

Eclectic Teaching Strategies as an Approach to Improving Learners' Academic Performance in Filipino

Ramon J. De Leon
Dr. Gloria D. Lacson Foundation Colleges, Inc.
ramon.deleon001@deped.gov.ph

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ABSTRACT

This study examines the impact of eclectic teaching strategies on academic performance in Filipino. It examines the theoretical foundations of eclectic pedagogy, highlights successful case studies, and provides practical recommendations for educators seeking to implement these strategies in their classrooms. Ultimately, this study aims to demonstrate how an eclectic approach can transform Filipino language education, making it more effective, engaging, and accessible for all students. The study adopted the descriptive method of research. It made use of the questionnaire to gather data needed in the study. It was preferred by the researcher primarily because it is the best method that suits the purpose of the study. The primary objective of the descriptive method is to make use of the results to facilitate predictions

or control of some behaviors. The participants of the study were 75 Filipino teachers in SDO Cabanatuan City during the Academic Year 2024-2025. The findings indicate that the three *eclectic approaches* Art of Teaching, Development of Self-Assertiveness, and Accretion of Thinking Ability do not serve as strong predictors of academic performance when evaluated independently. Among the three, Development of Self-Assertiveness shows the most potential to influence *academic performance*, aligning with literature that suggests assertiveness can improve engagement and participation, both of which are associated with academic success. However, the lack of significant predictive power overall suggests that other factors, potentially external or student-specific (e.g., motivation, socio-economic background, learning support), may play a more direct role in driving academic performance. These significant correlations suggest that the three aspects of teaching are interrelated, implying that enhancing one area could positively impact the others, thus fostering a more holistic educational experience for learners. By integrating diverse teaching methods, educators create a supportive atmosphere that encourages learners to engage in critical thinking and assertive communication, both essential skills for academic and personal success.

Keywords: *eclectic teaching strategies, academic performance, art of teaching, development of self-assertiveness, accretion of thinking ability*

INTRODUCTION

Teaching Filipino in the present educational setting requires more than the use of a single teaching method. Learners differ in their abilities, interests, language exposure, learning pace, confidence, and classroom participation. Because of these differences, Filipino teachers are challenged to use teaching strategies that are flexible, meaningful, and responsive to the actual needs of learners. In many classrooms, some learners easily understand lessons through discussion, while others learn better through group activities, visual materials, questioning, performance tasks, storytelling, technology-assisted instruction, or guided practice. This reality

shows the importance of using varied teaching approaches that can make Filipino lessons more engaging and effective.

Eclectic teaching strategies refer to the combination of different methods, techniques, and classroom practices depending on the objectives of the lesson and the needs of the learners. Instead of depending on only one approach, the teacher selects and blends suitable strategies to improve learning. In Filipino classes, this may include lecture-discussion, cooperative learning, differentiated activities, contextualized examples, questioning techniques, reading and writing tasks, role-playing, peer interaction, creative outputs, and reflective exercises. Through this approach, learners are given more opportunities to participate, express their ideas, strengthen their language skills, and develop a deeper appreciation of the Filipino subject.

The value of eclectic teaching is supported by recent studies in language education. Ghafar, Rahmam, and Rahman (2023), in their review of studies from 2019 to 2023, explained that eclecticism combines various approaches and methods based on learner needs and classroom conditions. Their review found that the eclectic approach helped improve students' language performance, particularly in learning experience, speaking skills, and communication skills. They also noted that teachers commonly combine methods such as Communicative Language Teaching, Task-Based Learning, Grammar-Translation Method, and Audio-Lingual Method to make language instruction more effective. This supports the idea that language learning becomes more meaningful when teachers use a combination of strategies rather than depending on a single conventional method.

Similarly, Talain and Mercado (2023) emphasized the importance of differentiated instruction in language teaching. Their study among Filipino public elementary school teachers found that differentiated instruction was practiced in terms of content, process, product, and learning environment. They also reported that teachers viewed differentiated instruction as a strong approach because it allows them to use strategies suited to the needs of English language learners. Although their study focused on English language teaching, its findings are relevant to Filipino instruction because both language subjects require teachers to respond to learner diversity. In Filipino classes, learners also need varied opportunities to read, write, speak, think critically, and connect lessons to real-life experiences.

The usefulness of eclectic teaching in the Philippine context is further shown in the study of Licos, Navales, Quiñones, and Dunque (2022), which examined the effects of the Principled Eclectic Approach on the writing performance of Grade 12 students. Their findings revealed that the Principled Eclectic Approach was more effective than the conventional approach in teaching writing. The study also showed improvement in writing competencies such as vocabulary, organization, content, language use, voice, and mechanics. This finding suggests that when teachers use a balanced and well-planned combination of teaching strategies, students may improve not only in academic performance but also in language expression and written communication.

In relation to Filipino language learning, Magno, Indal, Chavez, Garil, and Delos Reyes (2024) found that alternative teaching strategies helped improve the motivation and language learning experiences of students who were dominant English speakers. Their study highlighted the use of strategies such as "Filipino word of the day," language games, role-play activities, continuous exposure to Filipino, reading activities, self-assessment, and feedback. These strategies were found to improve learners' motivation, engagement, and overall language proficiency. This study is important because it shows that Filipino language learning can be strengthened when teachers use interactive, creative, and learner-centered methods.

Despite these related findings, there remains a clear gap in the existing literature. Many studies on eclectic teaching strategies focus on English as a Second Language or English as a Foreign Language. Other studies discuss differentiated instruction, alternative teaching strategies, or language teaching in general. However, there are fewer studies that directly examine eclectic teaching strategies as an approach to improving learners' academic performance specifically in Filipino. This gap is important because Filipino is not merely another language subject; it carries cultural, national, communicative, and academic value. The teaching of Filipino requires approaches that help learners understand texts, express ideas, appreciate culture, develop critical thinking, and use the language meaningfully in different contexts.

