

# Strategy Evaluation in Teaching Strategies: A Systematic Literature Review

Shane P. Lupina\*, William Jr G. Ganzon\*\*, Romela T. Pangandoyon\*\*\*, Melanie O. Mandin\*\*\*\*

Teacher III, DepEd Tagum City\*  
Teacher I, DepEd Davao City\*\*  
SEPS, DepEd Davao Del Norte\*\*\*  
SEPS, DepEd Davao Del Norte\*\*\*\*

DOI: 10.29322/IJSRP.13.05.2023.p13739

<http://dx.doi.org/10.29322/IJSRP.13.05.2023.p13739>

Paper Received Date: 1<sup>st</sup> April 2023

Paper Acceptance Date: 14<sup>th</sup> May 2023

Paper Publication Date: 20<sup>th</sup> May 2023

**Abstract-** This systematic review focuses on the various literature on strategy evaluation in teaching strategies. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework was utilized in this systematic review. In the process of gathering the literature, Google Scholar was utilized as a search index. Qualified related pieces of literature published in 2020-2022 were exported to Endnote and duplicated studies were deleted. In addition, thematic analysis was employed in analyzing the data. Based on the comprehensive review of the nine articles, two themes emerged, namely: enhancing quality teaching and elevating student performance. This implies that strategy evaluation in teaching strategies is significant for the teachers for their quality teaching and students for their active performance in class. A systematic review of systematic reviews on the strategy evaluation in teaching strategies may be investigated in the future.

**Index Terms-** Strategy Evaluation; Teaching Strategies; Education; PRISMA; Systematic Review

## I. INTRODUCTION

The strategy evaluation emphasizes efficacy in responding to new difficulties to attain strategic goals (Johnson & Scholes, 2002). Moreover, strategy evaluation is needed to identify appropriate interventions for schools or education in general (Moran et al., 2019) and to monitor the progress (Harper-Young, 2018). Furthermore, strategy evaluation provides the school with knowledge of the root cause of failure in reaching the strategic goal. Indeed, strategy evaluation saves the school against possible failure (Dubihlela & Sandada, 2014).

In education, strategy evaluation guarantees that schools adapt their strategies to potential environmental changes (Hieu & Nwachukwu, 2019). In relation to changes, nearly every profession, including education, has been significantly impacted by COVID-19 (Ahmed et al., 2021). It has changed the educational landscape of the Philippines and significantly changed learning modalities (Ganzon & Edig, 2022). In addition, the Asia-Pacific region's educational systems have not been well prepared for this circumstance, nor have they had access to sufficient resources for a significant restructuring of education (UNESCO, 2021). Despite the tremendous global social influence of the COVID-19 pandemic, educational institutions must cope with the change (Ratten & Jones, 2020). Therefore, considering the current situation, it is necessary to revisit the educational strategies (Smith, 2021).

Several studies have been conducted exploring strategy evaluation in education (Irmayani et al., 2018; Young, 2018; Moran et al., 2019; Garira, 2020; Hidayati et al., 2020; Victor et al., 2020; Yang et al., 2020; Sutadji et al., 2021; and Digo, 2022); however, the researchers did not come across any research study that uses systematic review on strategy evaluation in teaching strategies. Thus, the researchers are determined to do this systematic review. Moreover, this systematic review utilized Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) in a journal.

## II. METHODOLOGY

This section explains how a systematic literature review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement is used to extract related studies on the strategy evaluation in teaching strategies. The PRISMA provides a consistent methodology for conducting systematic literature reviews utilizing a precise set of standards of reviews (Page et al., 2021). Choosing a search database, using a keyword search, gathering reference

materials, doing content analysis by detecting the evidence of strategy evaluation in teaching strategies, and assessing the relevance and redundancy of the initial list are the first steps in the process.

Google Scholar was the search index utilized in the literature review. Further, Endnote Referencing System Software was utilized in storing articles relevant to the reviewers' objective and the only software used to detect redundancy of the articles. Google Drives, Forms, and Sheets were also utilized in the online storage, identification and distribution of qualified articles to be reviewed. Finally, the review's findings are presented using descriptive statistics.

