

Coordinated Teaching Strategies and Academic Consistency Among Grade 1 Public School Teachers

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Abstract. This study examined the extent of coordinated teaching strategies and their influence on academic consistency among Grade 1 public school teachers. The study utilized a quantitative-correlational research design to explore the relationship between instructional coordination and consistency in academic practices. A total of 120 Grade 1 public school teachers participated in the survey using validated Likert-type scales. Descriptive statistics, Pearson correlation, and multiple linear regression were employed to analyze the data. Findings revealed that all domains of coordinated teaching strategies, namely, consistency in lesson plans, collaborative curriculum development, shared teaching resources, cross-subject integration of activities, and professional collaboration, were perceived to be very extensively practiced. Similarly, academic consistency, measured in assessment alignment, use of common learning resources, implementation of common instructional strategies, and timely feedback, was also extensively manifested. A significant but weak positive relationship ($r = 0.244$, $p < .007$) was established between coordinated teaching strategies and academic consistency. Regression analysis identified shared teaching resources and professional collaboration as the strongest predictors of academic consistency. It recommends that educational leaders institutionalize collaborative planning, shared resource systems, and feedback mechanisms to strengthen coherence and consistency in instruction.

KEY WORDS

1. coordinated teaching strategies 2. academic consistency 3. social learning theory

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1. Introduction

Teaching elementary school-level poses unique challenges for teachers. Young learners at this stage have diverse developmental needs, and a teacher must adapt instructional strategies to accommodate various learning styles. Managing a broad spectrum demands a comprehensive skill set. Additionally, elementary learners often require a nurturing and patient approach as they transition from early childhood to formal education. Balancing the time and attention dedicated

to each subject becomes crucial, ensuring that fundamental concepts are effectively conveyed without overwhelming young minds. Assessing individual progress and providing timely feedback can be challenging when responsible for multiple subjects. Ensuring a strong foundation for future academic success at the elementary level is a global concern. To cultivate a love for learning across all subjects, it becomes essential to foster a positive and engaging class-

room environment. Despite the challenges, elementary school teachers play a crucial role in shaping the educational journeys of their students. This requires a multidimensional skill set and a deep commitment to the holistic development of their young charges (Wang et al., 2022). Many teachers resist coaching due to negative stigmas associated with it. However, it is important for them to understand how instructional transition coaching can help them overcome barriers and improve struggling student literacy. By closing the literacy gap, students will have access to research-based strategies that can help them master grade-level text and increase their chances of success in school. The growing availability of digital instructional tools and the heightened emphasis on student engagement have opened new possibilities for designing assignments in business management education. Alstete (2023) examined how multiple business simulations can be strategically integrated across a university-level business curriculum. These simulations may be progressively introduced with increasing assignment weight and coordinated scheduling throughout the program. Through the use of simulations, micro-simulations, and role-playing activities, students are provided with opportunities to engage in experiential learning within individual courses and across broader program structures. Gradually adjusting assignment weight is presented as an effective method to promote experiential learning while minimizing student risk. These instructional strategies contribute to a structured, digitally supported approach to experiential learning in contemporary business education. In the Philippines, Dong, et.al., (2023) coordinated teaching strategies aim to enhance the educational experience by fostering collaboration among educators to deliver cohesive and effective instruction. However, several challenges can arise when implementing such strategies. One major issue is the potential lack of alignment in teaching styles and

philosophies among educators. Coordinated teaching requires a shared vision and understanding of instructional goals, but differences in pedagogical approaches may lead to inconsistency and confusion for students. Logistical challenges, such as coordinating schedules for joint planning and collaboration, can impede the seamless execution of coordinated teaching strategies in some areas of Visayan Regions. Furthermore, disparities in expertise and experience among educators may result in unequal contributions, which can potentially reduce the overall effectiveness of the collaborative effort. To address these issues, ongoing communication, professional development, and a commitment to shared goals are essential. Educators need to work together in a cohesive manner, fostering an environment that enhances the learning experience for students. (Sadrudin, 2022). Ambarini et al. (2023) analyzed the teaching accomplishments of teacher students in creating lesson plans, enhancing teaching practices, and fostering teacher competency. The study examined the experiences of both supervisors and teacher students in executing instructional strategies. It was found that teachers who were able to design good lesson plans also demonstrated improved teaching practice. Additionally, the study showed that the micro teaching cycle helped to foster positive attitudes and motivation among teacher-students during peer teaching sessions. Furthermore, it was noted that this process also helped to improve their social competence and personality. Thus, collaborative planning among teachers facilitates the identification of cross-disciplinary themes, enabling educators to create meaningful and engaging lessons that reinforce key academic principles. Additionally, coordinated teaching promotes a uniform assessment framework, allowing educators to collectively evaluate students' progress and tailor interventions to address specific needs. Such consistency provides a solid academic foundation and promotes a pos-

itive learning environment, crucial for learners' transitions (Moon et al., 2022). In the Davao Region, particularly in the Mati Schools Division, academic consistency among elementary learners can be significantly enhanced through coordinated teaching strategies. These strategies present various opportunities for both educators and learners. This consistency helps young learners build connections between different concepts and skills, fostering a deeper understanding of the material. In Mati North East District, coordinated teaching facilitates the alignment of curriculum content and instructional strategies across subject areas, promoting a cohesive and integrated learning experience for students. However, there remains a critical need to reassess the implementation of coordinated teaching strategies to enhance collaboration and communication among Grade 1 educators. Strengthening professional relationships and fostering a culture of shared practices can contribute to the continuous improvement of instructional methods and, ultimately, student learning outcomes. In response to this need, the present study is undertaken.