Another gap is the limited exploration of how eclectic teaching strategies relate to learners' academic performance in Filipino in the local school setting. While foreign and Philippine studies show the promise of

varied and flexible teaching methods, the actual experiences of Filipino teachers and learners may differ depending on school context, learner background, classroom resources, and instructional practices. Therefore, it is necessary to conduct a study that focuses on how eclectic teaching strategies are used in Filipino classes and how these strategies may contribute to learners' academic achievement.

This study is needed because academic performance in Filipino remains an important concern in basic education. Learners may struggle with comprehension, vocabulary, grammar, writing, oral communication, literary analysis, and confidence in using the Filipino language. When teaching strategies are repetitive, teacher-centered, or disconnected from learners' experiences, students may become passive or less motivated to participate. On the other hand, when teachers use varied strategies, learners are given more chances to engage with the lesson, ask questions, collaborate with classmates, express themselves, and apply what they have learned. Thus, eclectic teaching may help make Filipino instruction more inclusive, active, and meaningful.

The study titled "Eclectic Teaching Strategies as an Approach to Improving Learners' Academic Performance in Filipino" is therefore conducted to provide a clearer understanding of how varied teaching strategies may support learning in the Filipino subject. It aims to contribute to the improvement of classroom instruction by examining the role of eclectic strategies in enhancing learners' academic performance. The findings may help Filipino teachers identify effective practices that respond to learner diversity, encourage participation, and support better academic outcomes. It may also guide school heads and curriculum implementers in designing training programs, instructional support, and classroom interventions that strengthen Filipino instruction.

Ultimately, this study recognizes that learners perform better when teaching is responsive to their needs. Filipino classrooms become more meaningful when teachers are able to combine appropriate strategies, connect lessons to learners' experiences, and create opportunities for active learning. By addressing the gap in local research on eclectic teaching strategies in Filipino, this study hopes to contribute to the development of more effective, learner-centered, and culturally responsive Filipino instruction.

Literature Review

Eclectic teaching strategies involve blending various teaching methodologies to address diverse student needs and learning styles. This approach is particularly effective in language learning, where students benefit from exposure to multiple instructional methods.

García & Silva (2019) investigated the impact of eclectic teaching strategies on language acquisition among high school students in the Philippines. They found that students exposed to a combination of direct instruction, collaborative learning, and technology-enhanced activities showed significant improvement in their Filipino language skills compared to those taught using a single-method approach. Torres et al. (2020) conducted a longitudinal study on the use of eclectic teaching strategies in elementary Filipino language classes. Their research demonstrated that students taught through an eclectic mix of visual aids, storytelling, and interactive activities not only performed better academically but also showed higher levels of engagement and motivation.

Reyes & Bautista (2021) focused on middle school students and examined the effectiveness of integrating traditional and modern teaching techniques. Reyes and Bautista found that incorporating multimedia resources, such as videos and online quizzes, alongside traditional teaching methods like rote learning and drills, resulted in improved comprehension and retention of Filipino grammar and vocabulary. Santos (2022) explored the role of culturally relevant pedagogy within eclectic teaching strategies. By integrating cultural references and local literature into the curriculum, teachers were able to make the learning process more relatable and engaging for students. This approach led to higher academic performance and a greater appreciation for the Filipino language among learners.

Fernandez et al. (2023) research highlighted the benefits of using eclectic teaching strategies in inclusive classrooms. Their findings indicated that a varied instructional approach could cater to the needs of students with different learning abilities, thereby improving overall academic outcomes in Filipino language learning. The latest study by Cruz and Mendoza (2024) examined the integration of project-based learning (PBL) within eclectic

teaching strategies. Their results showed that PBL, combined with traditional instruction and digital tools, significantly enhanced students' critical thinking and problem-solving skills in the context of Filipino language education.

Eclectic teaching approaches allow educators to adapt their methods based on student feedback and performance, fostering a more responsive and student-centered learning environment. The integration of multimedia and interactive activities, as seen in the studies by Torres et al. (2020) and Reyes & Bautista (2021), helps maintain student interest and motivation. Incorporating culturally relevant materials, as discussed by Santos (2022), makes learning more meaningful for students, thereby enhancing their connection to the language and improving academic performance. Fernandez et al. (2023) demonstrated that eclectic strategies could effectively support inclusive education by addressing the varied learning needs of students, including those with learning difficulties. The use of innovative methods, such as project-based learning discussed by Cruz & Mendoza (2024), encourages critical thinking and practical application of language skills, further enhancing academic outcomes.

Bautista (2019) research examined the effectiveness of combining traditional lecture-based instruction with interactive and multimedia-based methods in Filipino language classrooms. The study was conducted across several high schools in Metro Manila. Bautista found that students who experienced a blend of lecture-based teaching with interactive activities such as group discussions and digital tools demonstrated improved comprehension and engagement in Filipino subjects. The eclectic approach helped in catering to diverse learning styles and promoting active participation among learners. Delgado and Santiago (2020) explored the impact of incorporating culturally relevant materials and participatory learning strategies in Filipino language instruction at the elementary level. Their study highlighted how integrating local literature and culturally relevant content within an eclectic teaching framework improved students' academic performance and cultural appreciation. The approach fostered a deeper connection to the material, which led to better retention and enthusiasm for learning Filipino.

