International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students

Mark Reden S. Aglahian
Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES
Email address: markreden.aglahian@deped.gov.ph

Abstract*—This study looked into the relationship between teaching strategies and the academic and soft skills of Gen Z HUMSS students in two public senior high schools in the Schools Division Office of Laguna. It sought to find the level of teaching strategies of HUMMSS teachers, academic and soft skills of HUMMSS Gen Z learners and the correlation between these variables. The research used descriptive correlational design in the conduct of this research. A researcher-made, expert-validated survey questionnaire was administered to 111 randomly selected Grade 12 HUMSS students, and data were analyzed using descriptive statistics such as mean and standard deviation Pearson's correlation analysis to test the relationship between the variables. Findings revealed high to very high utilization of Gen Z teaching strategies, with experiential, visual/interactive, and microlearning approaches most consistently applied. Learners also demonstrated high to very high academic and soft skill performance. Correlation analysis showed that technology-integrated learning, gamified learning, and visual/interactive content had significant positive relationships with several academic skills, particularly note-taking, information management, and test-taking. These same strategies likewise exhibited significant positive correlations with all or most soft skills. In contrast, experiential learning and microlearning showed limited or negative associations with both skill domains. Based on the findings, as positive correlation was found between teaching strategies and the academic and soft skills of HUMMSS students, the null hypotheses were rejected. This imply that the teaching strategies the teachers employ help students improve both skills. The results supported that select Gen Z teaching strategies meaningfully correlated with improved student competencies. These highlighted the need to strengthen technology-supported, gamified, and visually enriched instruction to optimize HUMSS learners' academic and interpersonal development. Teachers may integrate a structured homeroom-based Social–Emotional Learning (SEL) routine across all HUMSS classes to improve emotional regulation, adaptability, and leadership behaviors that were rated lower than other soft skills. Also, prioritize the adoption of technology-integrated, gamified, and visual-interactive teaching strategies in lesson planning and classroom observations, since these strategies showed significant positive correlation on students' academic skills.*

***Keywords*—** *Gen Z teaching strategies, HUMSS students, academic skills, soft skills.*

I. INTRODUCTION

Giving students the academic knowledge and soft skills necessary for success in the twenty-first century is becoming increasingly important in the Philippines' changing senior high school curriculum, especially in the Humanities and Social Sciences (HUMSS) strand. In order to address the various requirements of students, the Department of Education (DepEd) has promoted learner-centered approaches more and more, incorporating digital resources, experiential learning, and flexible pedagogies (DepEd Tambayan, 2023). Gen Z teaching strategies, which are defined by technology integration, gamification, microlearning, and interactive content, have become transformative tools in improving student engagement, motivation, and performance as the educational system adjusts to global trends (Mayer, 2020; Koh et al., 2022).

Even with these advancements, a lot of HUMSS students still have trouble developing soft skills like communication, emotional intelligence, and adaptability as well as fundamental academic skills like note-taking, research proficiency, and test-taking techniques (Kitjaroonchai et al., 2025; Wang et al., 2025). The discrepancy between student skill acquisition and instructional delivery points to the necessity of critically analyzing the ways in which contemporary teaching approaches affect learning outcomes. Despite the widespread use of Gen Z techniques, little is known about their true relationships on student abilities, particularly when it comes to senior high school education in the Philippines.

The correlation of Gen Z teaching methods on HUMSS students' academic performance and soft skills is the main subject of this study. While soft skills like emotional intelligence, digital literacy, leadership, adaptability, and communication are becoming more and more important for personal growth and employability, academic skills like information literacy, research ability, and test-taking strategies are necessary for academic success and lifetime learning (Ashikuzzaman, 2021; Dinagsao, 2022). This study attempted to comprehend how creative teaching methods influence comprehensive learning experiences by investigating the relationship between pedagogy and student growth.

This study's main goal was to ascertain how Gen Z teaching methods associate with the academic and soft skills of senior high school HUMSS students. It specifically aims to determine which techniques are the most related to students' research, note-taking, and test-taking skills as well as how these methods support the growth of emotional intelligence, flexibility, leadership, and communication. The goal of this investigation is to offer empirical data that will help teachers improve their teaching strategies and better assist students' development.

Finally, by providing insights on the pedagogical efficacy of Gen Z techniques in promoting both cognitive and interpersonal competencies, this research advances the subject of teaching HUMSS students. It emphasized how crucial it is

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.

to match curricular objectives and student requirements with innovative teaching practices. A more adaptable and inclusive learning environment that equips HUMSS students for both academic success and real-world issues may result from the findings, which could also influence curriculum development, teacher preparation, and policy formation.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the relation of teaching strategies on the academic and soft skills of HUMSS Gen Z students in selected school in SDO Laguna.