study draws upon Albert Bandura's Social Learning Theory, which emphasizes the role of observation, modeling, and imitation in learning behaviors, attitudes, and outcomes. In the context of coordinated teaching strategies and academic consistency, the theory provides a valuable framework for understanding how educators engage in collaborative learning, adopt shared practices, and reinforce instructional coherence through mutual observation and professional interaction (Mokher et al., 2023). In examining the impact of coordinated teaching strategies on academic consistency, Social Learning Theory offers a foundational perspective for understanding how educators develop and reinforce effective practices through observation and interaction. Developed by Albert Bandura, the theory suggests that individuals learn not only through direct experience but

also by observing others' behaviors. Applied to this study, it helps explain how teachers engage in collaborative environments—such as joint planning and peer interactions—to adopt and refine instructional methods (Johnson Carpenter, 2022). Moreover, Social Learning Theory can explain how a group of educators collaboratively creates a set of aligned teaching methods, promoting a culture of cooperation and information sharing. Researchers can utilize this theory to understand the social interactions that lead to the acceptance and long-term use of coordinated teaching practices, resulting in educational uniformity among teachers. Leibold and Schwarz's (2022) Communities of Practice Theory, coined by Jean Lave and Etienne Wenger, emphasizes the social aspect of learning. This theory focuses on how individuals with common goals collaborate, share knowledge, and develop a shared identity. In teaching strategies, this theory may help examine how a community of teachers works together to create and maintain effective teaching practices that contribute to academic consistency. This study delves into how coordinated teaching strategies influence academic consistency. It highlights the wonderful collaborative dynamics among Grade 1 teachers within an educational community, all through the lens of the Communities of Practice theory introduced by Jean Lave and Etienne Wenger. This theory suggests that individuals with shared professional goals and interests form communities that collaborate, share knowledge, and develop a collective identity. (Davis, 2022). "Coordinated teaching strategies" is a theory that sheds light on how Grade 1 educators develop a shared set of teaching practices through collaborative processes and shared learning experiences. This theory helps researchers understand how teachers, through sustained interactions, work together to establish a professional community and contribute towards academic consistency. This study is based on the Communities of Practice Theory

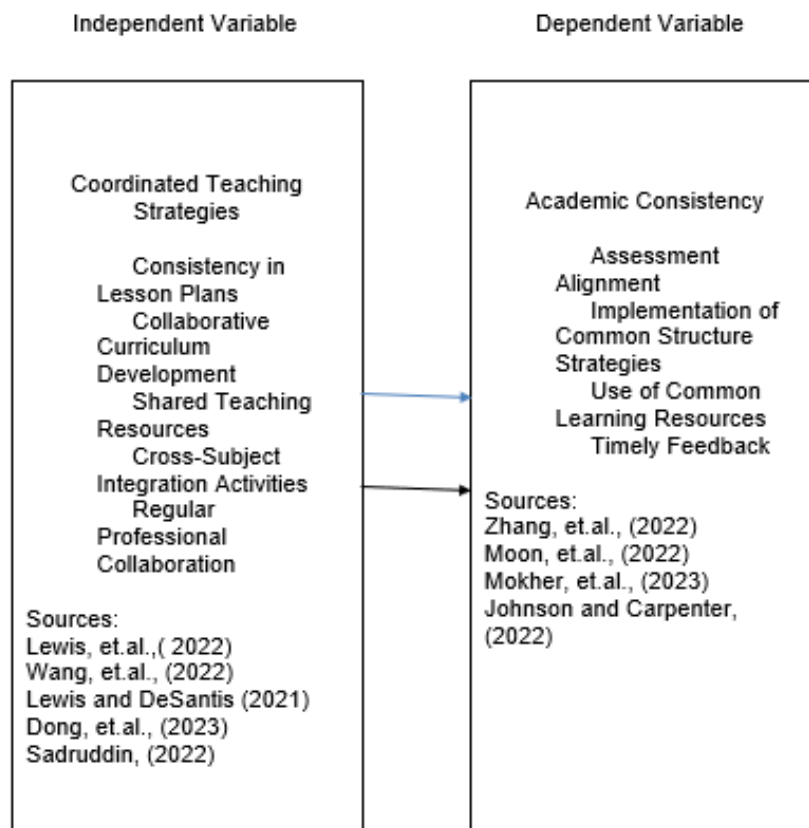


Fig. 1. Theoretical/Conceptual Framework

and investigates the educational community's social relationships, shared resources, and collective problem-solving mechanisms. It sheds light on the impact of these factors on the adoption and sustainability of coordinated teaching strategies among Grade 1 teachers (Moon et al., 2022).

2. Methodology

This chapter outlines the processes and steps for conducting the study. These steps include selecting the study design, choosing respondents and the sampling method, determining the research instruments for data collection, detailing the procedure, considering ethical considerations, and finally, analyzing the data. These steps are vital to guarantee appropriateness and accuracy, thereby establishing a robust process for data collection, analysis, and interpretation.