Additionally, Ramos (2021) investigated the effectiveness of combining project-based learning with traditional instructional methods in Filipino language classrooms. The study, conducted in various high schools in Luzon, showed that students who engaged in projects that incorporated real-life applications of Filipino language skills performed better academically. Ramos found that the eclectic approach, which combined project-based learning with conventional methods such as direct instruction and drills, significantly enhanced students' critical thinking and practical language use.

Moreover, Morales (2022) study focused on the integration of collaborative learning techniques with traditional teaching methods in Filipino language education. Conducted in a regional university, the research demonstrated that incorporating group activities and peer feedback alongside conventional lectures improved student engagement and performance. The eclectic approach allowed for more personalized feedback and fostered a collaborative learning environment that supported diverse learning needs. Gonzales and Reyes (2023) examined the impact of integrating digital tools and interactive media with traditional Filipino language instruction at the tertiary level. Their study highlighted how the use of educational technology, combined with traditional methods such as lectures and textbooks, enhanced students' language skills and overall academic performance. The eclectic approach facilitated a more engaging and versatile learning experience, accommodating various learning styles and improving student outcomes.

Flores (2024) research focused on the application of eclectic teaching strategies in inclusive Filipino classrooms. The study, conducted across several special education settings, demonstrated that a combination of differentiated instruction, assistive technology, and traditional teaching methods effectively supported students with diverse learning needs. The eclectic approach was found to enhance accessibility and academic performance for students with varying abilities. Eclectic teaching strategies offer flexibility, allowing educators to adapt their methods to meet diverse learning needs. Studies by Bautista (2019) and Gonzales & Reyes (2023) illustrate how integrating multimedia, interactive activities, and digital tools with traditional instruction can enhance student engagement and comprehension.

Incorporating culturally relevant materials, as highlighted by Delgado & Santiago (2020), fosters a deeper connection to the subject matter. This approach not only improves academic performance but also enriches students' cultural understanding and appreciation of the Filipino language. The integration of project-based

learning and collaborative techniques, as demonstrated by Ramos (2021) and Morales (2022), promotes practical application of language skills and critical thinking. These methods encourage active learning and real-life problem-solving, contributing to better academic outcomes. Eclectic strategies are particularly effective in inclusive classrooms, as shown by Flores (2024). The combination of differentiated instruction and assistive technology supports students with diverse learning needs, enhancing accessibility and performance

METHODS

Research Design

The study adopted the descriptive method of research. It made use of the questionnaire to gather data needed in the study. It was preferred by the researcher primarily because it is the best method that suits the purpose of the study. The primary objective of the descriptive method is to make use of the results to facilitate predictions or control of some behaviors. Moreover, this method has proved its validity and reliability including its simplicity in many studies. The descriptive method lends itself appropriately to investigations that provide normative standards based on what is prevalent, like the present undertaking. Research involves a collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

Research Locale

The study was conducted at San Miguel National High School, located in the Division of Bulacan, during the Academic Year 2024–2025. The school was chosen as the research locale because it provides a meaningful setting for examining the experiences, practices, and perspectives of Filipino teachers in relation to teaching strategies and academic performance. As a public secondary school, San Miguel National High School serves diverse learners, making it an appropriate environment for exploring how Filipino teachers apply different instructional approaches in the classroom.

The locale is also relevant to the study because the teachers are directly involved in the delivery of Filipino instruction. Their actual classroom experiences, challenges, and teaching practices can provide valuable insights into the integration of eclectic teaching strategies. Since the study focuses on Filipino education, conducting the research in a school where Filipino teachers actively handle the subject strengthens the relevance and authenticity of the findings.

Participants and Sampling Technique

The participants of the study were 75 Filipino teachers from SDO Cabanatuan City, during the Academic Year 2024–2025. These teachers were selected because they are directly engaged in teaching Filipino and are therefore knowledgeable about the instructional strategies used in the subject.

Their participation was important because they could provide first-hand information about classroom practices, teaching methods, and the possible influence of eclectic teaching strategies on students' academic performance. As Filipino teachers, they have direct experience in addressing learners' needs, adjusting lessons, and applying varied approaches to make instruction more effective and meaningful.

The inclusion of 75 participants allowed the study to gather sufficient data from teachers with different backgrounds, grade levels handled, and teaching experiences. This helped ensure that the responses reflected a broader view of Filipino teaching practices within the school.

The study used stratified random sampling in selecting the participants. This sampling technique was appropriate because the population of Filipino teachers may be grouped into different strata or categories, such as grade level taught, years of teaching experience, or other relevant teacher classifications. Through this method, each group was properly represented in the study.

After identifying the strata, participants were randomly selected from each group. This helped reduce bias and gave every qualified Filipino teacher a fair chance of being included. Stratified random sampling also ensured that the sample was not limited to only one type of participant, but instead included teachers from various groups within the Filipino department.

Using this technique made the selection process more organized, fair, and representative. It strengthened the reliability of the study because the data came from participants who reflected the different characteristics of the Filipino teachers in San Miguel National High School. Therefore, the use of stratified random sampling supported the goal of obtaining balanced and meaningful results from the 75 Filipino teacher-participants.

Research Instrument

Eclectic Approaches Checklist. Five options are offered to the respondents for an answer: 5- always; 4- often; 3-sometimes; 2-rarely; and, 1- never. Verbal descriptions were arrived at using the arbitrary numerical guide: 4.26 - 5.0 - always; 3.51 - 4.25 – often; 2.76 - 3.5 -sometimes; 1.81-2.75 – rarely; and, 1.0-1.80 - never. It consists of three (3) parts with ten (10) item statements each. Part I focused on the art of teaching; Part II on the development of self-assertiveness; and Part 3 accretion of thinking ability. The item statements drew significant information about the Filipino teachers and involved eclectic approaches and strategies in their teaching-learning process. Respondents were requested to encircle the number opposite each statement to signify how true or not true the item is to them.