The research question below served as the review's objective:

1. What evidence in systematic literature is there for strategy evaluation in teaching strategies?

### III. SELECTION OF DATABASES

The Google Scholar Search database was used to collect a broad range of peer-reviewed papers from credible sources. Only pertinent journal articles were extracted from the database to ensure thorough coverage of publications essential in extracting the evidences of strategy evaluation in teaching strategies.

### IV. COLLECTION OF ARTICLES

Reviewing the literature that focused on the strategy evaluation in teaching strategies has yet to be comprehensively explored in the systematic review. Figure 1 presents the process of generating the final list of strategy evaluation in teaching strategies through the PRISMA statement. Google Scholar search index was the database used in finding the related literature using the keywords: strategy evaluation in teaching strategies teaching OR strategies "strategy evaluation" using advanced search and Boolean Effect Factor that yielded about 2,620 article results. Afterward, eligibility criteria were employed that filtered the studies based on the year of publication (i.e., 2020-2022), document type (i.e., articles), source types (i.e., journal), and methodology (i.e., quantitative, qualitative, and mixed method).

Moreover, qualified studies were extracted on the EndNote Referencing System, where duplicated studies were automatically deleted, and eligible studies were stored for review. There were 312 articles screened based on the filtered criteria. With these, nine (9) articles were determined to be adequate and appropriate for the study. Table 2 shows the list of the nine (9) journals with the publication year, authors, journal name, and title of the study.

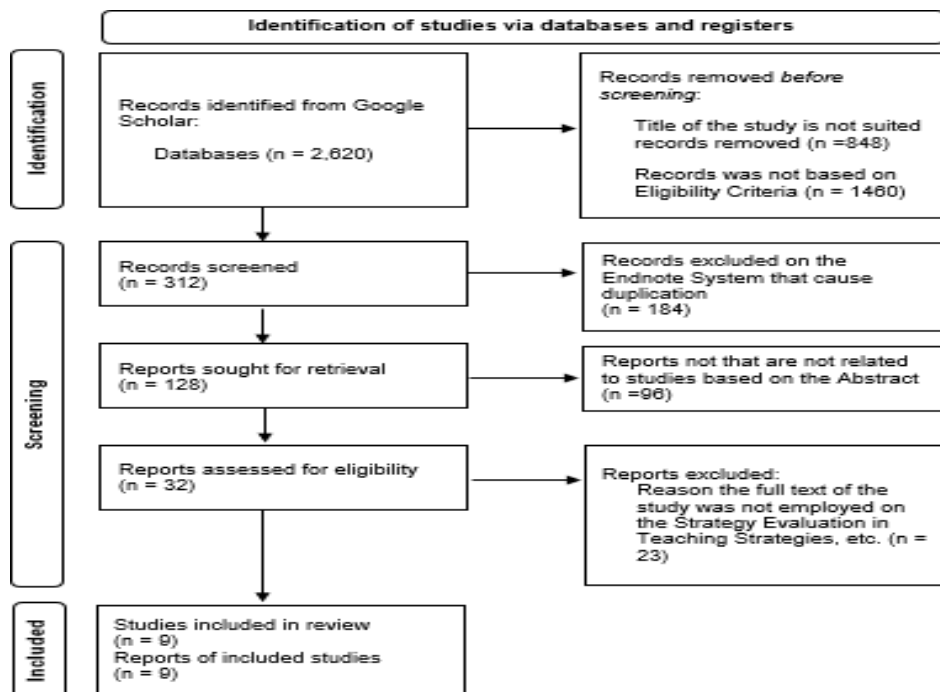


Figure 1. Presentation items for the systematic review (adapted from the PRISMA 2020 statement)

**INCLUSION AND EXCLUSION CRITERIA**

Studies were included if they (1) involved strategy evaluation in teaching strategy both in public and private basic and higher education institutions. As presented in Table 1, qualitative, quantitative, and mixed methods studies were included, and there were no criteria placed on the research design. Studies written in languages other than English, published before 2020, unreachable through the Google Scholar search index, and pertaining to strategy evaluation but not the targeted issue were eliminated.