2.1. Research Design—The study utilized a descriptive-correlational research design, a non-experimental method that examines potential relationships between variables without applying manipulation. This approach focuses on identifying patterns and associations based on naturally occurring data. A non-experimental, descriptive-correlational research design was employed to examine the study's content. This design is chosen to investigate the degree to which various teaching strategies are related to academic consistency among Grade 1 teachers. Unlike experimental designs that involve manipulating variables, the non-experimental,

descriptive-correlational approach focuses on measuring and analyzing the existing relationships between variables. In this study, the variables of interest include implementing coordinated teaching strategies and the level of academic consistency observed among Grade 1 teachers. Using this research design, the study aims to describe and explain the relationships between these variables without intervening in the teaching strategies employed by the educators. The primary goal is to identify connections between the coordinated teaching approaches and the resulting academic consistency, allowing for insights into the effectiveness of these strategies. This research design is particularly suitable for exploratory studies seeking to establish a relationship between variables, providing a valuable framework for understanding how coordinated teaching strategies may impact academic consistency in the Grade 1 teaching context.

2.2. Ethical Consideration—Ethical considerations are crucial in upholding integrity and respecting individuals' rights in research and education. Within the framework of voluntary participation, ethics underscore the principle that individuals should make a willing and uncoerced choice to engage in any activity or study.

Voluntary Participation.

In my quantitative research, voluntary participation is crucial for upholding ethical standards and respecting participants' autonomy. It ensures that individuals can freely decide whether to participate without coercion or pressure. This approach fosters trust and cooperation, providing more reliable data and credible findings. To ensure genuine voluntary participation, I provide clear information about the research and obtain informed consent from participants. I avoid any form of coercion and allow participants to withdraw at any time without consequence. Overall, voluntary participation promotes ethical research practices and protects

the rights of participants.

Privacy and Confidentiality.

Privacy and confidentiality are key in my quantitative research. I collect data securely, ensuring only authorized access. During analysis, I anonymize responses to protect identities. When sharing findings, I avoid identifying individuals. I communicate clearly with participants about how their data will be used and stored, ensuring their privacy is respected. This safeguards ethical standards and boosts trust in the research.

They informed the Consent Process.

The informed consent process plays a vital role in our study. I make sure to explain everything clearly, including the purpose of the study, the procedures involved, and any potential risks. I also want to assure participants that their participation is completely voluntary, and they have the freedom to withdraw at any time if they choose. I obtain their consent before they participate and ensure ongoing respect for their autonomy. This process upholds ethical standards and protects participants' rights.

Risks

Addressing the risks involved in any activity or study is essential for maintaining ethical standards. This involves effective communication and the implementation of appropriate safeguards to protect the well-being of all participants. By doing so, we uphold the values of respect, responsibility, and empathy. We must ensure all individuals' welfare and strike a balance between potential benefits and potential harms

Benefits. Ethical practices in any field, whether education or professional interactions, involve transparently communicating the potential benefits to participants. By doing so, participants can make informed decisions about their participation. Researchers, educators, and professionals prioritize these benefits and ensure they are more significant than potential risks. In the research context, identifying potential

benefits for participants is paramount. These benefits may include acquiring new knowledge, contributing to advancements in a field, gaining access to valuable resources, or receiving personalized feedback that fosters personal growth.

Plagiarism.

Ethical considerations regarding plagiarism are essential for upholding academic and professional work's integrity, honesty, and originality. This compromise can have far-reaching consequences for scientific progress and public trust. Maintaining the accuracy and originality of ideas necessitates proper attribution of sources, and plagiarism detection tools are commonplace to ensure the authenticity of written work. By addressing plagiarism ethically, I affirm my commitment to respecting intellectual property, honesty, and integrity. This ethical approach preserves the credibility of academic and professional work and cultivates a culture of learning, collaboration, and originality within our educational and research communities.

Fabrication.

Fabrication undermines scientific credibility. I believe in ethical fabrication as it upholds accountability, truthfulness, and responsibility. This approach maintains the integrity of academic and professional endeavors, promotes a culture of authenticity and respect for facts, and advances knowledge based on accurate information.

Falsification.

Ethical considerations concerning falsification are essential for maintaining the credibility, honesty, and reliability of research, education, and professional interactions. Falsification involves manipulating, altering, or distorting data, results, or information to deceive or misrepresent the truth. Falsification undermines the fundamental principles of transparency, accuracy, and intellectual integrity central to ethical conduct. In research, falsification distorts the truth and compromises the validity of findings, undermining scientific inquiry's foundation. Fal-

sified data can lead to incorrect conclusions, skewed interpretations, and a distortion of the knowledge-building process, ultimately eroding the trustworthiness of research outcomes. Ethically addressing falsification upholds values such as honesty, transparency, and accountability. This approach not only preserves the integrity of academic and professional endeavors but also fosters a culture of integrity, accuracy, and commitment to pursuing genuine knowledge and understanding.

Conflict of Interest.

I prioritize stakeholder welfare and address conflicts ethically, upholding values such as transparency and impartiality. This approach fosters trust, accountability, and responsible stewardship of resources.