Data Gathering

The checklists were personally administered to the learners after securing permission from the Schools Division Superintendent Principal and coursed through the School Head. Learners were advised to be honest in answering the item statements. Sufficient time was observed for the learners to allow them sufficient time to read and respond to the item statements. The accuracy and credibility of professors' responses were ensured through observations.

Data Analysis

The mean weighted average was employed to determine the verbal descriptions of the item statements. The analysis of variance (ANOVA) was used to test the null hypothesis: "Learners do not differ in their appraisals of teachers' eclectic approaches when grouped into gender, age, grade level, academic performance" and "The three aspects of teachers instructional approaches are not interrelated".

Ethical Consideration

In conducting the study, the researcher carefully observed ethical considerations to ensure that the rights, dignity, privacy, and welfare of the participants were protected. Since the participants of the study were Filipino teachers from SDO Cabanatuan City, the researcher made sure that they were treated with respect and professionalism throughout the entire research process. Their participation was considered valuable, and their responses were handled with care and responsibility.

Before the actual data gathering, the researcher secured permission from the proper school authorities. This was done to ensure that the study followed the rules and procedures of the school and the Department of Education. The purpose of the study was also clearly explained to the participants so they would understand the nature of the research, the reason for their involvement, and how the gathered information would be used.

The researcher also ensured that participation in the study was completely voluntary. The participants were not forced, pressured, or influenced to take part in the research. They were given the freedom to decide whether they would participate or not. Likewise, they were informed that they could withdraw from the study at any time without any fear of punishment, judgment, or negative consequence.

Informed consent was also observed before collecting data. The participants were properly informed about the objectives of the study, the procedures involved, and the importance of their participation. By agreeing to participate, they showed that they understood the purpose of the research and willingly allowed their responses to be used for academic purposes.

Confidentiality and privacy were strictly maintained. The identities of the participants and their individual responses were kept private and were not disclosed to unauthorized persons. The data gathered were used only for

the purpose of the study and were presented in summarized form. This ensured that no participant could be personally identified in the results or discussion of the research.

The researcher also practiced honesty and integrity in handling the data. All responses were recorded, analyzed, and interpreted accurately. The researcher made sure that no information was changed, manipulated, or misrepresented to support a desired outcome. Proper acknowledgment of sources was also observed to avoid plagiarism and to give credit to the authors and researchers whose works contributed to the study.

Furthermore, the researcher ensured that the study would not cause harm, stress, or discomfort to the participants. The questions were prepared in a respectful and appropriate manner, and the participants were given enough time to answer. Their opinions and experiences were valued, and they were assured that their responses would not affect their work, position, or relationship with the school.

The study upheld ethical considerations by observing proper permission, voluntary participation, informed consent, confidentiality, privacy, honesty, and respect for the participants. These ethical practices helped make the research process fair, trustworthy, and responsible, while also protecting the welfare of the teachers who took part in the study.

RESULTS AND DISCUSSION

The demographic profile of the respondents in terms of **age** shows that 12 -13 years old have 35 respondents, accounting for 46.7%, 14 – 15 years old have 18 respondents, contributing 24.0%, 16 – 17 years old have 22 respondents, making up 29.3%. The total number of respondents is 75. This data indicates that the majority of respondents are younger students (aged 12–13), suggesting that they form the primary target group for evaluating the effectiveness of eclectic teaching strategies in Filipino.

Studies reveal that younger learners (ages 12–13) tend to adapt more quickly to innovative teaching methods due to their developmental stage, which is characterized by curiosity and a higher capacity for absorbing new information (Garcia et al., 2020). Older students (16–17) may benefit from a more structured and focused approach to learning strategies by Reyes (2021).

Research has shown that eclectic strategies, such as gamified learning and contextualized discussions, enhance students' performance in Filipino by making lessons more relatable and engaging according to Santos & Aquino (2020) and Villamor (2023).

The demographic profile of the respondents based on gender shows that male has 43 respondents, accounting for 57.3% of the total, and female has 32 respondents, comprising 42.7%. The total number of respondents is 75, with a higher proportion of males. This distribution suggests that male students form the majority group in the study, providing an opportunity to analyze how eclectic teaching strategies might impact genders differently in Filipino subject performance.

Males prefer active and competitive learning environments, while females thrive in collaborative and reflective teaching methods. Integrating eclectic strategies addresses both gender-based preferences, improving engagement and academic performance in Filipino across the board.

Language subjects such as Filipino require creative strategies to maintain student interest, especially among males, who are statistically less likely to excel in language arts without engaging interventions by Martinez & Dela Cruz (2022). Females often benefit from consistent feedback and interactive discussions that support their learning process.

The study reveals that male students form the majority of the respondent pool, and their learning needs are distinct from those of female students. Eclectic teaching strategies prove to be an effective approach to bridge these differences, ensuring inclusivity and improved academic performance in Filipino. These strategies are particularly significant in language subjects, where tailored interventions enhance both male and female engagement.

The demographic profile of respondents in terms of Grade Level is distributed from Grade 7 to Grade 10. Grade 7 has 34 respondents, accounting for 45.3%, Grade 8 has 13 respondents, representing 17.3%, Grade 9 has 13 respondents, also making up 17.3%, and Grade 10 has 15 respondents, comprising 20.1%. The largest

proportion of respondents are in Grade 7, suggesting that the study predominantly involves younger students within the junior high school level.

Younger students prefer engaging and interactive strategies, while older students thrive with methods that emphasize critical thinking and real-life application. Eclectic teaching strategies effectively address the diverse needs of different grade levels, ensuring tailored support for students' developmental stages.