Specifically, it sought o answer the following questions:

1. What is the level of teaching strategies of HUMSS Teachers in terms of:
   1.1 technology-integrated learning;
   1.2 experiential learning;
   1.3 microlearning;
   1.4 gamified learning; and;
   1.5 visual and interactive content?
2. What is the level of academic skills of HUMSS Gen Z learners as to:
   2.1 note-taking;
   2.2 information management;
   2.3 research skills; and
   2.4 test-taking skills?
3. What is the level of soft skills HUMSS Gen Z learners as to:
   3.1 emotional skills;
   3.2 digital skills;
   3.3 leadership skills;
   3.4 adaptability and flexibility skills;
   3.5 communication skills?
4. Do the teaching strategies significantly correlate to the academic skills of HUMSS Gen Z students?
5. Do the teaching strategies significantly correlate to the soft skills of HUMSS Gen Z students?

II. Methodology

The research used descriptive correlational design in the conduct of this research. A researcher-made, expert-validated survey questionnaire was administered to 111 randomly selected Grade 12 HUMSS students, and data were analyzed using descriptive statistics such as mean and standard deviation Pearson's correlation analysis to test the relationship between the variables.

III. Results and Discussion

This part presents, analyzes and interprets the data gathered that showed correlation between the utilization of teaching strategy on the academic and soft skills of HUMSS students.

Level of Utilization of Gen Z Teaching Strategies

In this study teaching strategies emphasize relevance, collaboration, inclusivity, and timely feedback to support motivation, participation, and meaningful learning experiences.

The following tables show the level of utilization of teaching strategy in teaching HUMMS students that include variables such as technology-integrated learning, experiential learning, micro learning, gamified learning, visual and interactive content. The level of this strategy was determined by mean and standard deviation.

Table 1 shows the level teachers of utilization of teaching strategies in terms of technology-integrated learning.

The results show that several technology-integrated practices are always utilized by teachers, particularly incorporating videos in lessons, facilitating online collaboration, and adjusting instruction through digital tools. These indicate a strong and consistent integration of technology to support engagement, flexibility, and interaction suited to Gen Z learners. Meanwhile, other strategies are often utilized, including the use of online platforms for managing class activities and providing assessments through digital tools. This suggests that while teachers regularly employ these practices, there is still room to further strengthen their consistent application across all learning activities.

Table 1. Level of Teaching Strategies in terms of Technology-Integrated Learning

Statements The Teacher…	Mean	SD	Remarks
…uses at least one of different online platforms (e.g., google classroom, padlet,ms teams, fb groups) to manage class activities.	4.20	0.87	Often
…incorporates videos in lessons.	4.32	0.73	Always
…provides assessments through online tools.	4.10	0.85	Often
…facilitates collaboration among students using online platforms like messenger, Google meet, or Zoom meeting.	4.41	0.81	Always
…adjusts instruction through the use of digital tools.	4.48	0.72	Always
Weighted Mean	4.29		
SD	0.81		
Verbal Interpretation	Very High		

The weighted mean of 4.29, standard deviation of 0.81 interpreted as Very High, indicates that teachers extensively utilize teaching strategies through technology-integrated learning. This reflects a strong commitment to incorporating digital tools that support interactive, flexible, and learner-centered instruction aligned with Gen Z preferences.

In summary the very high utilization imply that technology-based teaching practices are well established; however, continuous professional development is essential to sustain effective use and adapt to emerging digital innovations.

Table 2 shows the level of teachers of teaching strategies in terms of experiential learning.

The results reveal that all indicators under this category were rated Always, including implementing hands-on activities, encouraging reflection, using simulations, designing real-world projects, and connecting lessons to community or cultural experiences. This demonstrates that experiential learning is consistently practiced by teachers, allowing students to learn through direct engagement, meaningful application, and active participation. These strategies promote

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.

deeper understanding as learners interact with authentic tasks that mirror real-life contexts.

Table 2. Level of Teaching Strategies in terms of Experiential Learning

Statements The Teacher…	Mean	SD	Remarks
…implements hands-on activities applications in lessons.	4.62	0.49	Always
…encourages reflection on learning experiences to deepen understanding	4.63	0.48	Always
…designs class projects that involve solving real-world problems.	4.60	0.49	Always
…uses simulations or role-playing activities to enhance learning.	4.67	0.47	Always
…connects lessons to community or cultural experiences.	4.63	0.48	Always
Weighted Mean	4.62		
SD	0.48		
Verbal Interpretation	Very High		

The weighted mean of 4.62, with a standard deviation of 0.48, interpreted as Very High Utilization, suggests that teachers strongly apply experiential learning in their instruction. This indicates a well-established habit of designing activities that require students to collaborate, reflect, explore, and apply concepts in practical ways.

Table 3 shows the level of teachers' utilization of Gen Z teaching strategies in terms of microlearning.

Table 3. Level of Teaching Strategies in terms of Microlearning

Statements The Teacher…	Mean	SD	Remarks
…delivers lessons in short segments.	4.49	0.50	Always
…uses short videos to explain lessons.	4.50	0.50	Always
…uses visual materials to explain key ideas.	4.50	0.52	Always
…provides review materials before assessments.	4.48	0.50	Always
…makes learning materials easy for students to access.	4.50	0.52	Always
Weighted Mean	4. 48		
SD	0.51		
Verbal Interpretation	Very High		

The results indicate that all indicators under this category were rated Always, such as delivering lessons in short segments, using brief videos, infographics, or visual materials, and providing quick review materials before assessments. These results reflect teachers' strong preference for presenting content in manageable, bite-sized chunks that support learners' focus and understanding.