Deceit.

The principles of transparency and respect are fundamental to ethical conduct in research. Deceit needs to improve the credibility of findings and the trustworthiness of the scientific process. Falsifying or concealing data, methods, or results can lead to inaccurate conclusions, damaging the progress of knowledge and eroding the public's trust in research outcomes. Ethically addressing deceit upholds values such as truthfulness, integrity, and accountability. This approach not only preserves the integrity of academic and professional endeavors but also nurtures a culture of respect, transparency, and responsible dissemination of accurate and reliable information.

Permission from the Organization/Location.

Getting permission from the organization or location where research, education, or activities occur is a crucial ethical consideration that ensures respect, transparency, and responsible conduct. It becomes necessary when engaging in activities that may impact the organization's resources, reputation, or individuals associated with it. In research, obtaining permission from relevant institutions or organizations is pivotal for conducting studies involving data collection,

observations, or participant interactions. We uphold core values such as respect, responsibility, and transparency by addressing permission ethically. This safeguards the reputation and rights of organizations and cultivates an environment of collaboration, trust, and ethical conduct that benefits all stakeholders. Authorship.

Adhering to guidelines for accurately representing contributions maintains the integrity of scholarly work, fosters equitable collaboration, and upholds trust in the academic and research community.

2.3. Research Respondents—The respondents of the study were Grade 1 teachers from schools within Mati North East District, Mati City. Using the Raosoft sample size calculator, a random sample of 80 teachers was selected across the district. Participants were notified through both online and face-to-face channels, depending on the availability of internet connectivity. They were also given an orientation on the study's objectives, significance, and its relevance to their professional development. As outlined in their School Improvement Plans, the teachers surveyed actively and directly engaged in various school programs, projects, and activities. Beyond their curriculum implementation and delivery roles, these educators showcased proficiency in streamlining operational processes and employing effective school management strategies. Moreover, they demonstrated a commitment to enhancing the system for tracking teachers' performance and competence, aligning with the study's specific inquiries. Recognized as qualified professionals, these teachers have consistently contributed significantly to school improvement, fostering heightened awareness among learners in the context of the new regular learning system during the academic year 2023-2024. Additionally, they have regularly participated in seminars and training sessions, including SLAC

sessions, focusing on pedagogies, integrating pedagogical skills and advancing curriculum delivery systems. Moreover, the assumptions outlined in the respective class schedules during the data collection process were explicitly discussed with the respondents. Furthermore, adherence to health protocols was strictly enforced in compliance with Executive Order 31 S 2020, aiming to mitigate potential contamination risks.

2.4. Research Instrument—The instrument and its associated strands underwent a meticulous process to articulate a set of question items that addressed potential threats to the study's validity. As supported by the literature, the survey items were adapted from previously reviewed studies. The questionnaire consisted of two main sections. The first section assessed the extent of coordinated teaching strategies, focusing on areas such as consistency in lesson planning, collaborative curriculum development, shared instructional resources, integration of cross-subject activities, and regular professional collaboration. The second section evaluated academic consistency, specifically in terms of assessment alignment, implementation of common instructional approaches, utilization of shared learning materials, and the provision of timely feedback. To ensure the reliability and validity of the instrument, the survey items underwent test-retest analysis and reliability testing using Cronbach's Alpha at a 0.05 level of confidence. The resulting coefficient was 0.869, indicating a high level of internal consistency among the constructs (Pallant, 2020). Responses were collected using a 5-point Likert scale, designed to measure the degree of implementation of coordinated teaching strategies across the identified indicators. Descriptive ratings and corresponding interpretations were applied to analyze the responses.

2.5. Data Gathering Procedure—

Scale Descriptive Ratings and Interpretation for Coordinated Teaching Strategies / Academic Consistency

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The coordinated teaching strategies / academic consistency is always manifested
3.40 – 4.19	Extensive	The coordinated teaching strategies / academic consistency is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The coordinated teaching strategies / academic consistency is sometimes manifested
1.80 – 2.59	Less Extensive	The coordinated teaching strategies / academic consistency is rarely manifested
1.00 – 1.79	Not Extensive	The coordinated teaching strategies / academic consistency is not manifested

Several crucial steps are involved in the research project's data-gathering procedure, one of which is ethically acquiring permission to conduct the study. This step is essential for upholding fundamental principles such as respect, transparency, and responsible research conduct. The guidelines for this process adhere to the policies of Rizal Memorial Colleges. As part of the formal request, researchers delineate their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. This communication proactively addresses anticipated concerns or questions from recipients, providing assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success. Permission to Conduct the Study. Prior to data collection in May 2024, the researcher secured the required approvals from key authorities, including the research adviser, the Dean of Rizal Memorial Colleges, and the top officials of the DepEd Mati City Division, following for-

mal procedures. This process entailed the submission of a detailed research proposal outlining the study's design, methodology, ethical considerations, and anticipated outcomes. Clear information regarding the study's objectives, data collection methods, and analytical procedures was communicated to the concerned stakeholders. In June 2024, the researcher ensured that all selected participants were thoroughly informed about the study's nature, their rights, and the extent of their involvement. Informed consent was obtained prior to participation. During the first week of July 2024, the researcher facilitated the distribution and retrieval of questionnaires using a consistent and organized approach to promote data accuracy and reliability. Ensuring data reliability is vital, as it confirms that findings are dependable and reproducible. Inaccurate or inconsistent data can lead to misleading conclusions. Furthermore, applying appropriate statistical procedures is essential for identifying patterns, trends, and relationships within the dataset, thereby supporting valid and evidence-based interpretations.