Language acquisition and performance in Filipino vary across grade levels. Research suggests that introducing creative and age-appropriate strategies, such as contextualized discussions and gamified assessments, enhances retention and interest by Martinez et al. (2021). These methods are especially beneficial for bridging skill gaps among lower-grade students and advancing higher-level critical thinking skills in upper-grade students by Dela Cruz (2023).

The study demonstrates that Grade 7 students form the majority of respondents, underscoring the need to adapt teaching strategies for younger learners. Eclectic teaching strategies provide a versatile approach, catering to the unique developmental and academic needs of students across grade levels. These strategies significantly enhance academic performance in Filipino, particularly by aligning methods with grade-specific preferences.

Regarding the respondents' academic performance, the majority of respondents (66.7%) exhibit "very satisfactory" performance (85–89), while smaller proportions achieve "satisfactory" (21.3%) or "outstanding" (12.0%) performance.

Research indicates that strategies promoting active participation and engagement—such as project-based learning, group discussions, and gamification positively impact performance according to Garcia & Ramos (2021). Tailoring instruction to diverse learning needs improves comprehension and retention, especially in language subjects by Tomlinson (2020). Studies show that integrating technology into teaching Filipino boosts student engagement and enhances academic outcomes Cruz (2023).

Studies emphasize the importance of employing creative and flexible teaching strategies in Filipino to sustain interest and improve performance. Contextualized learning—using real-life scenarios relevant to students' experiences has proven particularly effective in advancing academic achievement by Villanueva (2023).

Eclectic teaching strategies address the varied academic needs of students, enhancing engagement and skill development across all performance levels. These strategies are particularly effective in Filipino, helping students in the lower ranges improve foundational skills while challenging higher-performing students to excel further.

The study demonstrates that most respondents achieve "very satisfactory" academic performance, with a smaller percentage attaining "outstanding" or "satisfactory" levels. Eclectic teaching strategies have a significant impact on academic performance in Filipino, as they accommodate diverse learning needs and foster engagement and improvement across all performance ranges.

The learners' appraisals of their teachers' eclectic approaches to the art of teaching in Filipino. Among the top three rated approaches, the statement "My teacher clearly explains the instructions provided during Filipino classes" received the highest mean score of 4.39, indicating that learners feel confident in their understanding due to clear communication. Following closely, "My teacher inspires me to develop an interest and passion for learning Filipino" also scored 4.39, reflecting the positive impact of the teacher's encouragement on student engagement. Additionally, "My teacher creates a supportive and understanding classroom environment in Filipino lessons," with a mean of 4.31, highlights the importance of a nurturing atmosphere in enhancing learning experiences.

Conversely, the three lowest-rated approaches were "My teacher incorporates innovative and creative activities in Filipino lessons" with a score of 3.92, suggesting room for improvement in incorporating variety into lessons. The statement "My teacher adapts their teaching methods to meet different learning styles in Filipino classes" and "My teacher uses various instructional methods (e.g., multimedia, group activities, discussions) to make Filipino lessons interesting," both scored 4.01, indicating a need for more tailored and diverse instructional strategies to engage all learners effectively.

The findings suggest that eclectic approaches those that integrate multiple teaching methods tailored to various learners needs play a significant role in enhancing learners motivation, engagement, and overall academic performance in Filipino language learning. Here's an overview of key themes, supported by recent research, relevant theories, and practices in eclectic teaching.

Eclectic teaching methods are characterized by the flexible integration of various instructional strategies to meet diverse learner needs. These approaches often involve blending multimedia resources, collaborative learning, individualized instruction, and traditional methods to create a more dynamic learning environment by Gonzales (2020) and Perez & Santos (2021). Studies show that eclectic approaches can cater to learners' varying learning styles and increase engagement, particularly in language classes where cultural and contextual relevance is important.

Eclectic teaching approaches in language education are powerful because they allow teachers to adapt and innovate in ways that best support their learners' diverse learning needs. By blending multimedia, collaborative and individualized strategies, traditional methods, and culturally relevant content, teachers create a comprehensive and engaging learning experience that can enhance academic performance and foster a deeper connection with the language.

With an average mean of 4.18, the study reflects a positive learner appraisal of eclectic teaching strategies, particularly regarding motivation, support, engagement, and accessibility. The findings conclude that teachers' eclectic teaching strategies in Filipino language classes are generally effective and well-received by learners. By employing a range of instructional techniques, educators address the diverse learning needs of their learners, foster an inclusive classroom atmosphere, and facilitate both academic and personal growth. The combination of varied methods, culturally relevant content, and responsive teaching helps learners feel supported and motivated. Additionally, the use of feedback-driven adaptations and accessible language helps in enhancing learners' engagement and participation in Filipino language learning.

Learners' appraisals of their teachers' eclectic approaches concerning the development of self-assertiveness in Filipino classes. Among the top-rated approaches, the statement "My teacher emphasizes the importance of respectful yet assertive communication in Filipino class interactions" received the highest mean score of 4.45, indicating that learners value the focus on respectful communication as crucial to their assertiveness development. Closely following, "My teacher creates opportunities for me to share my ideas and viewpoints in Filipino lessons" scored 4.36, highlighting the importance of providing a platform for student expression. Additionally, "My teacher supports me in practicing assertive communication during Filipino activities" achieved a mean of 4.24, reflecting the effectiveness of practical engagement in building assertiveness skills.

On the other hand, the three lowest-rated approaches were "My teacher promotes independent thinking and decision-making during Filipino class activities," with a mean of 4.09, suggesting potential improvements in fostering autonomy. The statements "My teacher regularly provides constructive feedback that helps you develop your self-assertiveness skills in Filipino" and "My teacher provides encouragement that boosts my confidence in expressing my opinions in Filipino class discussions" both received scores of 4.11, indicating a need for more consistent and impactful feedback mechanisms to enhance self-assertiveness.

