**LINKING THE DOTS: THE EXPERIENCES OF TEACHERS IN ENHANCING THE ACADEMIC PROGRESS OF STEM STUDENTS**

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**ABSTRACT**

*In a generic classroom environment, the teachers serve as the main facilitators of students’ learning, while the students listen to the lectures of their teachers. At first, it might seem that both of these sides reside together in harmony. Yet deep inside, problems that students face that hinder their academic progress might worsen throughout discussions that do not utilize the proper teaching strategies for certain audiences. Therefore, this study aims to dig into the various teaching strategies of STEM teachers, their experiences in handling their students, the obstacles they have faced throughout their teachings in the STEM strand, and the coping mechanisms after such drawbacks. The interviews were conducted via semi-structured face-to-face interviews utilizing open-ended questions while implementing thematic analysis to arrange the information gathered. The findings concluded that the teaching strategies that were used include hands-on activities, collaborative teaching, and inquiry-based learning. It also found out that the struggles that teachers had faced included student engagement in academics, issues in class participation, and backlash in allotted time measures, and some solutions formulated to address such challenges include student adaptation to certain circumstances, reaching out and embracing change, and flexibility and adaptability to any situation. As this study sheds light to certain solutions that teachers can apply by figuring out most effective teaching methods, instructional techniques, and classroom practices to enhance the academic performances of STEM students, some solutions suggested by the researchers include researching and utilizing multiple teaching strategies/methods, seeking guidance from experienced people if needed, knowing about feedback from other teachers and students, and many others.*

**Keywords:** *educators, teachers, students, teaching strategies, academic progress, classroom, STEM*