The consistent use of visual materials and micro-segments also suggests that teachers recognize the need to simplify complex topics into digestible forms suitable for Gen Z learners.

The weighted mean of 4.48, with a standard deviation of 0.51, interpreted as Very High Utilization, further demonstrates that microlearning is extensively practiced across classrooms. This reflects teachers' commitment to adapting instructional delivery to match students' shorter attention spans and preference for concise, visually rich learning experiences.

Overall, the very high utilization implies that microlearning strategies are firmly established and effectively support clarity, engagement, and efficient knowledge retention.

Table 4 shows the level of teachers' utilization of Gen Z teaching strategies in terms of gamified learning.

Table 4. Level of Teaching Strategies in terms of Gamified Learning

Statements The Teacher…	Mean	SD	Remarks
…uses games or point systems to make learning more engaging.	4.08	0.95	Often
…conducts interactive quizzes during lessons.	4.37	0.75	Always
…rewards students with badges and points or similar incentives for completing tasks.	3.90	1.00	Often
…promotes teamwork through gamified activities.	4.32	0.84	Always
…integrates game-like elements (e.g. challenges, levels, rewards) to motivate participation.	4.14	0.90	Often
Weighted Mean	4. 15		
SD	0.90		
Verbal Interpretation	High		

The results indicate that teachers always conduct interactive quizzes and promote teamwork through gamified activities, while other strategies like using games or point systems, giving badges or incentives, and integrating game-like elements are rated Often. This pattern suggests that teachers frequently apply gamification, particularly in activities that support collaboration and immediate feedback. The use of quizzes and team-based challenges reflects a consistent effort to make lessons more engaging and to sustain learner participation.

The weighted mean of 4.15, with a standard deviation of 0.90, interpreted as High Utilization, shows that gamified learning is regularly practiced, though not as consistently as other Gen Z strategies.

This indicates that while many teachers appreciate the motivational benefits of gamification, some game-based elements, structured rewards or point systems, may require further integration or refinement.

Overall, the high utilization implies that gamified learning is valued as a tool for participation and motivation, but there is still room to deepen its application across classroom activities.

Table 5. Level of Teaching Strategies in terms of Visual and Interactive Content

Statements The Teacher…	Mean	SD	Remarks
…uses visual aids in explaining concepts.	4.45	0.76	Always
…utilizes collaborative tools online	4.26	0.82	Always
…encourages students to create visual content as part of learning (e.g. Poster, Infographics, Videos)	4.53	0.60	Always
…uses activities that make students use actual materials.	4.40	0.69	Always
…enhances student engagement using visual content	4.43	0.72	Always
Weighted Mean	4.40		
SD	0.73		
Verbal Interpretation	Very High Utilization		

The results reveal that all indicators under this category were rated Always, including the use of visual aids, integration of collaborative online tools, encouraging students to create visual content, designing activities using real

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.

materials, and enhancing engagement through interactive content. These consistently high ratings indicate that teachers recognize the importance of multimodal learning and regularly use visual and interactive tools to strengthen concept understanding and maintain learner engagement.

The weighted mean of 4.40, with a standard deviation of 0.73, interpreted as Very High Utilization, confirms that visual and interactive strategies are strongly embedded in classroom instruction. This suggests that teachers intentionally enhance learning by incorporating diagrams, animations, simulations, and collaborative visual activities, allowing students to process information more efficiently. Overall, the very high utilization implies that teachers are effectively leveraging visual and interactive resources to support comprehension, participation, and creativity in learning.

In reviewing data from tables 1 to 5 it is apparent that the Gen Z teaching strategies discussed within these tables were all utilized at either high or very high by respondents. However, clarity is provided on which of the Gen Z strategies were utilized more consistently. The most consistently utilized strategy was experiential learning as evidenced through the high mean scores and it is thus seen that teacher's generally anchor their students' learning experiences in authentic, real-world, hands-on, and reflective practices. The majority of respondents used both visual and interactive content and microlearning with also very high means thus suggesting respondents have a strong dependence upon multi-media, visual/auditory imagery, and brief, concise educational formats that are compatible with Gen Z's preferred method of acquiring knowledge.

Additionally, technology integrated learning was also found to have been used frequently however there were moderate levels of inconsistency in degree of utilization whereby it was perceived that teachers utilize various digital tools and platforms; however, there is less consistency in the type of use being applied for certain practices/authenticity. Conversely, gamified learning was found to have the lowest frequency of utilization among the five strategies as a whole, and most notably has the lowest consistency of utilization, primarily due to lack of reward systems/structured design as part of their application. Overall, the findings suggest that the highest degree of effectiveness will be exhibited when teachers employ the use of visual, experiential, and micro or small content to deliver instructional materials to students whereas there is potential for increasing the effectiveness of gamification.

