

Innovation Theory in Teaching Strategy Toward Academic Performance of Students

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Article History	Abstract
Original Research Article	<i>The study aims to investigate the innovation theory in teaching strategy towards academic performance of students. It quantifies the contribution of innovation theory in teaching strategy in terms of instructional approaches, hands-on activities, materials and resources, and flexibility in learning.</i>
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Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.	<i>Descriptive quantitative research design is employed in the study. It quantifies the educational phenomenon in the innovation of teaching strategy. The study comprised fifty (50) respondents only.</i>
Citation: Leovigildo Lito D. Mallillin, PhD, Jose M. Rapsing, PhD, Ancel Francis S. Rapsing. (2025). Innovation Theory in Teaching Strategy Toward Academic Performance of Students. UKR Journal of Arts, Humanities and Social Sciences (UKRJAHSS), Volume 1(10), 19-30.	<i>Results show that instructional approaches encourages creative thinking and problem-solving skills approach in promoting teaching and learning towards academic performance of students, show that hands-on activities monitors and provides guidance in the learning process of the tasks, lessons, techniques, and performance to the academic achievement of students as centers of learning, show that materials and resources create appropriate teaching and learning resources in the classroom execution and organization to ensure genuine symbol of educational process and purpose, and show that flexibility in learning increases teaching and learning environment to allow greater knowledge of skills in the academic performance of students and advantage.</i>
	<i>Findings show that there is a significant agreement on the innovation theory in teaching strategy towards the academic performance of students as observed among the respondents.</i>
	Keywords: <i>Innovation theory, teaching strategy, student academic performance, instructional approaches, hands-on activities, materials and resources, and flexibility in learning.</i>

Introduction

Innovation theory in teaching strategies offers a structured pedagogical framework that enhances students' academic performance. It introduces systematic techniques and procedures for developing instructional materials within a globally oriented teaching and learning context (Mallillin, n.d.). The goal is to support students as central participants in the learning process in ways that promote meaningful engagement. This theoretical perspective highlights the importance of active participation, emphasizing collaboration, critical thinking, discussion, and experimentation as integral components of instructional innovation (Mujriati et al., 2025, pp. 110–121). It encourages interactive approaches that deepen learners' comprehension of subject matter and aligns teaching

interventions with broader educational processes and system requirements (Mallillin, 2022, pp. 99–121).

Furthermore, innovation theory in teaching strategies creates opportunities for developing decision-making abilities, problem-solving skills, and instructional creativity that contribute to improved academic performance. It promotes collaborative learning environments and supports a systematic pedagogical model grounded in structured domains of learning (Mallillin et al., 2021). This perspective also reflects the integration of advanced technologies, reinforcing competency-based teaching practices and modern learning modalities. It emphasizes the identification and application of innovative teaching theories (Stumbrienė et al., 2024, pp. 1697–1731).

Additionally, innovation theory guides transformative processes in curriculum development, shaping how instructional strategies influence the quality of education (Edwin et al., 2025, pp. 122–132). It encourages curriculum design that responds to students' needs as primary learners, fostering academic success across multiple learning domains (Mallillin, 2020, pp. 1–11). The theory highlights emerging paradigms of inclusive, student-centered, and collaborative curriculum models. It underscores the role of pedagogical knowledge in enhancing academic achievement and recognizes the importance of nurturing instructional innovation as a key element of educational practice and policy (Kilag et al., 2023, pp. 223–237).

On the other hand, the benefits of innovative theory in teaching strategies towards academic performance of students encourages active learning and creates engagement methods of teaching to the fullest. It integrates literacy strategy of teaching in uplifting students' competency (Mallillin, n.d.). It innovates and creates teaching strategies for efficient experience of learning. It fosters creativity, resourcefulness, and critical thinking to improve decision-making and problem solving issues of teaching and learning systematically in the long run theory practice. It adapts the theory in educational leadership management approach mechanism and system (Mallillin, 2022). It improves engagement and retention of students' innovation theory in teaching strategy. It involves application of learning process and lesson in teaching strategy system. It builds an effective environment and explores collaboration for innovative teaching theory for students and teachers. It explores the instructional teaching theory for effective devices in learning to obtain academic performance (Mallillin, 2024, pp. 120-132). It utilizes potentials and revolutionizes the innovation teaching strategies in the academic performance of students. It contributes to the behavior factors and intention in teaching and learning reality. It examines the attitude innovation of teaching strategy as an approach to academic performance of students as centers of learning (Al Breiki, et al. 2023, pp. 6165-6187). In addition, the benefits of innovation in teaching strategy acknowledge the potential program skills of students. It assesses students' innovation and creativity of the perceived behavior and implementation of teaching and learning that leads to improved progress and academic achievement of the students. It is based on instructional