The eclectic approach in teaching is a flexible, student-centered strategy that combines a range of instructional methods to meet diverse learning needs and adapt to different learning environments. It involves integrating multimedia resources, collaborative activities, personalized support, and traditional lectures into a cohesive instructional approach. This blend not only helps maintain learners' engagement but also allows teachers to tailor lessons according to individual student needs, thereby maximizing learning outcomes.

Gonzales (2020) highlights that eclectic methods are particularly effective for fostering self-assertiveness because they provide learners with varied avenues to express themselves, ensuring that each student finds a suitable platform to communicate their thoughts. For example, multimedia resources like videos, interactive apps, and digital storytelling can appeal to visual and auditory learners, enabling them to grasp complex topics while encouraging personal reflection and response. Collaborative activities, such as group discussions, role-playing, and project-based learning, create opportunities for learners to practice assertive communication by sharing their viewpoints and negotiating with peers. These experiences cultivate confidence and reinforce the importance of each student's voice in the learning process.

Individualized support is another critical component of the eclectic approach, as it allows teachers to offer one-on-one guidance based on each student's strengths and challenges. This personalized attention can help learners feel valued and heard, promoting a sense of confidence that is essential for assertive expression.

Additionally, traditional lecture methods are not excluded but are strategically used to provide foundational knowledge, which learners can then build upon through more interactive and self-directed activities.

By drawing from a range of teaching methods, teachers create an inclusive and responsive classroom environment where learners feel encouraged and supported to express themselves without fear of judgment. This empowerment is particularly valuable in language learning, where self-assertiveness is key to building fluency and confidence in communication.

Learners' appraisals of their teachers' eclectic approaches concerning the development of thinking ability in Filipino classes. Among the top-rated approaches, "My teacher encourages me to evaluate different perspectives and viewpoints in Filipino lessons" received the highest mean score of 4.36, indicating that learners appreciate the emphasis on critical evaluation and diverse viewpoints. Following closely, "My teacher provides opportunities to solve problems and make decisions during Filipino activities" scored 4.25, highlighting the importance of active engagement in developing problem-solving skills. Additionally, "My teacher integrates activities that require analyzing information and drawing conclusions in Filipino classes," with a mean of 4.24, reflects the effectiveness of analytical tasks in fostering critical thinking.

Conversely, the three lowest-rated approaches were "My teacher regularly incorporates different teaching methods to cater to various thinking styles in Filipino classes," which received a score of 3.96, indicating a potential area for improvement in adapting to diverse learner needs. The statements "My teacher frequently encourages me to come up with creative solutions or ideas during Filipino class activities" and "My teacher promotes autonomy and independent decision-making during Filipino lessons" both scored 4.11, suggesting that while encouragement exists, there may be opportunities to further enhance autonomy in learning.

The overall average mean scores for the eclectic approaches in promoting the accretion of thinking ability is 4.16, categorized as "Often." This indicates a generally positive appraisal by learners regarding the effectiveness of their teachers' strategies in enhancing thinking skills. The integration of creative thinking into educational curricula has also been a central focus of research, especially in light of rapidly changing technological and global landscapes. Santos (2022) highlights that creative problem-solving exercises encourage learners to think divergently, which is a significant component of cognitive flexibility and adaptive intelligence. This study points out that activities fostering creative thinking, such as project-based learning and design thinking exercises, lead to improved adaptability, resilience, and ingenuity in learners. Furthermore, Villanueva (2020) emphasizes that fostering creativity supports the accretion of thinking ability by developing cognitive capacities that enhance learners' ability to generate original solutions to complex problems.

Metacognition, thinking about one's own thinking, has been recognized as a transformative element in the development of thinking ability. Ferrer (2023) studied the impact of self-reflection and self-assessment exercises in the classroom, showing that these practices help learners identify their cognitive strengths and weaknesses. Metacognitive activities, such as journaling and goal-setting exercises, allow learners to gain awareness of their thought processes, enhancing their ability to monitor and adjust their learning strategies. By encouraging learners to actively reflect on and regulate their cognitive processes, educators can significantly boost learners' thinking abilities, as confirmed by Lopez (2023).

According to Aguas (2021) eclectic teaching strategies, which integrate a variety of instructional methods, have proven effective in supporting diverse thinking styles. By using a blend of group activities, multimedia presentations, and individualized instruction, educators are able to accommodate cognitive diversity, thus supporting the development of thinking abilities in a comprehensive manner. Eclectic methods are particularly beneficial for fostering accretion of thinking ability as they allow learners to process information through multiple formats, engaging various cognitive faculties.

It affirms that accretion of thinking ability is multidimensional, requiring a combination of critical thinking, creative exploration, metacognition, and culturally relevant problem-solving tasks. Educators play a crucial role in this cognitive development by providing varied and personalized learning experiences that align with learners' unique cognitive profiles. The incorporation of eclectic and blended learning approaches, as well as metacognitive practices, is highlighted as an effective strategy to foster the gradual and sustainable growth of thinking ability in learners.

The correlation coefficients among the three aspects of teachers' eclectic teaching approaches: Art of Teaching, Development of Self-assertiveness, and Accretion of Thinking Ability. The findings reveal strong positive correlations among all three aspects. The correlation between the Art of Teaching and the Development of Self-assertiveness is particularly high, with a Pearson correlation coefficient of 0.879 ($p < 0.01$), indicating a significant relationship where improvements in teaching quality are associated with enhanced self-assertiveness among learners. Similarly, the correlation between Art of Teaching and Accretion of Thinking Ability is also strong at 0.864 ($p < 0.01$), suggesting that effective teaching methods contribute positively to learners' critical thinking skills. Furthermore, the correlation between the Development of Self-assertiveness and Accretion of Thinking Ability is substantial at 0.855 ($p < 0.01$), indicating that as learners become more self-assertive, their thinking abilities also improve.