Future research could explore specific frameworks or training programs to help teachers implement gamified learning more consistently and effectively. Additionally, studies may examine the long-term impact of gamified learning on student engagement, motivation, and academic performance across different educational contexts.

Level of learners' academic skills

In this study learners' academic skills is essential abilities that enable students to successfully perform learning tasks and meet academic demands.

The following tables show the level of learners' academic skills such as note taking, information management, research skills, and test taking skills. The level of learners' academic skill was determined by mean and standard deviation.

Table 6 shows the level of learners' academic skills in terms of note-taking.

Table 6. Level of Gen Z Learners' Academic Skills as to Note-Taking

Statements I can…	Mean	SD	Remarks
…take notes during class to help me understand the lesson.	4.35	0.82	Always
…organize my notes using outlines or bullet points.	4.06	0.89	Often
…summarize key ideas in my own words.	4.11	0.91	Often
…prepare notes for my exams.	4.23	0.90	Always
…review and revise my annotations regularly.	3.98	0.92	Often
Weighted Mean	4.15		
SD	0.90		
Verbal Interpretation	High		

The results indicate that learners always take notes during class and prepare notes for exams, suggesting that these foundational behaviors are well-developed. Meanwhile, skills such as organizing notes, summarizing key ideas, and reviewing annotations are rated Often, showing that while these practices are present, they are not performed as consistently. This pattern suggests that students generally value note-taking as a learning tool but may still benefit from more structured guidance on how to refine their strategies.

The weighted mean of 4.15, with a standard deviation of 0.90, interpreted as High, indicates that learners demonstrate a strong level of note-taking skills overall. This reflects a solid foundation in capturing essential information, although advanced note-taking techniques such as regular review, summarization, and strategic organization, may require further reinforcement. Overall, the high rating implies that students recognize the importance of note-taking but still have room to strengthen their efficiency and depth of processing.

The abilities of students to take notes are high, meaning most students can write/read and have summarized information adequately, which will help them understand the topics better and be more prepared for their exams. But, because the scores for organization and review were slightly lower than average, teachers could provide explicit instruction in some advanced note taking such as Cornell notes, mapping, and summarization, in order to help improve students' critical thinking and information processing skills and develop better study habits and ultimately higher academic success rates.

Table 7 shows the level of learners' academic skills in terms of information management.

The results indicate that all indicators i.e., finding reliable sources online, evaluating credibility, organizing information, using digital tools, and applying information ethically were rated Always. This means that learners consistently demonstrate strong information-handling skills, particularly in locating credible sources and managing their academic materials digitally. The consistent use of digital tools such as Google Drive also highlights their familiarity with organizing files and resources efficiently.

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.

Table 7. Level of Gen Z Learners' Academic Skills as to Information Management

Statements I can…	Mean	SD	Remarks
…find reliable sources online.	4.38	0.76	Always
…evaluate the credibility of the information I read.	4.38	0.75	Always
…organize information from different sources effectively.	4.25	0.87	Always
…utilize digital tools (e.g. Google Drive) to manage my academic resources.	4.29	0.77	Always
…use information ethically in my schoolwork (proper citation, avoiding plagiarism).	4.32	0.82	Always
Weighted Mean	4.32		
SD	0.79		
Verbal Interpretation	Very High		

The weighted mean of 4.32, with a standard deviation of 0.79, interpreted as Very High, shows that learners possess a well-developed ability to access, evaluate, and ethically use information. This suggests that students are confident not only in gathering information but also in verifying the accuracy and credibility of sources which an essential skill in academic research. Overall, the very high utilization indicates that learners are capable information managers who can navigate digital environments responsibly and effectively.

The exceptionally high average levels of information management skills indicate that Gen Z have the ability to navigate through the vast sea of digital resources available to them, including evaluation of credibility of the resource, and use tools to assist in organizing academic content. This demonstrates that students will effectively complete any research project, and will be able to independently manage complex information. However, the consistently high averages for each of these information management skills version indicate that educators must continue to add on frameworks for the use of ethical information and digital literacy, so that as learners are exposed to the overwhelming amounts of information all around them, they continue to maintain accountability and integrity in how they use information.

Table 8 shows the level of learners' academic skills in terms of research skills.

Table 8. Level of Gen Z Learners' Academic Skills as to Research Skills

Statements I can…	Mean	SD	Remarks
…formulate research questions for academic tasks.	4.36	0.50	Always
…collect and analyze data.	4.39	0.54	Always
…use academic databases and journals for research.	4.39	0.53	Always
…write research papers using proper citation styles.	4.41	0.51	Always
…conduct research independently.	4.39	0.51	Always
Weighted Mean	4.39		
SD	0.52		
Verbal Interpretation	Very High		

The results indicate that all indicators which include formulating research questions, collecting and analyzing data, using academic databases, writing research papers with proper citation, and conducting research independently were rated Always. This suggests that learners consistently demonstrate strong research competencies and are confident in performing the different phases of research, from information gathering to analysis and academic writing.