design for effective pedagogy in teaching and learning inside the classroom (Mallillin, et al. 2023, pp. 41-52). It evaluates innovative behavior of students in the increased teaching and learning strategy theory practice. It indicates the perceived model of creativity awareness of teaching strategy innovation theory. It initiates a proactive devised theory innovation of teaching and learning potentials and issues in the application of teacher theory in the teaching profession (Mallillin, 2021). It delves with proper teaching strategy based on the needs of students in adapting to change reality for innovation. It promotes learning creativity and innovation of teaching strategy towards the performance of students' concept, system, and framework in the educational system (Mallillin, 2023, pp. 1-17). It promotes skills on innovation teaching strategy on problem-solving, flexible thinking, fluency, and creativity concerns. It emerges from the innovative creativity programs for students' skills in the higher education institutions (Alt, et al. 2023).

The Process of Innovation Theory in Teaching Strategy

The process of innovation theory in teaching strategy towards the academic performance of students entails improvement of the educational system. It improves the delivery system through the theory of teaching strategy innovation. It helps in the process of developing a system in professional theory for quality education system and setting (Mallillin, & Laurel, 2022). It focuses on the process of improving the innovation theory of teaching strategy. It encourages proactive innovation theory and collaboration among teachers. It demands the increased approach of individual needs of students as centers of learning to foster growth in the academic performance to the fullest (Kayombo, et al. 2025, pp. 1438-1448). The theory of innovation in strategy teaching contributes to self-improvement, self-learning skills, and creative development ability among students. It innovates the teaching methods such as blended learning and problem-based learning impact for student positivity as springboard of learning and scholarly inquiry model in teaching theory (Mallillin, n.d.). The process of innovation theory in teaching strategy towards academic performance of students is focused on instructional approaches, hands-on activities, materials and resources, and flexibility in learning which is illustrated below:

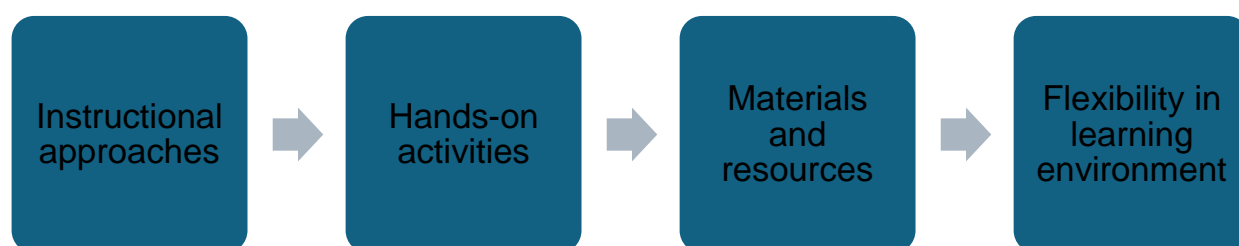


Figure 1: Innovation Theory in Teaching Strategy

Details of the Theory	Process, Function, and Role of the Theory
A. Instructional approaches	<ol style="list-style-type: none"> 1. Instructional approaches involve information in presenting oral and written teaching utilization for learning progress and improvement of students' academic performance. 2. It demonstrates popular instructional techniques by simple telling through examples to make teaching and learning interesting. 3. It utilizes techniques in collaborative and cooperative learning towards achievement of common goals in teaching collectively. 4. It encourages creative thinking and problem-solving skills in promoting teaching and learning towards academic performance of students. 5. It recognizes the essential effectiveness of particular teaching method strategy practices in most beneficial learning among students as centers of learning. 6. It maximizes the lecture method in presenting information structure delivery to demonstrate tangible and effective teaching. 7. It demonstrates an effective concept in retaining and comprehensive function of teaching and learning. 8. It provides distinct collaborative and cooperative learning involvement among students to achieve common goals in teaching.
B. Hands-on activities	<ol style="list-style-type: none"> 1. It allows instructional techniques to learn by directly involving experience and application of teaching. 2. It describes and distributes strategy and learning procedures, techniques, tasks, and designs in teaching towards students' academic performance. 3. It demonstrates the procedures, techniques of the lesson, and tasks inside the classroom to explain appropriate learning among students. 4. It helps to internalize students' learning process details of knowledge and memories in teaching to the fullest. 5. It monitors and provides guidance in the learning process of the tasks, lessons, techniques, and performance to the academics of students as centers of learning. 6. It provides positive feedback and corrective action for teaching and learning to motivate students to study habits for their academic performance. 7. It allows students to learn and constructs opportunity experience and knowledge of learning through critical thinking and flexibility. 8. It engages hands-on instruction in crafting the skills of learning in various techniques and discovery functions of teaching.
C. Materials and resources	<ol style="list-style-type: none"> 1. It ensures to provide students the challenges in the program engagement in a wider knowledge and perspective teaching and learning. 2. It handles issues and sensitivity in the cultural belief of teaching and learning practice consistent with the policy and guidance of the educational system. 3. It creates appropriate teaching and learning resources in the classroom execution and organization to ensure genuine symbol of educational process and purpose. 4. It provides guidelines in teaching and learning resources for the lecturers to inform proper decision making for students. 5. It outlines the teaching strategy based on the needs of students as centers of learning to respond to specific materials and resources among the lecturers. 6. It allows the tools and materials in teaching and instructional resources such as homework assignments, textbooks, and projects of the lesson. 7. It implements curriculum materials and resources to assist the lecturers to develop and motivate students' creativity in the learning process. 8. It contributes to evoke knowledge and understanding processes in the educational content to achieve the set goals and efficiency of teaching and learning.

D. Flexibility in learning environment	<ol style="list-style-type: none"> 1. It defines and customizes students' learning flexibility process and delivery in various classroom setting approaches and programs. 2. It enables the learners to cross and move in the flexibility of the learning system in the educational setting pathway ability and interests of students. 3. It is a method to address the flexible learning utilization during teaching strategy to achieve better academic performance of students. 4. It is the ability to customize the mode and place of learning flexibility to engage and accelerate learning inside the classroom. 5. It improves the needs of delivery content in teaching and learning through advanced technology experiences in the educational system. 6. It increases the flexibility in teaching and learning environment to allow greater knowledge of skills in the academic performance of students and advantage. 7. It develops and creates an important flexible learning environment in advanced technology professional processes and exciting opportunities for teaching strategy. 8. It provides an ideal learning opportunity in all forms of flexibility in the educational system to ensure work commitment for teaching strategy.
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Statement of the Problem

1. What is the innovation theory in teaching strategy towards the academic performance of students in the area of
 - 1.1 instructional approaches,
 - 1.2 hands-on activities,
 - 1.3 materials and resources, and
 - 1.4 flexibility in learning?
2. Is there a significant agreement on the innovation theory in teaching strategy towards the academic performance of students as observed among the respondents?

Hypothesis

There is a significant agreement on the innovation theory in teaching strategy towards the academic performance of students as observed among the respondents.

Research Design

This study adopts a descriptive quantitative research design, which enables the measurement and evaluation of innovation theory in teaching strategies as they relate to students' academic performance. The design allows for the quantification of instructional approaches, hands-on learning activities, the use of materials and resources, and the flexibility of the learning environment. It further examines the extent to which respondents agree on the influence of innovative teaching strategies on student achievement. In addition, the design helps determine how

professional development contributes to enhancing student outcomes.

The descriptive quantitative approach offers valuable insights into the factors that shape lecturers' professional responsibilities and practices. It supports instructional improvement within educational settings and facilitates the development of effective teaching strategies aimed at strengthening academic achievement. This design ultimately contributes to improving the quality of the educational system by identifying areas of teaching and learning that require enhancement (Kuru & Tabancalı, 2023, pp. 682–696).

Participants of the Study

The study involved professional teachers from various educational institutions across both the public and private sectors, including the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), the Department of Science and Technology (DOST), and the Department of Education (DepEd). These participants serve as educational leaders and possess experience in applying innovative teaching strategy theories in their instructional practices. A total of fifty (50) respondents participated in the study.