<b>Eligibility</b>	<b>Inclusion</b>	<b>Exclusion</b>
<b>Time Frame</b>	2020-2022	Below 2020
<b>Language</b>	English	Other Languages
<b>Methodology</b>	Qualitative/Quantitative/Mixed Method	
<b>Electronic Databases</b>	Google Scholar	Other Sources/Inaccessible Studies
<b>Publication Status</b>	Published Thesis, Dissertation and Journals	
<b>Focus Area</b>	Basic Education and Higher Education	
<b>Area</b>	Worldwide	

Table 1. Inclusion and Exclusion Criteria of the Study

**DATA SCREENING AND EXTRACTION**

The four reviewers (SL, WG, RP, and MM) initially screened the titles of the retrieved literature in accordance with the inclusion criteria. Using the Endnote Application, duplicate studies and those that appeared to have little to do with strategy evaluation in teaching strategies were removed. The remaining articles were downloaded onto a single Google Drive created and distributed to the four reviewers (SL, WG, RP, and MM), who examined each one according to the criteria separately. The remaining articles were once more downloaded into a single Google Drive and assigned to the four reviewers (SL, WG, RP, and MM), who read the full text of the literature after an abstract screening was reviewed. Finally, the four reviewers (SL, WG, RP, and MM), filled in the details in Google Forms and uploaded the qualified articles with the summary of results and discussions.

<i>ID</i>	<i>Title of the Study</i>	<i>Author/s, Year</i>	<i>Country</i>	<i>Methods</i>	<i>Research Focus</i>
1	Development and Pre-Use Evaluation of Instructional Materials in Undergraduate Animal Science Courses for Agriculture Programs	Nicolas, HJ (2020)	Philippines	Descriptive Development Research	Evaluation of Instructional Materials following ADDIE Model
2	Incorporating active learning activities to the design and development of an undergraduate software and web security course	Srivatanakul, T., & Annansingh, F. (2022)	New York, USA	Qualitative Research	A course evaluation to promote active learning in Cybersecurity Courses
3	Analysis of the teaching quality on deep learning-based innovative ideological political education platform	Yun, G., Ravi, R. V., & Jumani, A. K. (2022)	Pakistan	Quantitative	An evaluation to improve the teaching quality fund/ing and trading.

4	Two Edges of Sword Strategy of Strategy-Based Instruction (SBI) and Implicit Task-Based Instruction on EFL Performance	Marzuki, D (2022)	Indonesia	Experimental	To investigate the effects of two classroom instructions through performance evaluation
5	Adaptation strategy of authentic assessment in online learning during the covid-19 pandemic	Sutadji, et. al (2021)	Indonesia	Development Research	Validation of Instructional design for authentic online assessments and evaluation
6	Improving Collaborative Teaching Practices in Grade 10 Science Through Action Research	Cortes & Mistades, (2022)	Philippines	Qualitative	To assess the improvement in the collaborative teaching
7	Learners' Listening Skill and Metacognitive Awareness through Metacognitive Strategy Instruction with Pedagogical Cycle	Robillos & Bustos (2022)	Thailand	Sequential Mixed Method	Investigate through performance evaluation whether metacognitive strategy instruction with pedagogical cycle enhances the 27 Thai EFL students' listening comprehension performance and their metacognitive awareness in listening (MAL).
8	Assessing the Self-Perceived use of Reading Strategies in ESL Reading Comprehension: A Needs Analysis	Dew et al. (2021)	Malaysia	Quantitative	The study aimed to evaluate the current status of self-perceived use of metacognitive reading strategies among the ESL learners in six secondary schools in one of the districts in Sabah.
9.	Evaluating Online Learning Strategy and Assessment Methods in the Course of Human Biology for the Preparatory Year Medical Students	Elaraby, Ghoneim, Elsamanoudy (2022)	Egypt and Saudi Arabia	Quantitative correlational study	Evaluate the online learning strategy by examining its effects on preparatory medical students'

Table 2. Reviewed Studies in Strategy Evaluation in Teaching Strategy

DATA ANALYSIS

Demographic information was collected with the final list of the literary works, considering the study year, country, and research focus/topic. A thematic analysis that emphasized the different constructs forming the themes for strategy evaluations in teaching strategies was carried out to gather data on the strategy evaluation in education.