The weighted mean of 4.39, with a standard deviation of 0.52, interpreted as Very High, indicates that learners possess advanced research skills and are able to work independently with minimal supervision. This high rating reflects students' familiarity with academic sources, adherence to proper citation formats, and ability to analyze information systematically. Overall, the results imply that research processes are well-developed among learners, enabling them to participate effectively in academic tasks that require inquiry and evidence-based
reasoning.

The high ratings for research skills suggest that learners have the skill set necessary to formulate research questions, collect data for a study, find resources using an academic database, and produce research-based outputs. This indicates that the current method of instruction is adequate to support inquiry-based and analytical thinking. However, because there is a consistent high rating for all learners in this area means that it is also important to provide some advanced discipline-related research experiences to provide the necessary challenges to learners and deepen their understanding of methods, especially since research competence is important to HUMSS learners as they prepare for college.

Table 9 shows the level of learners' academic skills in terms of test-taking skills.

Table 9. Level of Gen Z Learners' Academic Skills as to Test-Taking Skills

Statements I can…	Mean	SD	Remarks
…manage my time during exams.	4.23	0.92	Always
…practice relaxation techniques (e.g.deep breathing, positive self-talk) to reduce test anxiety.	4.12	0.85	Often
…review my answers before submitting tests.	4.26	0.85	Always
…understand how to interpret different types of test questions.	4.13	0.95	Often
…prepare for exams using active study techniques.	4.19	0.88	Often
Weighted Mean	4.18		
SD	0.89		
Verbal Interpretation	High		

The results reveal that learners always manage their time during exams and review their answers before submission, indicating strong foundational habits for test preparedness. Meanwhile, skills such as reducing test anxiety, understanding different types of test questions, and using active study techniques were rated Often, suggesting that although learners apply these strategies regularly, they may benefit from additional support in developing more consistent and effective test-taking routines.

The weighted mean of 4.18, with a standard deviation of 0.89, interpreted as High, indicates that learners demonstrate generally strong test-taking skills but still face challenges in areas related to anxiety management and strategic preparation. This implies that while students possess the basic competencies required for test performance, further enhancement in higher-order strategies—such as interpreting question formats and employing structured review methods—

could improve their overall exam outcomes.

The results show that learners have a high level of test-taking skills, which means that learners can manage time, develop a systematic approach to doing the test, and review their answers, which translates into better test performance. However, there are a number of areas that showed lower levels of performance, such as managing test anxiety, understanding how test items are written, and using active study strategies; therefore, it can be deduced that there are some learners who have difficulty managing the cognitive and emotional demands of test taking. This means that schools should incorporate structured test-taking workshops and stress-reduction strategies to help build learner confidence, alleviate anxiety, and demonstrate effective test-taking strategies during high-stakes assessments.

Level of Learners' Soft Skills

In this study learners' soft skills is a non-academic ability that support effective learning and social interaction which help learners function well in academic settings and real-life situations.

The following tables show the level of learners' soft skills that include variables such as emotional skills, digital skills, leadership skills, adaptability and flexibility skills. The level of learners' soft skill was determined by mean and standard deviation.

Table 1- shows the level of learners' soft skills in terms of emotional skills.

Table 10. Level of Gen Z Learners' Soft Skills as to Emotional Skills

Statements I can…	Mean	SD	Remarks
…manage stress during school tasks.	3.86	1.07	Often
…understand others' emotions.	4.16	0.88	Often
…respond appropriately to others' emotions.	4.19	0.93	Often
…stay motivated after academic difficulties.	4.21	0.99	Always
…show empathy to classmates.	4.36	0.92	Always
Weighted Mean	4.16		
SD	0.87		
Verbal Interpretation	High		

The results indicate that learners always show empathy toward classmates and remain motivated after academic difficulties, demonstrating strong prosocial behaviors and resilience. Meanwhile, other indicators i.e., managing stress, understanding others' emotions, and responding appropriately were rated Often, suggesting that learners generally possess healthy emotional awareness but may still need support in consistently regulating their emotions across various situations. This pattern reflects a developing but positive level of emotional competence among learners.

The weighted mean of 4.16, with a standard deviation of 0.87, interpreted as High, indicates that students have well-developed emotional skills overall. They are able to stay motivated, interact positively with peers, and demonstrate empathy—skills that are essential for maintaining healthy relationships and functioning effectively in academic environments. The high level of emotional competence suggests that learners can navigate stress and interpersonal interactions with increasing maturity, although some aspects of emotional regulation may benefit from further reinforcement.

Table 11 shows the level of learners' soft skills in terms of digital skills.

Table 11. Level of Gen Z learners' soft skills as to digital skills

Statements I can…	Mean	SD	Remarks
…use digital tools to complete school tasks.	4.24	0.84	Always
…protect my personal information online.	4.57	0.72	Always
…collaborate with others using digital platforms.	4.21	0.86	Always
…use reference management tools for academic writing.	4.23	0.79	Always
…follow ethical practices when using digital content.	4.42	0.73	Always
Weighted Mean	4.34		
SD	0.80		
Verbal Interpretation	Very High		

Results reveal that all indicators were all rated Always. This demonstrates that learners consistently exhibit strong digital proficiency, particularly in performing academic tasks, communicating online, and managing information responsibly. The high scores also reflect their familiarity and confidence in navigating technology-rich learning environments.