Results

1. On the innovation theory in teaching strategy towards the academic performance of students

Table 1
Innovation Theory in Teaching Strategy Towards the Academic Performance of Students in the Area of Instructional Approaches

Indicators	WM	I	R
1. Instructional approaches involve information in presenting oral and written teaching strategy utilization for learning progress and improvement of students' academic performance.	4.18	A	3

2. It demonstrates popular instructional techniques by simple telling through examples to make teaching and learning interesting.	3.38	MA	7.5
3. It utilizes techniques in collaborative and cooperative learning towards achievement of common goals in teaching collectively.	4.00	A	5
4. It encourages creative thinking and problem-solving skills in promoting teaching and learning towards academic performance of students.	4.22	SA	1.5
5. It recognizes the essential effectiveness of particular teaching method strategy practices in most beneficial strategy among students as centers of learning.	3.38	MA	7.5
6. It maximizes the lecture method in presenting information structures delivery to demonstrate tangible and effective teaching.	4.22	SA	1.5
7. It demonstrates an effective concept in retaining and comprehensive function of teaching and learning.	4.08	A	4
8. It provides distinct collaborative and cooperative learning involvement among students to achieve common goals in teaching.	3.94	A	6
Average Weighted Mean	3.925	A	
Standard Deviation	0.351		

Table 1 presents the weighted mean and the corresponding interpretation on the innovation theory in teaching strategy towards the academic performance of students in the area of instructional approaches among the respondents.

The table indicates that the highest rank is shared by two indicators: “It encourages creative thinking and problem-solving skills approach in promoting teaching and learning towards academic performance of students” and “It maximizes the lecture method in presenting information structures delivery to demonstrate tangible and effective teaching,” both with a weighted mean of 4.22, interpreted as *Strongly Agree*, showing that innovation theory in teaching strategy is highly evident in the area of instructional approaches. The second-ranked indicator, “Instructional approaches involve information in presenting oral and written teaching strategy utilization for learning progress and improvement of students’ academic performance,” obtained a weighted mean of 4.18 or *Agree*,

indicating that this aspect is observed among respondents. Ranked third is “It demonstrates effective concept in retaining and comprehensive function of teaching and learning,” with a weighted mean of 4.08 or *Agree*, meaning this indicator is also observed. The lowest-ranked indicators, each with a weighted mean of 3.38 or *Moderately Agree*, are “It demonstrates popular instructional techniques by simple telling through examples to make teaching and learning interesting” and “It recognizes essential effectiveness of particular teaching method strategy practices in most beneficial learning among students as centers of learning,” which show limited observance of innovation theory in teaching strategy under instructional approaches. Overall, the instructional approaches category recorded an average weighted mean of 3.925 (SD = 0.351) or *Agree*, reflecting respondents’ perception that innovation theory in teaching strategy contributes to students’ academic performance.

Table 2
Innovation Theory in Teaching Strategy Towards the Academic Performance of Students in the Area of Hands-On Activities

Indicators	WM	I	R
1. It allows instructional techniques to learn by doing directly involves in learning experience and application of teaching.	4.00	A	5.5
2. It describes and distributes teaching and learning for the procedures, techniques, tasks, and designs towards students’ academic performance.	3.39	MA	7.5
3. It demonstrates the procedures, techniques of the lesson, and tasks inside to classroom to explain appropriate learning among students.	4.11	A	3
4. It helps to internalize students’ learning process details of knowledge and memories in teaching to the fullest.	3.39	MA	7.5
5. It monitors and provides a guidance process of the tasks, lessons, techniques, and performance to the academic of students as centers of learning.	4.21	SA	1.5
6. It provides positive feedback and corrective action for teaching and learning to motivate students to study habits for their academic performance.	4.07	A	4

7. It allows students to learn and constructs opportunity experience and knowledge of learning through critical thinking and flexibility.	4.00	A	5.5
8. It engages hands-on instruction in crafting the skills of learning in various techniques and discovery function of teaching strategy.	4.21	SA	1.5
Average Weighted Mean	3.922	A	
Standard Deviation	0.338		

Table 2 presents the weighted mean and the corresponding interpretation on the innovation theory in teaching strategy towards the academic performance of students in the area of hands-on activities among the respondents.

