Model for the University Students' E-Portfolio. Journal of Education and E-learning Research. https://doi.org/10.20448/journal.509.2020.71.28.33

[5] McLeod, S., PhD. (2023). Albert Bandura's Social Learning Theory - Simply Psychology. Simply Psychology. https://www.simplypsychology.org/bandura.html#:~:text=The%20social%20learning%20theory%20proposes%20that,individuals%20learn%20through%20observation%2C%20imitation%2C%20and%20reinforcement.

[6] MSED, K. C. (2022). How Social Learning Theory Works. Verywell Mind. https://www.verywellmind.com/social-learning-thoery-2795074

[7] Raba, A. a. a. M. (2017). THE IMPACT OF EFFECTIVE TEACHING STRATEGIES ON PRODUCING FAST AND GOOD LEARNING OUTCOMES. International Journal of Research - Granthaalayah. https://doi.org/10.29121/granthaalayah.v5.i1.2017.1691

[8] Senthamarai, S. (2018). Interactive teaching strategies. Journal of Applied and Advanced Research, 3(Suppl. 1), S36–S38. https://doi.org/10.21839/jaar.2018.v3iS1.166

[9] Yussif. (2023, March 1). 11 Roles of Teachers in Implementing Effective Instruction - Classroom Management Expert. Classroom Management Expert. https://classroommanagementexpert.com/blog/11-roles-of-teachers-in-implementing-effective-instruction/?utm_content=expand_article.

[10] Xhemajli, A. (2016). The role of the teacher in interactive teaching. International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), 4(1), 31–37. https://doi.org/10.5937/IJCRSEE1601031X

[11] Zikirova, N., Ismailova, D., & Turgunova, S. (2019). The effectiveness of interactive teaching methods in enhancing student engagement. Journal of Educational Science and Practice, 4(2), 123–130.