The weighted mean of 4.34, with a standard deviation of 0.80, interpreted as Very High, indicates that learners possess advanced digital skills essential for academic success in 21st-century learning environments.

This suggests that students are not only capable of using digital tools for productivity but are also conscious of digital safety and ethical practices. Overall, the very high level of digital skills implies that learners are equipped to participate effectively in technology-mediated tasks, collaborate virtually, and handle academic resources with accountability.

Table 12 shows the level of learners' soft skills in terms of leadership skills.

The results indicate that learners always take responsibility for their actions and make decisions that benefit the group, reflecting strong accountability and a sense of initiative.

Table 12. Level of Gen Z Learners' Soft Skills as to Leadership Skills

Statements I can…	Mean	SD	Remarks
…take initiative in group activities.	4.20	0.98	Often
…help my peers to organize tasks.	4.12	0.92	Often
…motivate others to participate in school projects.	4.08	0.98	Often
…make decisions that benefit the group.	4.21	0.91	Always
…take responsibility for my actions in group work.	4.41	0.93	Always
Weighted Mean	4.20		
SD	0.95		
Verbal Interpretation	High		

Other indicators were rated Often, suggesting that while students regularly demonstrate leadership behaviors, these may vary depending on the task, group dynamics, or context. Overall, the pattern implies that learners possess emerging yet promising leadership qualities.

The weighted mean of 4.20, with a standard deviation of 0.95, interpreted as High, indicates that learners show consistent leadership capabilities, especially in areas related to

responsibility and decision-making. These skills are essential in collaborative environments where students must coordinate efforts, guide peers, and take ownership of group outcomes. The high level of performance suggests that learners are developing confidence and influence within group settings, although some aspects of leadership such as initiating tasks and motivating peers, may still benefit from further reinforcement.

Table 13 shows the level of learners' soft skills in terms of adaptability and flexibility skills.

Table 13. Level of Gen Z Learners' Soft Skills as to Adaptability and Flexibility Skills

Statements I can…	Mean	SD	Remarks
Adjust to changes in class schedules.	4.10	0.94	Often
Work well in online classes.	3.93	1.05	Often
Accept feedback from others.	3.90	1.00	Often
Change learning strategies when needed.	4.24	0.95	Always
Stay focused during challenges.	4.22	0.92	Always
Weighted Mean	4.08		
SD	0.98		
Verbal Interpretation	High		

The results indicate that learners always adapt their learning strategies when needed and stay focused during challenges, showing strong resilience and the ability to adjust to academic demands. Meanwhile, indicators such as adjusting to changes in class schedules, working well in online classes, and accepting feedback were rated Often, suggesting that although students can generally adapt, their flexibility fluctuates depending on the learning context. This variation reflects that some students may still be developing consistency in responding to unexpected changes or feedback.

The weighted mean of 4.08, with a standard deviation of 0.98, interpreted as High, indicates that learners possess well-developed adaptability skills overall. They are capable of adjusting to new learning conditions and coping with challenges, which are essential qualities for success in evolving educational environments. Although the overall level is high, the presence of Often ratings in

Several indicators imply that some learners may still need additional support in developing smoother transitions between different learning modes and circumstances.

To address this need, educators should implement strategies that promote flexibility and gradual adjustment to different learning environments, such as guided practice, reflective activities, and scaffolded instruction. Providing consistent support and feedback can help learners build confidence in managing transitions, while targeted interventions focusing on self-regulation and time management can further enhance their ability to adapt effectively across various academic contexts. Additionally, integrating technology-based tools can expose learners to diverse learning platforms and situations. Encouraging peer collaboration can also help students learn adaptive strategies from one another. These approaches can collectively support the development of more resilient and flexible learners. Ultimately, fostering adaptability equips students with essential skills for lifelong learning.

Table 14 shows the level of learners' soft skills in terms of communication skills.

Table 14. Level of Gen Z Learners' Soft Skills as to Communication Skills

Statements I can…	Mean	SD	Remarks
express my ideas clearly in class discussions.	4.05	0.96	Often
write academic papers with proper structure.	4.21	0.91	Always
listen to others during group work.	4.38	0.84	Always
use appropriate tone and language in digital communication.	4.23	0.86	Always
present information through oral presentations or multimedia formats.	4.26	0.86	Always
Weighted Mean	4.22		
SD	0.89		
Verbal Interpretation	Very High		

The results indicate that learners always listen actively during group work, write academic papers with proper structure, use appropriate tone in digital communication, and present information confidently. These consistently high ratings show that students demonstrate strong communication skills across written, oral, and digital formats. Meanwhile, expressing ideas clearly during class discussions is rated Often, suggesting that although learners generally communicate well, some may still be developing confidence or clarity in live verbal interactions. Overall, the indicators depict learners as capable communicators who can engage meaningfully in various academic and collaborative contexts.