It shows that rank 1 is shared by the two indicators which are “It monitors and provides guidance process of the tasks, lessons, techniques, and performance to the academic of students as centers of learning”, and “It engages hands-on instruction in crafting the skills of learning in various techniques and discovery function of teaching strategy”, with a weighted mean of 4.21 or Strongly Agree which means that innovation theory in teaching strategy in the area of hands-on activities is highly observed among the respondents. Rank 2 is “It demonstrates how the procedures, techniques of the lesson, and tasks inside to classroom to explain appropriate learning among students”, with a weighted mean of 4.11 or Agree which means that innovation theory in teaching strategy in the area of hands-

on activities is observed among the respondents. Rank 3 is “It provides positive feedback and corrective action for teaching and learning to motivate students’ study habits for their academic performance”, with a weighted mean of 4.07 or Agree which means that innovation theory in teaching strategy in the area of hands-on activities is observed among the respondents. The least in rank is shared by the two indicators which are “It describes and distributes teaching and learning procedures, techniques, tasks, and designs towards students’ academic performance”, and “It helps to internalize students’ learning process details of knowledge and memories in teaching to the fullest”, with a weighted mean of 3.39 or Moderately Agree which means that innovation theory in teaching strategy in the area of hands-on activities is limited among the respondents. The overall average weighted mean is 3.922 (SD=0.338) or Agree on the innovation theory in teaching strategy towards the academic performance of students in the area of hands-on activities as observed among the respondents.

Table 3

Innovation Theory in Teaching Strategy Towards the Academic Performance of Students in the Area of Materials and Resources

Indicators	WM	I	R
1. It ensures to provide students the challenges in the program engagement in a wider knowledge and perspective teaching and learning.	4.00	A	2.5
2. It handles issues and sensitivity in the cultural belief of teaching and learning practice consistent with the policy and guidance of the educational system.	3.37	MA	7.5
3. It creates appropriate teaching and learning resources in the classroom execution and organization to ensure genuine symbol of educational process and purpose.	4.23	SA	1
4. It provides guidelines in teaching and learning resources for the lecturers to inform proper decision making for students.	3.89	A	5
5. It outlines the teaching strategy based on the needs of students as centers of learning to respond to specific materials and resources among the lecturers.	3.37	MA	7.5
6. It allows the tools and materials in teaching and instructional resources such as homework assignments, textbooks, and projects of the lesson.	4.00	A	2.5
7. It implements the curriculum materials and resources to assist the lecturers develop and motivate students creativity in the learning process.	3.77	A	6
8. It contributes to evoke knowledge and understanding processes in the educational content to achieve the set goals and efficiency of teaching and learning.	3.97	A	4
Average Weighted Mean	3.825	A	
Standard Deviation	0.308		

Table 3 presents the weighted mean and the corresponding interpretation on the innovation theory in teaching strategy towards the academic performance of students in the area of materials and resources among the respondents.

It shows in the table that rank 1 is “It creates appropriate teaching and learning resources in the classroom execution and organization to ensure genuine symbol of educational process and purpose”, with a weighted mean of 4.23 or Strongly Agree which means that innovation theory in teaching strategy in the area materials and resources is highly observed. Rank 2 is shared by the two indicators which are “It ensures to provide students the challenges in the program engagement of a wider knowledge and perspective teaching and learning”, and “It allows the tools and materials in teaching and instructional resources such as homework assignments, textbooks, and projects of the lesson”, with a weighted mean of 4.00 or Agree which means innovation theory in teaching strategy in the area materials and resources is observed. Rank 3 is “It

contributes to evoke knowledge and understanding process in the educational content to achieve the set goals and efficiency of teaching and learning”, with a weighted mean of 3.97 or Agree which means that innovation theory in teaching strategy in the area materials and resources is observed. The least in rank is shared by the two indicators which are “It handles issues and sensitivity in the cultural belief of teaching and learning practice consistent to the policy and guidance of the educational system”, and “It outlines teaching strategy based on the needs of students as centers of learning to respond on specific materials and resources among the lecturers”, with a weighted mean of 3.37 or Moderately Agree which means that innovation theory in teaching strategy in the area materials and resources is limited. The overall average weighted mean is 3.825 (SD=0.308) or Agree on the innovation theory in teaching strategy towards the academic performance of students in the area of materials and resources as observed among the respondents.