2.6. Data Analysis—

Mean scores and standard deviations were utilized to address the first two research problems concerning the extent of coordinated teaching strategies and the extent of academic consistency in the Mati North East District, under the Mati City Schools Division. To determine the strength and direction of the relationship between coordinated teaching strategies and academic consistency, the Pearson Product-Moment Correlation Coefficient (Pearson-r) was employed. For the fourth research problem,

which focused on identifying which indicators of coordinated teaching strategies significantly influence academic consistency, Simple Linear Regression analysis was conducted, guided by the methodological frameworks of Pallant (2000) and Gujarati (2000). All data were processed and analyzed using the Jeffrey's Statistics Amazing Program (JASP), version 0.12.2. Upon completion of the analyses, the results were interpreted and discussed accordingly.

3. Results and Discussion

This chapter analyzes findings from the data. analysis on coordinated teaching strategies and academic consistency among Grade 1 public school teachers. Results align with the research questions, emphasizing how teaching coordination impacts instructional alignment, content delivery, and learner outcomes. Descriptive and inferential statistics reveal patterns that offer insights into how collective pedagogical practices enhance consistent academic performance. The discussion connects these findings to relevant literature and theoretical frameworks, underscoring implications for instructional planning, collaborative teaching, and early primary educational policy.

3.1. Extent of Coordinated Teaching Strategies—Coordinated teaching strategies entail deliberate collaboration among educators to align instructional methods, curricular content, and assessment practices, ensuring consistency and coherence in student learning experiences. Recent studies underscore the significance of such collaboration in enhancing instructional quality and academic outcomes. Research highlights that when teachers synchronize their instructional approaches, students benefit from a more interconnected and comprehensive learning experience, which supports long-term retention and more profound understanding (Research.com, 2024). Moreover, coordinated strategies facilitate sharing best practices among educators, leading to refined teaching methods and improved classroom management techniques. This collaborative approach fosters a cohesive curriculum delivery and promotes higher student engagement and motiva-

tion, as lesson plans become more interactive and inclusive (Research.com, 2024). Implementing coordinated teaching strategies is particularly pertinent in early education settings, such as Grade 1 classrooms, where establishing a consistent and supportive learning environment is crucial for foundational skill development. Summary of the Extent of Coordinated Teaching Strategies

Table 1 presents the perceptions of 120 Grade 1 public school teachers regarding the extent of coordinated teaching strategies implemented in their educational settings. The data indicate a uniformly high level of agreement across all five indicators, with mean scores ranging from 4.29 to 4.59 on a 5-point Likert scale. Each item received a descriptive interpretation of "Very Extensive," culminating in an overall mean of 4.41, which also falls within the "Very Extensive" category. The highest-rated item (Mean = 4.59) pertains to consistency in lesson

plans, suggesting that educators place significant value on maintaining uniformity in instructional planning to ensure a cohesive learning experience for students. Collaborative curriculum development (Mean = 4.52) and shared teaching resources (Mean = 4.36) also received high ratings, indicating the importance of joint

efforts in curriculum design and resource utilization. Cross-subject integration of activities (Mean = 4.29) and regular professional collaboration (Mean = 4.32) further emphasize the role of interdisciplinary approaches and continuous teacher collaboration in enhancing instructional quality.

Table 1. The Extent of Coordinated Teaching Strategies

No	Coordinated Teaching Strategies	n	Mean	Descriptive Interpretation
1	Consistency in Lesson Plans	120	4.59	Very Extensive
2	Collaborative Curriculum Development	120	4.52	Very Extensive
3	Shared Teaching Resources	120	4.36	Very Extensive
4	Cross-Subject Integration of Activities	120	4.29	Very Extensive
5	Regular Professional Collaboration	120	4.32	Very Extensive
Overall Mean		120	4.41	Very Extensive

The findings from Table 6 underscore the critical role of coordinated teaching strategies in promoting instructional coherence and enhancing student learning outcomes. The high mean scores reflect a consensus among educators on the importance of aligning lesson plans, collaborating on curriculum development, sharing teaching resources, integrating activities across subjects, and engaging in regular professional collaboration. Recent studies corroborate these findings. Zuo, Doan, and Kaufman (2023) highlight that teachers who frequently engage in collaborative professional learning exhibit higher levels of standards-aligned instructional practices, contributing to enhanced instructional coherence and effectiveness. Similarly, a study by Richit et al. (2024) emphasizes that professional collaboration among elementary school teachers fosters effective communication, joint decision-making, and mutual

support, improving instructional quality and student outcomes. Furthermore, the systematic review conducted by Vangrieken, Boon, and Kyndt (2022) identifies key characteristics of effective teacher collaboration, including shared goals, mutual respect, and collective responsibility, which align with the high ratings observed in Table 6. Additionally, the study by Park and Datnow (2022) emphasizes the significance of data-driven decision-making and instructional coherence in promoting academic consistency through teacher collaboration. In conclusion, the data presented in Table 6, supported by contemporary research, affirm the extensive implementation and perceived value of coordinated teaching strategies among Grade 1 public school teachers. These practices enhance instructional quality and contribute to a more integrated and equitable educational experience for students.