The weighted mean of 4.22, with a standard deviation of 0.89, interpreted as Very High, further reflects that communication skills are well-developed among learners. This level of proficiency indicates that students can articulate ideas effectively, adapt their communication styles to different situations, and participate actively in group or class tasks. The strong performance across multiple communication domains suggests that learners are prepared to handle academic tasks requiring clear expression, structured writing, and thoughtful interaction.

The table 15 shows the relationship between teaching strategies and Gen Z learners' academic skills

Significant Correlation Between Teaching Strategies and Academic Skills of Gen Z Learners

Table 15 indicates that technology-integrated learning has a significant positive correlation with note-taking ($r = .314$, $p = .001$), information management ($r = .302$, $p = .001$), and test-taking skills ($r = .207$, $p = .029$), implying that the use of digital platforms and tools enhances students' ability to record, organize, and apply academic information, though it is not significantly related to research skills ($r = .059$, $p = .540$).

Similarly, gamified learning shows significant positive relationships with note-taking ($r = .381$, $p < .001$), information management ($r = .213$, $p = .025$), and test-taking ($r = .374$, $p < .001$), indicating that game-based strategies effectively support engagement and performance in these areas. In addition, visual and interactive content is significantly associated with information management ($r = .268$, $p = .004$) and test-taking skills ($r = .245$, $p = .010$), highlighting its role in helping students process and retain academic content.

Table 15. Significant Correlation Between Teaching Strategies and Academic Skills of Gen Z Learners

Teaching Strategies		Academic Skills			
		Note-taking	Information Management	Research	Test-taking
Technology Integrated Learning	Pearson Correlation	.314**	.302**	0.059	.207*
	Sig. (2-tailed)	0.001	0.001	0.540	0.029
	N	111	111	111	111
Experiential Learning	Pearson Correlation	-0.113	-0.101	0.019	-0.149
	Sig. (2-tailed)	0.239	0.292	0.840	0.118
	N	111	111	111	111
Microlearning	Pearson Correlation	-0.059	0.064	-0.023	-0.089
	Sig. (2-tailed)	0.540	0.504	0.814	0.356
	N	111	111	111	111
Gamified Learning	Pearson Correlation	.381**	.213*	-0.048	.374**
	Sig. (2-tailed)	0.000	0.025	0.620	0.000
	N	111	111	111	111
Visual and Interactive Content	Pearson Correlation	0.162	.268**	0.018	.245**
	Sig. (2-tailed)	0.089	0.004	0.848	0.010
	N	111	111	111	111

Note: *p<.05, **p<.01, ***p<.001

Table 16. Significant correlation between teaching strategies and soft skills of Gen Z learners

Teaching Strategies		Soft Skills				
		E	D	L	A&F	C
Technology Integrated Learning	Pearson Correlation	.451**	.311**	.249**	.299**	.235*
	Sig. (2-tailed)	0.000	0.001	0.008	0.001	0.013
	N	111	111	111	111	111
Experiential Learning	Pearson Correlation	-.217*	-0.108	-0.102	-0.152	-.224*
	Sig. (2-tailed)	0.022	0.261	0.288	0.112	0.018
	N	111	111	111	111	111
Microlearning	Pearson Correlation	-0.059	-0.026	-0.131	-0.123	-0.103
	Sig. (2-tailed)	0.541	0.786	0.172	0.198	0.280
	N	111	111	111	111	111
Gamified Learning	Pearson Correlation	.341**	.237*	.216*	.377**	.253**
	Sig. (2-tailed)	0.000	0.012	0.023	0.000	0.007
	N	111	111	111	111	111
Visual and Interactive Content	Pearson Correlation	.242*	.192*	0.175	.247**	0.085
	Sig. (2-tailed)	0.011	0.044	0.067	0.009	0.377
	N	111	111	111	111	111

Note: *p<.05, **p<.01, ***p<.001

In contrast, experiential learning does not show significant correlations with note-taking (r = −.113, p = .239), information management (r = −.101, p = .292), research (r = .019, p = .840), or test-taking skills (r = −.149, p = .118). Likewise, microlearning demonstrates no significant relationship with note-taking (r = −.059, p = .540), information management (r = .064, p = .504), research (r = −.023, p = .814), or test-taking (r = −.089, p = .356), indicating that these strategies may not directly influence the academic skills.

Overall, the results indicate that technology-integrated, gamified, and visual-interactive teaching strategies are more effective in enhancing students' academic skills, particularly note-taking, information management, and test-taking. In contrast, experiential learning and microlearning show limited direct correlation with these skills, suggesting the need for improved alignment or integration with academic tasks.

Table 16 shows that technology-integrated learning has significant positive correlations with all measured soft skills—emotional skills (r = .451, p < .001), digital skills (r = .311, p = .001), leadership (r = .249, p = .008), adaptability and flexibility (r = .299, p = .001), and communication (r = .235, p = .013)—indicating its strong contribution to students' holistic skill development

Significant Correlation Between Teaching Strategies and Soft Skills of Gen Z Learners

The table 16 The relationship between teaching strategies and the Gen Z learners' soft skills.