V. RESULTS AND DISCUSSION

The ten(10) reviewed articles were based on seven (7) countries according to the following distribution: Egypt (1), Indonesia (2), Malaysia (1), Pakistan (1), Philippines (2), Thailand (1), United States of America (1). Three (3) studies or thirty-three percent (33%) focused on basic education, while five (5) studies or fifty- six percent (56%) were based on higher education while one(1) study or eleven percent (11%) was not determined

Table 3. Distribution of Reviewed Studies by Country and Educational Level

Place of Publication or Study	Educational Level			Total
	Basic Education	Higher Education	Not Determined	
Egypt	0	1	0	1
Indonesia	1	1	0	2
Malaysia	1	0	0	1
Pakistan	0	0	1	1
Philippines	1	1	0	2
Thailand	0	1	0	1
United States of America	0	1	0	1
<b>Total</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>9</b>

THEMATIC ANALYSIS

Based on the comprehensive review of the nine (9) articles, the reviewer categorized two (2) emerged themes for the strategy evaluation in teaching strategy: *Enhancing Quality Teaching and Elevating Student’s Performance*. Table 4 presents the different themes of the strategy evaluation in teaching strategy.

Table 4. Themes on the Implementation of Educational Strategy Evaluation

Themes	Characteristics	Study ID	No. of Studies
Enhancing Quality Teaching	The evaluation results of deep learning Radial Basis Function Neural Network in Innovative Ideological Political Education platform has been proposed to improve the teaching quality.	3	4
	Perceived advantages of collaborative teaching are that it allowed for more hands-on activities, better understanding of the lesson and better interactions between teachers and students	6	
	Validation of Instructional design for authentic online assessments and evaluation	5	

	The findings revealed that despite being aware of the use of metacognitive reading strategies, little emphasis was given on optimizing the use of global reading and support strategies,	8	
	Results indicate a significant difference between the student's pre- and post- listening scores and this result brought a significant relationship to their Metacognitive Awareness in Listening  Online assessment tools are proved to be successful assessment methods and could provide additional non-traditional methods for students' performance evaluation.	7  9	
Elevating Students Performance	The study is important in providing quality IMs for agriculture students, to improve their competencies in animal science courses  The results show that active learning help promote students' development in solving problems, proposing solutions, and explaining ideas.  The findings revealed that both instructions had a comparable impact on EFL learners' oral performance by improving complexity but not accuracy and fluency	1  2  4	5

**ENHANCING QUALITY TEACHING**

The quality of teaching is essential to global educational reform and educational outcomes. An effective response to the global learning problem will depend on ensuring high-quality teaching on a global scale. Therefore, it is crucial to accurately measure and evaluate teaching quality because any efforts to improve the instruction children rely on it.

The research by Yun (2021) shows that evaluating the educational intervention scheme improves teaching quality. Also, when the teaching quality is evaluated, the teaching error is decreased, the mean percentage error is calculated, and political risk is avoided. It was also emphasized in the same study that the comprehensive assessment framework will

This publication is licensed under Creative Commons Attribution CC BY.

meet the fundamental criteria for a quality assessment method of instruction and improve the efficiency of teacher quality assessment management.

Also, the evaluation of the collaborative teaching practices showed that they met the school's requirement for teacher competence (Cortes & Mistades, 2022).

Further, in teacher strategy evaluation, Cortes (2022) mentioned that receiving input directly from students provided more insights than merely depending on the findings of the year-end teacher evaluation created by the students. The application of outside research into the school was made possible by using the teacher evaluation form, and the findings will be used to make administrative decisions.