3.2. Extent of Academic Consistency— Academic consistency refers to the sustained alignment of instructional content, teaching methods, learning outcomes, and assessment practices across different subjects, grade levels, or instructional periods. It ensures students receive a coherent and continuous learning experience, regardless of the teacher, subject area, or context. Academic consistency supports mastery of core competencies by minimizing instructional gaps and reinforcing previously learned concepts through deliberate curriculum coordination. As noted by Park and Datnow (2022), consistent academic practices foster equity, reinforce high expectations, and improve student performance by maintaining stability and clarity in the learning process across classrooms and instructional teams. Summary of the Extent of Academic Consistency

Table 2 presents a comprehensive summary of the extent of academic consistency as perceived by 120 Grade 1 public school teachers. The table encompasses four key components: assessment alignment (Mean = 4.24), implementation of common instructional strategies (Mean = 4.29), use of common learning resources

(Mean = 4.27), and timely feedback (Mean = 4.30). Each component received a "Very Extensive" descriptive interpretation, culminating in an overall mean of 4.27. These findings indicate a strong consensus among educators on the consistent application of these elements, reflecting a robust commitment to maintaining academic consistency across various instructional domains. The high mean scores across all components underscore the integral role of academic consistency in enhancing educational outcomes. Recent studies have emphasized the importance of aligning assessment practices with learning objectives to promote constructive alignment, thereby facilitating deeper learning experiences. Moreover, implementing common instructional strategies has been linked to improved student engagement and performance, as consistency in teaching methods helps set clear expectations and learning pathways. The use of shared learning resources ensures equitable access to quality materials, fostering an inclusive learning environment. Timely feedback has been identified as a critical factor in supporting student learning and growth, enabling learners to make prompt adjustments and improvements.

Table 2. Summary of the Extent of Academic Consistency

No	Academic Consistency	n	Mean	Descriptive Interpretation
1	Assessment Alignment	120	4.24	Very Extensive
2	Implementation of Common Instructional Strategies	120	4.29	Very Extensive
3	Use of Common Learning Resources	120	4.27	Very Extensive
4	Timely Feedback	120	4.30	Very Extensive
Overall Mean		120	4.27	Very Extensive

In conclusion, the data presented in Table 11, supported by contemporary research, affirm the extensive implementation and perceived value of academic consistency practices among Grade 1 public school teachers. These practices

enhance instructional quality and contribute to a more integrated and equitable educational experience for students.

3.3. Relationship Between Coordinated Teaching Strategies and Academic Consisten-

cy—Table 3 presents the statistical analysis examining the relationship between Coordinated Teaching Strategies and Academic Consistency among Grade 1 public school teachers. The Pearson correlation coefficient ($r = 0.244$) indicates a weak positive correlation between the two variables. The associated p-value ($p = .007$) is below the conventional significance threshold of

0.05, leading to the rejection of the null hypothesis (H_0), which posited no significant relationship between Coordinated Teaching Strategies and Academic Consistency. This finding suggests that as the implementation of coordinated teaching strategies increases, there is a corresponding, albeit modest, enhancement in academic consistency within the educational setting

Table 3. Significant Relationship between Coordinated Teaching Strategies and Academic Consistency

Variables	r-value	p-value	Interpretation	Decision
Coordinated Teaching Strategies	0.244	< .007	Significant	Reject H_0

*significant at $p < 0.05$.

Correlation strength guide: Perfect ($r = 1.0$); Strong ($0.7 \leq r < 1.0$); Moderate ($0.3 \leq r < 0.7$); Weak ($0 < r < 0.3$); No Correlation ($r = 0$).

Recent empirical studies support the existence of a positive relationship between teaching strategies and academic outcomes. For instance, Lamaro and Anena (2024) found significant positive correlations between various teaching methods such as project-based learning, group discussions, and role-play and students' academic performance in Ugandan secondary schools. Their study reported correlation coefficients ranging from 0.310 to 0.391, indicating that interactive and student-centered teaching strategies can positively influence academic achievement. Similarly, Han (2021) investigated the impact of different teaching strategies on student engagement and teachers' self-concept in Australian primary schools. The study revealed that strategies like scaffolding and active learning positively contributed to student engagement, a critical component of academic success. These findings underscore the importance of employing diverse and interactive teaching methods to foster a consistent and effective learning environment. Furthermore, a study by Pizon and Ytoc (2021) explored the interrelated impact of teaching strategies, mo-

tivation, attitude, and learning styles on mathematics performance among college students. The path analysis indicated that teaching strategies directly and indirectly affect academic performance, highlighting their role in promoting academic consistency. In conclusion, the data from Table 12, corroborated by contemporary research, affirm that coordinated teaching strategies significantly enhance academic consistency. While the correlation is modest, the consistent positive associations across various studies emphasize the value of strategic instructional approaches in promoting a cohesive and effective educational experience.