Table 4

Innovation Theory in Teaching Strategy Towards the Academic Performance of Students in the Area of Flexibility in Learning

Indicators	WM	I	R
1. It defines and customizes students' learning flexibility process and delivery in various classroom setting approaches and programs.	4.00	A	3
2. It enables the learners to cross and move flexibility learning system in the educational setting pathway ability and interest of students.	3.34	MA	7.5
3. It is a method to address flexible learning utilization during teaching strategy to achieve better academic performance of students.	3.98	A	4.5
4. It is the ability to customize the mode and place of learning flexibility to engage and accelerate teaching inside the classroom.	3.86	A	6
5. It improves the needs of delivery content in teaching and learning through advanced technology experiences in the educational system.	3.34	MA	7.5
6. It increases flexibility in the teaching and learning environment to allow greater knowledge of skills in the academic performance of students and advantage.	4.20	SA	1.5
7. It develops and creates an important flexible learning environment in advanced technology professional processes and exciting opportunity for teaching strategy.	3.98	A	4.5
8. It provides an ideal learning opportunity in all forms of flexibility in the educational system to ensure work commitment in teaching.	4.20	SA	1.5
Average Weighted Mean	3.862	A	
Standard Deviation	0.342		

Table 4 presents the weighted mean and the corresponding interpretation on the innovation theory in teaching strategy towards the academic performance of students in the area of flexibility in learning among the respondents.

It shows that rank 1 is shared by the two indicators which are “It increases flexibility teaching and learning environment to allow greater knowledge of skills in the academic performance of students and advantage”, and “It provides ideal learning opportunity in all forms of

flexibility environment in the educational system to ensure work commitment in teaching”, with a weighted mean of 4.20 or Strongly Agree which means that innovation theory in teaching strategy in the area of flexibility in learning is highly observed among the respondents. Rank 2 is “It defines and customizes students' learning flexibility process and delivery in various classroom setting approaches and programs”, with a weighted mean of 4.00 or Agree which means that innovation theory in teaching

strategy in the area of flexibility in learning is observed among the respondents. Rank 3 is shared by the two indicators which are “It is a method to address the flexible learning utilization during teaching strategy to achieve better academic performance of students”, and “It develops and creates important flexible learning environment in advanced technology professional process and exciting opportunity for teaching strategy”, with a weighted mean of 3.98 or Agree which means that innovation theory in teaching strategy in the area of flexibility in learning is observed among the respondents. The least in rank is also shared by the two indicators which are “It enables the learners to across and move flexibility of learning system in the educational system pathway ability and interest of

students”, and “It improves the needs of delivery content in teaching and learning through advanced technology experiences in the educational system”, with a weighted mean of 3.34 or Moderately Agree which means that innovation theory in teaching strategy in the area of flexibility in learning is limited among the respondents. The overall average weighted mean is 3.862 (SD=0.342) or Agree on the innovation theory in teaching strategy towards the academic performance of students in the area of flexibility in learning as observed among the respondents.

2. On the significant agreement on the innovation theory in teaching strategy towards the academic performance of students as observed among the respondents

Table 5

Test of significant agreement on the innovation theory in teaching strategy towards the academic performance of students as observed among the respondents

Test of Variables	Computed z value	Interpretation	Decision
● Instructional approaches	46.84584801	significant	rejection of Ho
● Hands-on activities	47.70174224	significant	rejection of Ho
● Materials and resources	48.73501268	significant	rejection of Ho
● Flexibility in learning	46.69648797	significant	rejection of Ho
Two-tailed test with df of 50 at 0.05 level of significant at critical z value of ± 1.96			

Table 5 presents the results of the test of significant agreement regarding the innovation theory in teaching strategy and its influence on students' academic performance as perceived by the respondents. The table shows that, for all variables assessed, the computed z-values exceed the critical value of ± 1.96 for a two-tailed test at the 0.05 significance level, leading to the rejection of the null hypothesis. This outcome indicates that respondents significantly agree on the relevance of the innovation theory in teaching strategy to the academic performance of students.