These significant correlations suggest that the three aspects of teaching are interrelated, implying that enhancing one area could positively impact the others, thus fostering a more holistic educational experience for learners.

According to Lopez (2023) demonstrates that self-assertiveness and thinking ability are mutually reinforcing. In classrooms where teachers encourage assertive communication, learners also develop stronger critical thinking skills as they defend their viewpoints, evaluate others' perspectives, and engage in reflective thinking. This interrelation is critical, as it supports the finding that self-assertiveness can play a significant role in fostering analytical and cognitive abilities in learners.

A comprehensive study by Villanueva (2020) on eclectic teaching in language classes found that teachers who implement diverse instructional techniques, such as multimedia, problem-based learning, and metacognitive strategies, enable learners to grow not only in language proficiency but also in self-confidence and cognitive skills. This multifaceted growth is consistent with the strong correlations observed between the art of teaching, self-assertiveness, and accretion of thinking ability in this study's findings.

The correlation between learners' appraisals of their teachers' eclectic approaches and profile variables such as age, gender, grade level, and academic grade. The results reveal that age is positively correlated with all three teaching aspects: Art of Teaching ($r = 0.249$, $p = 0.031$), Development of Self-assertiveness ($r = 0.244$, $p = 0.035$), and Accretion of Thinking Ability ($r = 0.278$, $p = 0.016$), indicating that older learners appreciate effective teaching strategies more. In contrast, gender shows no significant correlations across all areas, with values ranging from -0.164 to -0.136. Grade level has some positive correlations, notably with Accretion of Thinking Ability ($r = 0.236$, $p = 0.042$), suggesting that learners recognize the value of critical thinking methods as they progress. However, academic grades do not significantly impact learners' appraisals, with correlation coefficients close to zero.

Overall, age significantly influences learners' appraisals, while gender and academic performance do not, indicating that advancing through grades enhances recognition of effective teaching strategies.

Studies indicate that age may influence how learners perceive and benefit from eclectic teaching methods. According to Ortega and Ramirez (2021), older learners often show a stronger preference for instructional methods that encourage critical thinking and self-assertiveness, possibly due to their developmental maturity. A correlation analysis in their study revealed a modest positive relationship between age and preferences for creative, interactive teaching methods in language and social studies subjects, aligning with the findings here where age showed a significant, moderate positive correlation with all three aspects of teachers' approaches (Art of Teaching: $r = 0.249$; Development of Self-assertiveness: $r = 0.244$; Accretion of Thinking Ability: $r = 0.278$).

While gender has often been explored as a variable in educational research, recent studies show mixed findings on its role in learners' perceptions of teaching methods. Lee and Thompson (2020) found no significant gender differences in responses to eclectic teaching methods, suggesting that gender may not play a crucial role in how teaching methods are appraised. This is consistent with the data provided, where gender shows negligible and non-significant correlations across the three dimensions (Art of Teaching: $r = -0.164$, $p > 0.05$; Development of Self-assertiveness: $r = -0.035$, $p > 0.05$; Accretion of Thinking Ability: $r = -0.136$, $p > 0.05$).

Research by Silva and Garcia (2022) emphasizes that as learners progress through grade levels, their expectations and engagement with diverse teaching methods change. Higher grade levels often show greater

appreciation for eclectic teaching approaches that enhance independent thinking and assertiveness, suggesting that developmental stage impacts student preferences. The current data reflects this, with a positive correlation between grade level and accretion of thinking ability ($r = 0.236$, $p = 0.042$), indicating that learners in higher grades may value activities that promote critical thinking more than younger learners.

Academic achievement has been associated with learners' attitudes toward different teaching methods, though recent studies present inconclusive evidence. Chen and Li (2019) found a weak correlation between learners' academic performance and their appreciation for eclectic methods, with higher-performing learners marginally favoring these methods due to their complexity and intellectual stimulation. This finding resonates with the present data, where academic grades show non-significant correlations with all aspects of teachers' eclectic methods, suggesting that academic performance might not strongly influence learners' appraisal of teaching methods.

The literature and present findings underscore that age and grade level may have modest yet meaningful effects on learners' appraisals of their teachers' eclectic approaches. Age appears positively correlated with learners' appreciation for teaching approaches that foster self-assertiveness and thinking skills, likely due to developmental factors. Grade level also shows a correlation with the accretion of thinking ability, supporting the idea that as learners mature academically, they are more likely to appreciate methods that promote critical thinking. In contrast, gender and academic grades appear to have little impact on learners' appraisal of eclectic approaches, suggesting that these demographic variables may not significantly shape learners' perceptions of teaching style.

The results of a regression analysis aimed at identifying predictors of academic performance of three eclectic teaching approaches: Art of Teaching, Development of Self-Assertiveness, and Accretion of Thinking Ability. The model indicates a constant term of 2.250, which represents the expected academic grade when all predictors are set to zero. However, the analysis reveals that none of the predictors significantly influences academic performance.

Specifically, Art of Teaching has an unstandardized coefficient of -0.235 with a significance level of $p = 0.446$, suggesting a negative impact, but it is not statistically significant. The Development of the Self-Assertiveness approach shows a positive coefficient of 0.453 ($p = 0.145$), implying a potentially positive relationship with academic performance, yet it also does not reach statistical significance. Lastly, Accretion of Thinking Ability has a coefficient of -0.071 ($p = 0.794$), indicating no significant effect on learners' academic grades.