3.4. Domain of Coordinated Teaching Strategies that Significantly Influence Academic Consistency—The Model Summary presents two regression models used to examine the extent to which the independent variables, Consistency in Lesson Plans (CLP-AVE), Collaborative Curriculum Development (CCD-AVE), Shared Teaching Resources (STR-AVE), Cross-Subject Integration of Activities (CSIA-AVE), and Professional Collaboration (PC-AVE), predict the dependent variable, Academic Consis-

tency.

The results reflect recent findings in the literature that emphasize the critical role of resource sharing and professional collaboration in driving academic consistency. For instance, Polikoff and Dean (2022) argue that consistent access to shared, high-quality teaching materials reinforces curricular coherence across subjects and classrooms. Vangrieken et al. (2022) further assert that professional collaboration leads to pedagogical alignment, shared expectations, and improved instructional fidelity. Moreover, Zuo, Doan, and Kaufman (2023) highlight that collaborative professional learning and collective instructional practices significantly correlate with consistent student experiences and improved academic outcomes. While curriculum planning and lesson consistency are foundational, their lack of statistical significance in this model may indicate that these components need to be supported by stronger implementation structures or institutional coherence to produce measurable effects. The linear regression analysis highlights the significant influence of Shared Teaching Resources (STR) and Professional Collaboration (PC) on Academic Consistency. This evidence underscores the interconnectedness of Albert Bandura's Social Learning Theory, general Social Learning Theory, and Communities of Practice (CoP) Theory, all emphasizing the social dimensions of learning. Bandura's theory posits that learning occurs through observation, imitation, and modeling within a social context, where individuals acquire new behaviors by watching others, considering consequences, and replicating behaviors. This theory integrates cognitive processes with behavioral learning, emphasizing attention, retention, reproduction, and motivation in learning. General Social Learning Theory expands on Bandura's work by incorporating a broader range of social interactions and con-

texts. It underscores the idea that people learn from one another through observation, imitation, and modeling, and that social context and interactions play a crucial role in the learning process. Communities of Practice (CoP) Theory, developed by Lave and Wenger, describes learning as a process of social participation. In CoPs, individuals engage in collective learning in a shared domain of human endeavor. Members of a CoP share a concern or a passion for something they do and learn how to do it better through regular interaction. This theory emphasizes the importance of social relationships and shared practices in developing knowledge and skills. The significant impact of STR and PC on Academic Consistency aligns with these theories. Shared Teaching Resources facilitate observational learning by providing consistent materials that educators can model and adapt. Professional Collaboration fosters an environment where educators engage in mutual understanding, reflecting the principles of CoPs. Talafian et al. (2023) examined the development of physics teachers through a Community of Practice model, highlighting the role of social learning in professional development. Another study by Cheng and Hill (2022) analyzed participation in online communities, demonstrating how peripheral legitimate involvement, a concept from CoP Theory facilitates learning through social engagement. In summary, the findings from the regression analysis not only validate the significance of STR and PC in promoting Academic Consistency but also reinforce the theoretical frameworks of Bandura's Social Learning Theory, general Social Learning Theory, and Communities of Practice Theory. These theories collectively emphasize that learning is deeply embedded in social contexts and interactions, which are critical for achieving consistent and effective educational outcomes

Table 4. Regression Coefficient Analysis of the Domain of Coordinated Teaching Strategies that Significantly Influence Academic Consistency

Model	Variable	Unstandardized	Standard Error	Standardized	t	p	Decision
M ₀	(Intercept)	4.282	0.019	–	224.781	<.001	–
M ₁	(Intercept)	3.462	0.610	–	5.673	<.001	–
	CLP (Consistency in Lesson Plans)	-0.127	0.086	-0.122	-1.470	0.144	Accept Null
	CCD (Collaborative Curriculum Dev.)	-0.059	0.072	-0.069	-0.824	0.412	Accept Null
	STR (Shared Teaching Resources)	0.190	0.045	0.397	4.242	<.001	Reject Null
	CSIA (Cross-Subject Integration)	0.001	0.038	0.003	0.034	0.973	Accept Null
	PC (Professional Collaboration)	0.192	0.041	0.430	4.709	<.001	Reject Null

4. Conclusions and Recommendations

This chapter presents the conclusions derived from the analysis and interpretation of the findings discussed in the previous chapter. It outlines the significant insights gained regarding the extent and influence of coordinated teaching strategies on academic consistency among Grade 1 public school teachers. The conclusions are drawn to the research objectives and hypotheses, while also reflecting on the theoretical underpinnings of the study. Additionally, this chapter offers evidence-based recommendations to enhance instructional practices and sustain academic consistency, particularly in the context of early grade education. These recommendations are intended to inform school leadership, curriculum developers, and policymakers in their efforts to foster more cohesive, collaborative, and effective teaching and learning environments.