Discussion

The innovation theory in teaching strategy towards the academic performance of students in the area of instructional approaches among the respondents encourages creative thinking, promotion, and problem-solving skills. It also maximizes the lecture method in presenting information structure delivery to demonstrate tangible and effective teaching (Qadhi, 2023). The instructional approaches involve information in presenting oral and written teaching strategy utilization for learning progress and improvement of students' academic performance. It motivates students to participate in strategy that emerges from instructions, persistent traditional method of teaching, and interactive teaching method. It promotes dynamic reflection and applicability of instructional approach innovation in teaching (Di, et al.

2025, pp. 311-332). It analyzes the instructional approach in teaching strategy considering the classroom environment and needs of students as centers of learning. It enhances the effect of instructional approach in teaching strategy process for the benefits of learning innovation and flexibility (Rivadeneira, & Inga, 2023, p. 301). In addition, the innovation of teaching strategy theory in the area of instructional approach demonstrates an effective concept in retaining and comprehensive function of teaching and learning. It also dominates popular instructional techniques by simple telling through examples to make teaching and learning interesting (Karim, & Parhan, 2025). It recognizes the essential effectiveness of particular teaching method strategy practice in most beneficial strategy among students as centers of learning. It utilizes the instructional approach inside the classroom ambiguity and new information. It supports and addresses uncertainties in embracing the role of teachers for implementing instructional approach and better learning. It helps to push students to motivate and develop the learning process (Ruziyevna, 2025, pp. 123-131). It provides analysis and approach to explore the design of instructional teaching strategy to collaborate better learning. It expresses a better teaching strategy based on the instructional approach to navigate and explore the trajectory source of teaching equipped with advanced technology for teaching and learning (Starrett, et al. 2023, pp. 45-68).

Furthermore, the innovation theory in teaching strategy towards the academic performance of students in the area of hands-on activities among the respondents monitors and provides guidance in the learning process of the tasks, lessons, techniques, and performance to the academics of students as centers of learning (Staley, & Malenfant, 2010, pp. 57-90). It engages hands-on instruction in crafting the skills of learning in various techniques and discovery function of teaching strategy. It demonstrates the procedures, techniques of the lesson, and tasks inside the classroom to explain appropriate learning among students. It innovates teaching resources and application of the lesson based on the capacity of students as centers of learning. The teaching strategy demonstrates lessons through perfect examples for easy understanding and familiarity of the lesson on various effective innovation skills and pedagogical knowledge (Xolbayeva, 2025, pp. 24-38). It provides a proper mindset through hands-on activities in teaching and learning as trends of the advanced technology system in education. It assesses the hands-on activity innovation in teaching strategy to modernize professional development of the educational system towards the academic performance of students (Nkundabakura, et al. 2023, pp. 11379-11400). On the other hand, innovation of teaching strategy in the area of hands-on activities among the respondents provides positive feedback and corrective action to motivate students to study habits for their academic performance (Khatoon, 2025). It describes and distributes teaching strategy for the procedures, techniques, tasks, and designs in teaching towards students' academic performance. It helps to internalize students' learning process details of knowledge and memories in teaching to the fullest. It is based on the paradigm of competency in learning development of students (Huda, et al. 2025, pp. 74-95). It emphasizes professional knowledge on the process of hands-on activities through demonstration in teaching and learning because that is the proper way of guiding students to obtain better output in their academic performance. It provides insights on the content of hands-on activities in teaching strategies and professional knowledge in the theory and innovation of learning (Shu, & Gu, 2023, p. 75).

Apparently, the innovation theory in teaching strategy towards the academic performance of students in the area of materials and resources among the respondents creates appropriate tools in the classroom execution and organization to ensure genuine symbol of educational process and purpose (Hellison, et al. 2025). It ensures to provide students challenges in the program engagement of a wider knowledge and perspective teaching and learning. It allows the tools and materials in teaching and instructional resources such as homework assignments, textbooks, and projects of the lesson. It demonstrates actual