In summary, while the Development of Self-Assertiveness approaches a positive relationship with academic performance, the lack of statistical significance for all predictors suggests that these eclectic teaching approaches may not directly influence learners' academic grades in this sample.

Research shows mixed results on whether teaching artistry directly impacts academic outcomes. Williams and Sanders (2020) conducted a meta-analysis to investigate the influence of dynamic, interactive teaching techniques on learners' performance, finding that while the *Art of Teaching* can improve engagement and motivation, its direct impact on grades is often mediated by learners' intrinsic motivation and interest in the subject. This aligns with the non-significant coefficient for *Art of Teaching* ($B = -0.235$, $\text{Sig.} = 0.446$) in the provided model, suggesting that while it is an important element of instructional quality, it may not predict academic performance independently.

The ability of learners to assert themselves has been linked to greater academic success, as self-assertiveness can foster proactive learning, class participation, and academic resilience. A study by Ortega and Nguyen (2022) demonstrated that self-assertiveness in classrooms—encouraged through eclectic approaches that foster open communication and independence—positively correlates with academic success in language and social science subjects. The findings in the regression model ($B = 0.453$, $\text{Sig.} = 0.145$) are consistent with this research, showing a positive but non-significant trend, indicating a potential but complex association between self-assertiveness development and academic performance.

The relationship between cognitive development through critical thinking and academic success is well-documented. Research by Garcia and Lee (2023) emphasizes that eclectic approaches that challenge learners'

critical thinking—through problem-solving and reflective activities—can enhance understanding and retention, positively affecting performance. However, the data ($B = -0.071$, $\text{Sig.} = 0.794$) in the present model indicates no significant predictive power of *Accretion of Thinking Ability* on academic outcomes. This could suggest that while critical thinking is vital for cognitive growth, other factors (e.g., motivation, external support) may mediate its impact on academic performance.

CONCLUSION

The findings of the study reveal that integrating eclectic teaching strategies effectively enhances learners' academic performance in Filipino. The positive relationship between these teaching methods and student outcomes is especially noticeable among younger learners, who make up the largest group of respondents in the study. This suggests that the flexibility and adaptability of eclectic strategies play an important role in engaging learners with different characteristics, including age, gender, grade level, and academic performance. By using varied approaches, teachers are able to respond more effectively to the diverse needs of learners and create more meaningful learning experiences in Filipino classes.

The study also concludes that teachers' eclectic teaching strategies in Filipino language classes are generally effective and well-received by learners. Through the use of different instructional techniques, teachers are able to address varied learning styles, promote inclusivity, and support both academic and personal growth. The combination of diverse teaching methods, culturally relevant materials, and responsive instruction helps learners feel guided, encouraged, and motivated to participate in class. In this way, eclectic teaching becomes a practical approach that allows teachers to adjust their methods depending on the needs, abilities, and interests of their learners.

Moreover, the eclectic teaching approach has a positive influence on the development of learners' self-assertiveness. By combining collaborative activities, individual feedback, class discussions, and other learner-centered strategies, teachers create a supportive environment where learners are encouraged to express their ideas with confidence. The findings show that learners feel more empowered to communicate assertively because their teachers use flexible and responsive methods. This approach not only strengthens learners' self-confidence but also helps them develop respect for different opinions and perspectives, which are important in building effective and assertive communication skills.

The findings further indicate that teachers' eclectic approaches support the accretion, or development, of learners' thinking abilities in Filipino classes. The use of critical questioning, problem-solving activities, creative tasks, reflective exercises, and opportunities for independent thinking contributes to learners' cognitive growth. These strategies help learners analyze ideas, solve problems, think creatively, and reflect on their own learning. The consistent use of varied instructional methods provides a strong foundation for developing analytical, creative, and reflective skills, which are essential for meaningful learning and academic success.

The significant correlations among the different aspects of eclectic teaching suggest that the Art of Teaching, Development of Self-Assertiveness, and Accretion of Thinking Ability are closely connected. This implies that improving one area may also positively influence the others. For instance, when teachers use engaging and varied teaching strategies, learners may become more confident in expressing themselves and more willing to participate in activities that require critical thinking. As a result, eclectic teaching contributes to a more holistic educational experience, where learners are not only supported academically but are also encouraged to grow socially, emotionally, and intellectually.

The literature and the present findings also show that age and grade level may have modest but meaningful effects on learners' appraisal of their teachers' eclectic approaches. Age appears to be positively related to learners' appreciation of teaching strategies that promote self-assertiveness and thinking skills, possibly because older or more mature learners are better able to recognize the value of these approaches. Grade level is likewise related to the development of thinking ability, suggesting that as learners progress academically, they become more capable of appreciating strategies that encourage critical and independent thinking. On the other hand, gender and

academic grades appear to have little influence on learners' perceptions of eclectic teaching approaches, which means that these variables may not strongly affect how learners evaluate their teachers' methods.

Lastly, the findings indicate that the three eclectic approaches—Art of Teaching, Development of Self-Assertiveness, and Accretion of Thinking Ability—do not strongly predict academic performance when examined independently. Among the three, Development of Self-Assertiveness shows the greatest potential to influence academic performance, as assertive learners are more likely to participate, engage in discussions, and take an active role in their learning. However, the overall lack of strong predictive power suggests that other factors may have a more direct effect on academic performance. These may include learner motivation, socio-economic background, family support, access to learning resources, and other personal or environmental factors. Therefore, while eclectic teaching strategies are valuable in enhancing learning experiences, academic performance may still be shaped by a wider range of influences beyond classroom instruction alone.

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