4.1. Findings—The following are the findings of the study:

The study revealed that the extent of coordinated teaching strategies among Grade 1 public school teachers was pervasive across all measured domains. Specifically, consistency in lesson plans obtained the highest mean ($M = 4.59$), indicating a strong practice of maintaining aligned instructional approaches across subjects. Collaborative curriculum development ($M = 4.52$) was also rated very extensive, reflecting educators' engagement in joint curriculum design to ensure instructional coherence. Shared teaching resources ($M = 4.36$) demonstrated a high level of collaboration in resource utilization, supporting consistency in instructional content. Similarly, cross-subject integration of activities ($M = 4.29$) and regular professional collaboration ($M = 4.32$) were both rated pervasive, affirming the strong collaborative culture in teaching practice. In terms of academic consistency, the findings also indicated a very extensive level of implementation across all domains. Timely feedback emerged as the highest-rated factor ($M = 4.30$), emphasizing the importance of prompt and constructive performance responses in maintaining consistent learning progress. This was followed closely by the implementation of common instructional strategies ($M = 4.29$), the use of common learning resources ($M = 4.27$), and assessment alignment ($M = 4.24$), all contributing significantly

to a cohesive and equitable educational experience for learners. The study further revealed a significant relationship between coordinated teaching strategies and academic consistency, as evidenced by a Pearson correlation coefficient of $r = 0.244$ with a p -value $< .007$. Although the correlation is statistically weak, it confirms that improvements in coordinated instructional practices are positively associated with the consistency of academic delivery. Among the domains of coordinated teaching strategies, shared teaching resources (STR) and professional collaboration (PC) were found to influence academic consistency significantly, with standardized beta values of $B = 0.397$ and $B = 0.430$, respectively (both with $p < .001$). These findings indicate that educators' collective use of instructional materials and sustained professional collaboration are the strongest contributors to promoting consistent academic standards and practices within the school setting.

4.2. Conclusions—The following are the conclusions: The study concludes that Grade 1 public school teachers extensively implement coordinated teaching strategies across all measured domains. The highest manifestation was observed in the consistency of lesson plans, followed closely by collaborative curriculum development, shared teaching resources, cross-subject integration of activities, and regular professional collaboration. This indicates that educators are systematically aligning instructional

practices to promote cohesive learning experiences. The extent of academic consistency was also rated as very extensive, suggesting that aligned assessment practices, common instructional strategies, shared learning materials, and timely feedback are consistently observed in the teaching and learning processes. These practices contribute to stable, equitable, and structured academic environments for early-grade learners. The significant positive relationship between coordinated teaching strategies and academic consistency affirms that collaborative and unified instructional practices have a meaningful effect on ensuring consistency in educational delivery. While the correlation is statistically weak, its significance implies that teacher coordination improvements are associated with more consistent learning outcomes. Among the domains examined, shared teaching resources and professional collaboration emerged as the most significant predictors of academic consistency. This highlights the critical importance of resource-sharing mechanisms and professional learning communities in fostering a unified pedagogical approach across classrooms. The findings support the theoretical assumption that learning is a socially constructed process, aligned with Bandura's Social Learning Theory and Wenger's Communities of Practice. Teachers' coordinated actions, shared materials, and collaborative environments promote instructional consistency and sustain a culture of mutual learning and pedagogical alignment in the foundational years of education.

4.3. Recommendations—The following are the recommendations tailored for DepEd supervisors, school heads, and aligned with key policy frameworks such as the Philippine Professional Standards for School Heads (PPSSH) and the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST): DepEd supervisors and school heads are encouraged to institutionalize coordinated teaching strategies by

embedding collaborative instructional planning in the School Learning and Development (SLD) agenda. This may include regular conduct of Learning Action Cell (LAC) sessions aligned with PPSSH Domain 2 (Instructional Leadership) to ensure consistency in lesson delivery and curriculum integration. School leaders may facilitate the development and centralized management of shared teaching resources through learning resource portals or physical repositories. This aligns with PPSSH Strand 4.2 (Managing School Resources) and supports teachers' performance under RPMS-PPST Objective 4 (Planning and delivering teaching strategies that are responsive to the needs of learners). Communities of Practice (CoP) should be actively supported at the school or district level to foster professional dialogue and reflective teaching. Through CoPs, teachers can engage in joint problem-solving, resource-sharing, and instructional alignment, reinforcing PPSSH Strand 1.4 (Developing a Learning Culture) and RPMS-PPST Objective 5 (Applying knowledge of content within and across curriculum teaching areas). Instructional leaders should conduct regular quality assurance on assessment alignment and feedback practices to ensure that evaluation tools are coherent with learning standards. This reinforces PPSSH Domain 3 (Creating a Student-Centered Learning Climate) and supports the fulfillment of RPMS-PPST Objective 6 (Using strategies for feedback and assessment that guide student learning). Timely and meaningful feedback mechanisms must be strengthened within instructional supervision protocols. Teachers should be guided to provide prompt and actionable feedback to learners by RPMS-PPST Objective 6 and in alignment with the DepEd Order on Formative Assessment (e.g., DO 8, s. 2015). Professional development programs under the HRDD and NEAP frameworks should prioritize training on instructional coherence, curriculum mapping, and collaborative teaching practices. This will enhance teach-

ers' capability to ensure consistency across lesson plans, learning materials, and classroom assessments, aligned with the National Educators Academy of the Philippines (NEAP) Transformation Framework. Further research is recommended to explore the influence of leadership behaviors, organizational culture, and teacher self-efficacy on academic consistency. Mixed-methods research may offer more nuanced insights into how coordinated strategies can be sustained across diverse school contexts

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