Furthermore, Dew et al. (2021) study on assessing the self-perceived use of reading strategies reveals that teachers need to reflect on the issues relative to reading comprehension to develop an effective strategy, emphasizing the importance of need analysis. The study also promotes learning as a continuous process, thus keeping updated with the current educational issues, which can later support the teachers in meeting challenges more nimbly and professionally.

Finally, Penfold (2020) discussed that the teaching evaluations in teachers' development processes might be usefully used for professional development, in keeping with the Education Development Trust.

#### ELEVATING STUDENTS' PERFORMANCE

It is implied that education is for all. This must be served to everyone; each has the right to participate and be cultivated through quality education. Through delivering all educational characteristics related to inputs, processes, and outputs, UNESCO emphasizes the importance of high-quality education. These provisions also include various educational interventions for improvement purposes. Good quality of education is essential in providing young people with adequate knowledge and skills for a successful tomorrow, not only for the individual but for the social and economic development of the country (European Commission/EACEA/Eurydice, 2015).

However, during the COVID-19 pandemic, the educational system was under compression. Students' performance was at stake, and even the teachers' strategies were deemed jeopardized. However, with the support of the Department of Education and other institutions, many strategies like online learning modality, blended learning, modular, and others were in place, which significantly helped to continue education. The study of Elaraby et al. (2022) mentioned the effects of online learning modality through technology-enhanced learning and electronic assessment as a hopeful and promising strategy leading to high and satisfying educational achievement. Online assessment tools have been proven successful and could provide additional non-traditional methods for students' performance evaluation. With online learning and assessment, students' performance is enhanced. Therefore, it is recommended to use online assessment methods in addition to traditional methods for in-person classes, another teaching strategy that will help improve students' performance.

Moreover, another thought is the emphasis on the different provisions in the strategies towards quality education through students' performance. This strategy is a way to assess process quality and product quality in educative processes. The art of utilizing all resources and assisting in achieving goals effectively and efficiently is known as strategies with goals and objectives. Moreover, the system must be focused on ensuring that the quality of education can still compete or produce quality school output when it comes to education (GAO, 2019).

Furthermore, the study by Robillos and Bustos (2022) mentioned that the results show metacognitive instruction through a pedagogical cycle can be helpful in helping English Foreign Language learners improve their listening comprehension skills and their metacognitive listening awareness. The concept of metacognition is the awareness and self-consciousness of one's cognitive process. A strategy with a pedagogical cycle that addresses the students' planning, monitoring, and evaluating skills.

Aside from that, according to the study by Dew et al. (2021), the results highlighted the dire need for immediate action to rectify the learners' reading comprehension difficulties. Thus, there is a need to develop a localized reading module to address the challenges.

Eventually, the effectiveness of the educative processes or strategies applied can be measured according to the personal perception and adaptation of the student's capabilities and the adhered teaching strategies used.

#### VII. CONCLUSIONS AND RECOMMENDATIONS

This systematic literature review seeks to provide various relevant studies on the extent of implementing educational strategy evaluation using a systematic review analysis approach. In addition, Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) helped extract qualified studies for a thorough review. Further, studies that underwent a thorough review must be determined based on the strategy evaluation in teaching strategy.

Furthermore, thematic analysis was employed, which focused on the emerging themes of the strategy evaluation in teaching strategy: enhancing quality teaching and elevating student performance.

According to the reviews, adopting strategy evaluation in teaching strategy was seen as the drive for teachers, students, and schools to perform to their highest potential. It makes effective educational systems possible. As a result, educational agencies should urge that all employed teaching strategies be routinely monitored and evaluated. In the same vein, it ought to vehemently recommend that its

Quality Assurance Unit deals with declining educational standards that have beset the school systems. Additionally, it suggests that Strategy Evaluation in Teaching Strategy is essential in educational leaders' decision-making while crafting a school's strategic plan.

Further, the analysis of the execution of strategy evaluation in teaching strategy should also examine more diverse philosophical and theoretical perspectives, particularly in light of the new normal class where in the threat of COVID 19 still present. Lastly, the review recommends that future researchers conduct a systematic review of all the reviews on the strategy evaluation in teaching strategies and come up with robust results that would support the findings of current review that could be implemented in the Department of Education.