learning among students which is designed for teaching strategy support in the classroom practice (Freitas, et al. 2022). It analyzes the process and impact of materials and resources that can motivate students to boost study habits. Materials and resources implement the actual learning where they can stimulate better teaching through critical thinking. It designs teachers' planning in the execution of the lesson implementation of activities for better learning. It entails appropriate resources of the lesson ability for students (Jumayeva, et al. 2023, pp. 713-720). Nonetheless, innovation in teaching strategy theory in the area of materials and resources among the respondents contributes to evoke knowledge and understanding process in the educational content to achieve the set goals and efficiency. It handles issues and sensitivity in the cultural belief of teaching and learning practice consistent with the policy and guidelines of the educational system (Ganapathy, 2016, pp. 10-11). It outlines the teaching strategy based on the needs of students as centers of learning to respond to specific materials and resources among the lecturers. It connects the mechanism and retention of the learners in the educational resources for faculty development and professionalism in teaching strategy. It implements to assist students to stimulate thinking in the visual aid of teaching or materials and resources (Umami, et al. 2025, pp. 449-456). It provides opportunities for the students to express their feelings and emotions based on the materials and resources provided as part of the teaching strategy in the lesson (Marshall, 2023).

Finally, the innovation theory in teaching strategy towards the academic performance of students in the area of flexibility in learning increases greater knowledge of skills in the academic performance of students and advantage. It provides an ideal learning opportunity in all forms of flexibility in the educational system to ensure work commitment and learning (Supendi, et al. 2025, pp. 357-367). It defines and customizes students' learning flexibility process and delivery in various classroom setting approaches and programs. It addresses the flexibility in shaping the process of learning design based on the needs of students. It innovates learning design and flexibility in teaching strategy. It increases classroom learning based capacity of students where teachers adopt the flexible learning (Andrade, & Alden-Rivers, 2019, pp. 1-16). Flexible learning modifies effective factors of teaching strategy design and skills of students. It explores the flexible program in teaching based knowledge and skills of students as centers of learning. It indicates a flexible learning implementation design program to obtain output performance of students in stimulating interaction of the learning tasks (Müller, et al. 2023, p. 10). Lastly, the innovation of teaching and learning in the area of flexible learning among the respondents addresses the method and

utilization of teaching strategy. It develops and creates an important flexible learning environment in advanced technology professional processes and exciting opportunities for teaching and learning strategy. It enables the learners to cross and move the flexibility of the learning system in the educational setting pathway ability and interest of students. It improves the needs of delivery content in teaching and learning through advanced technology experiences in the educational system. It offers opportunities for flexible learning through advanced technology in the quality of education. It also provides learning opportunities to regulate teaching strategy and goals in the classroom setting (Turan, et al. 2022, p. 35).

Conclusions

It shows that innovation theory in teaching strategy towards the academic performance of students in the area of instructional approach encourages creative thinking and problem-solving skills where it maximizes the lecture method in presenting information structures delivery to demonstrate tangible and effective teaching. This instructional approach involved information in presenting oral and written teaching strategy utilization for learning progress and improvement of students' academic performance where it demonstrates effective concept in retaining and comprehensive function of teaching and learning.

It shows that innovation theory in teaching strategy towards the academic performance of students in the area of hands-on activities monitors and provides guidelines process of the tasks, lessons, techniques, and performance to the academic of students as centers of learning where it engages hands-on instruction in crafting the skills of learning in various techniques and discovery function of teaching strategy. This includes demonstrating the procedures, techniques of the lesson, and tasks inside the classroom to explain appropriate learning among students where it provides positive feedback and corrective action for teaching strategy to motivate students' study habits for their academic performance.

It shows that innovation theory in teaching strategy towards the academic performance of students in the area of materials and resources creates appropriate learning resources in the classroom execution and organization to ensure genuine symbol of educational process and purpose where it ensures to provide students the challenges in the program engagement in a wider knowledge and perspective teaching and learning. This includes to allow the tools and materials in teaching and instructional resources such as homework assignments, textbooks, and projects of the lesson and contributes to evoke knowledge and

understanding process in the educational content to achieve the set goals and efficiency of teaching and learning.

It shows that innovation theory in teaching strategy towards the academic performance of students in the area of flexibility in learning increases greater knowledge of skills where it provides an ideal learning opportunity in all forms of flexibility in the educational system to ensure work commitment. This includes to define and customize students' learning flexibility process and delivery in various classroom setting approaches and programs and it is a method to address the flexible learning utilization during teaching and learning to achieve better academic performance of students.

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