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The Academic Performance and 21st Century Teaching Strategies of BPEd Pre-Service Teachers

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ABSTRACT The study investigated the teaching practices of Bachelor of Physical Education (BPEd) pre-service teachers in relation to 21st century instructional strategies and their academic performance. Employing a descriptive-correlational research design, the study included 45 BPEd pre-service teachers from the College of Education at Isabela State University, Echague, Isabela, Philippines, who were enrolled during the second semester of the 2022-2023 academic year. Data were gathered using a structured, adapted survey questionnaire and analysed through descriptive statistics and Pearson correlation. The findings indicate that respondents demonstrated fair to satisfactory academic performance and consistently practiced all eight domains of 21st century teaching strategies including collaboration, communication, critical thinking, creativity and innovation, media use, information skills, cross-cultural understanding, and learner-centred learning. Notably, only creativity and innovation exhibited a significant positive relationship with academic performance. These results suggest that fostering creativity and innovation may enhance students' capacity to connect theoretical knowledge with practical learning experiences, thereby supporting academic achievement.