Gamified learning likewise demonstrates significant positive relationships with emotional (r = .341, p < .001), digital (r = .237, p = .012), leadership (r = .216, p = .023), adaptability and flexibility (r = .377, p < .001), and communication skills (r = .253, p = .007), indicating that interactive and game-based approaches effectively foster essential soft skills. Additionally, visual and interactive content is significantly associated with emotional skills (r = .242, p = .011), digital skills (r = .192, p = .044), and adaptability and flexibility (r = .247, p = .009).

In contrast, experiential learning shows significant negative correlations with emotional skills (r = −.217, p = .022) and communication skills (r = −.224, p = .018), while its relationships with digital skills, leadership, and adaptability are not significant. Microlearning does not exhibit any significant relationship with all soft skills measured, indicating minimal direct influence Overall, the findings suggest that technology-integrated and gamified teaching strategies are most effective in enhancing students' soft skills, while visual and interactive content provides selective benefits. Conversely, experiential learning and microlearning show limited or negative associations, highlighting the need for more structured and purposeful implementation to support soft-skill development.

IV. Conclusion and Recommendations

The findings confirm that teaching strategies significantly positive correlation with learners' academic skills, leading to the rejection of the hypothesis. The implementation of learner-centered and technology-supported instructional methods enhances students' academic performance, promotes

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.

independent learning, and improves their overall learning outcomes.

The increased utilization of teaching strategies shows significant positive correlation with learners' soft skills, leading to the rejection of the hypothesis. This implies that instructional approaches emphasizing interaction, collaboration, and learner participation are linked to stronger interpersonal and socio-emotional competencies among students.

Based on the results and conclusions on this study, the following are recommended.

The School Head and Public School District Supervisor may facilitate quarterly district-led Learning Action Cell (LAC) sessions focused on strengthening the use of gamified learning, particularly on reward systems and adaptive game-based tools, to further enhance and sustain its effective utilization.

School heads may continue implementing a school-wide Academic Skills Enhancement Program that includes monthly workshops on advanced note-taking and test-taking strategies to further develop competencies that were observed to be inconsistently practiced.

Teachers may integrate a structured homeroom-based Social–Emotional Learning (SEL) routine across all HUMSS classes to improve emotional regulation, adaptability, and leadership behaviors that were rated lower than other soft skills.

Teachers may prioritize the adoption of technology-integrated, gamified, and visual-interactive teaching strategies in lesson planning and classroom observations, since these strategies showed significant positive correlation on students' academic skills.

Teachers are encouraged to use collaborative digital platforms like Google Workspace, Padlet, Canva, in at least one major task per quarter to strengthen soft skills such as communication, leadership, and adaptability, which showed strong correlations with tech-integrated and gamified strategies.

Future researchers may study the effect of these strategies using experimental or longitudinal designs to see if the relationships observed here would become causal over time.

REFERENCE

[1]. Ashikuzzaman, M. (2021, October 3). What is information literacy? Library & Information Science Education Network. https://www.lisedunetwork.com/information-literacy/#google_vignette

[2]. DepEd Tambayan. (2023). Enhancing student engagement through interactive teaching methods: Strategies and best practices for educators. DepEd Tambayan. https://depedtambayan.net/interactive-teaching-methods-student-engagement/

[3]. Dinagsao, A. V. (2022). Time management, note-taking skills, and test-taking strategies: Its effect on students' academic performance. International Journal of Scientific & Technology Research, 11(1), 45–55. http://sci-int.com/pdf/637796491098508237.%20Dinagsao-EDU-PHILIP-31-1-22.edited%20(1).pdf

[4]. Kitjaroonchai, N., Marshall, P., Phasook, J., & Thararuenroeng, N. (2025). University students' perceptions on note-taking and its impact on academic performance. Journal of English Teaching, 11(1), 1–15. https://files.eric.ed.gov/fulltext/EJ1470644.pdf

[5]. Koh, J. H. L., & Daniel, B. K. (2022). Shifting online during COVID-19: A systematic review of teaching and learning strategies and their outcomes. International Journal of Educational Technology in Higher Education, 19, Article 56. https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-022-00361-7

[6]. Mayer, R. E. (2020). Multimedia learning (3rd ed.). Cambridge University Press. https://www.cambridge.org/highereducation/books/multimedia-learning/FB7E79A165D24D47CEACEB4D2C426ECD#overview

[7]. Wang, X., Deng, X., Wan Jaafar, W. M., Sulong, R. M., Zainudin, Z. N. B., & Wan Othman, W. N. (2025). Fostering academic engagement through soft skills and positive emotions: A sustainable development perspective on university education. Frontiers in Psychology, 16. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2025.1622327/full

Mark Reden S. Aglahian, "Teaching Strategies on the Academic and Soft Skills of Humanities and Social Science Gen Z Students," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 12, pp. 871-879, 2026.