#### REFERENCES

- [1] Ahmed, S., Taqi, H. M., Farabi, Y. I., Sarker, M., Ali, S. M., & Sankaranarayanan, B. (2021). Evaluation of flexible strategies to manage the COVID-19 pandemic in the education sector. *Global Journal of Flexible Systems Management*, 22(2), 81-105.
- [2] Cortes, D. P., & Mistades, V. (2021, November). Improving Collaborative Teaching Practices in Grade
- [3] 10 Science Through Action Research. In 2021 2nd SEA-STEM International Conference (SEA- STEM) (pp. 48-55). IEEE.
- [4] Dew, T. P., Swanto, S., Din, W. A., & Kamlum, K. (2021). Assessing the self-perceived use of reading strategies in esl reading comprehension: a needs analysis.
- [5] Dubihlela, J., & Sandada, M. (2014). Impact of strategic planning on small and medium-sized Enterprises (SMEs) Performance: The role of employee participation, implementation incentives and evaluation and control. *Journal of Economics*, 5(1), 45-55.
- [6] Elaraby, S. E., Ghoneim, F. M., & Elsamouny, A. Z. (2022). Evaluating Online Learning Strategy and Assessment Methods in the Course of Human Biology for the Preparatory Year Medical Students During COVID-19 Pandemic Lockdown. *Education in Medicine Journal*, 14(1).
- [7] Ganzon, W. Jr. G., & Edig, M. M. N.(2022). Time Management And Self-Directed Learning As Predictors Of Academic Performance Of Students In Mathematics. *Journal of Social, Humanity, and Education*, 3(1),57-75.
- [8] Harper-Young, K. (2018). The Impact of Progress Monitoring Structures on Student Achievement. Hieu, V. M., & Nwachukwu, C. (2019). Strategy Evaluation Process And Strategic Performance Nexus.
- [9] Johnson, G., & Scholes, K. (2002). Exploring corporate strategy, 6th ed. Harlow, England, New York: Financial Times Prentice Hall.
- [10] Marzuki, D. (2022). Two Edges of Sword of Strategy-Based Instruction (SBI) and Implicit Task-Based Instruction (TBI) on EFL Oral Performance. *VELES: Voices of English Language Education Society*, 6(2), 367-378.
- [11] Moran, M., Midgett, A., Dumas, D. M., Porchia, S., & Moody, S. (2019). A mixed method evaluation of a culturally adapted, brief, bullying bystander intervention for middle school students. *Journal of child and adolescent counseling*, 5(3), 221-238.
- [12] Nicolas, H. J. (2020). Development and Pre-Use Evaluation of Instructional Materials in Undergraduate Animal Science Courses for Agriculture Programs. *Int J Edu Sci*, 30(01-3), 29-39.
- [13] Penfold, C. (2020). Evaluating Teaching Quality
- [14] Robillos, R. J., & Bustos, I. G. (2022). Learners' listening skill and metacognitive awareness through metacognitive strategy instruction with pedagogical cycle. *International Journal of Instruction*, 15(3), 393-412.
- [15] Smith, G. A. (2021). Revisiting Strategy in a Time of Crisis.
- [16] Srivatanakul, T., & Annansingh, F. (2022). Incorporating active learning activities to the design and development of an undergraduate software and web security course. *Journal of Computers in Education*, 9(1), 25-50.
- [17] UNESCO. (2004). Education for all: The quality imperative. EFA global monitoring report 2005. Paris: UNESCO.
- [18] Yun, G., Ravi, R. V., & Jumani, A. K. (2022). Analysis of the teaching quality on deep learning-based innovative ideological political education platform. *Progress in Artificial Intelligence*, 1-12.

#### AUTHORS

**First Author** – Shane P. Lupina, Teacher III, DepEd Tagum City  
**Second Author** – William Jr G. Ganzon, Teacher I, DepEd Davao City  
**Third Author** – Romela T. Pangandoyon, SEPS, DepEd Davao Del Norte  
**Fourth Author** – Melanie O. Mandin, SEPS, DepEd Davao Del Norte