

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division

Teresa F. Rabago¹

1 – Lananpin National High School, SDO Urdaneta City, Pangasinan, Region 1, Philippines

Publication Date: November 30, 2024

Abstract

Generally defined as the theory and practice of teaching, pedagogy refers to the methodology and process of how instructors approach teaching and learning using a specific curriculum with specific goals in mind.

This study investigated the pedagogical practices of the Senior High School teachers in Urdaneta City Division, along the areas of learning environment, diversity of learners, use of teaching strategies, assessment, and use of educational technology, as well as the challenges they encountered in applying their pedagogical practices. The researcher employed the descriptive method of research involving 124 Senior High School teachers in Urdaneta City Division from ten (10) clusters of the Division.

Findings revealed that the senior high school teachers are highly practicing pedagogical approaches in managing teaching learning. Thus, the LEAP (Leading Educators to Achieve Progress) approach is proposed to maintain and further improve the pedagogical practices of teachers, ensuring a high-quality education for all students. Adopting the LEAP framework—Leading Educators to Achieve Progress—presents a strategic and holistic approach to enhancing pedagogical practices among Senior High School teachers. This framework emphasizes Learning Environment Enhancement, Engaging Diverse Learners, Assessment Improvement, and Professional Development.

Keywords: pedagogical practices, challenges, senior high school teachers

I. Introduction

“The quality of an education system cannot exceed the quality of its teachers” a quote from the McKinsey report of 2007. It highlights how important teachers are to the success of a system of education. Simply put, the quality of education that students receive is heavily dependent on the quality of teaching they receive. This statement highlights the importance of investing in the development and support of teachers, as they are the primary agents of change in the classroom. No matter how well-designed a school's curriculum, resources, or facilities are, teachers ultimately have the biggest influence on students' learning outcomes.

Thus, it's essential for teachers to have efficient pedagogy in place. World over, highly effective teachers has been proven to improve student (or pupil) learning. In teaching, pedagogy refers to the teacher's

comprehension of how students learn. Teachers are committed to modifying the curriculum to the interests of their students. Teacher-student relationships in the classroom are essential for pedagogy and have a significant effect on the learner's mind (Shirke, 2021). The new normal pedagogy has direct impact on students' academic success, skills development, etc. Pedagogy can be defined as the approach to teaching either in theory or practice. It involves creating a learning environment and culture around students that aids their skill development. It encourages the students to work together towards completing a task and learn together, it increases their perceptions by understanding and taking views from other students.

The term "pedagogical practices" refers to the instructional strategies, methods, and approaches used by teachers to facilitate learning and engage students in the classroom. These practices encompass a wide range of factors, including lesson planning, instructional delivery, classroom management, assessment, and feedback. Pedagogical practices significantly impact student engagement, motivation, academic achievement, and overall educational outcomes. Effective pedagogical practices play a pivotal role in shaping the learning experiences and outcomes of secondary school students. A student's secondary education is a crucial stage in their academic journey since it equips them with the knowledge, abilities, and competencies they will need in the future. It is critical to comprehend the educational strategies used by secondary school teachers if one is to guarantee the quality of instruction.

Several studies stress the importance of the knowledge teachers hold, highlighting that in addition to assimilating academic knowledge, student teachers also need to incorporate knowledge derived from experiential and practical experiences in the classroom. Research also shows that variations in 'opportunities to learn' in teacher preparation are related to differences in student achievement: teachers from countries that are top performers tend to have more opportunities to learn content, pedagogical content, and general pedagogy. While teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge. Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning.

In the Philippines, with the expanded two-year program of Department of Education, senior high school teachers face challenges in effectively engaging students and facilitating meaningful learning experiences. According to Palbusa, Jr. (2021) in his qualitative phenomenological study, stories from purposively selected Senior High School stakeholders were collected through interviews, survey, and observations. After careful analysis, it revealed that some of the existing pedagogical practices still adhered to the traditional approach that deterred education from its being a genuinely free act. Proofs were gleaned from the areas of instruction, assessment, and learning environment. It is recommended that by strengthening critical pedagogy, learners become agents of social change. Teachers should then also be curriculum reformers who could make learning not just relevant but also liberating, and hence, humanizing.

We view teaching as a knowledge-rich profession with teachers as 'learning specialists.' As professionals in their field, teachers can be expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their knowledge base to improve their practice and to meet new teaching demands. Like any other schools in the Philippines, teachers in Urdaneta City also encounter different challenges with the diversity of the learners. (Santiago, 2019). It was found out that among the teaching management practices of teachers, implementing the curriculum is much practiced while utilizing the teaching resources is least practiced. It was also found out that there is significant relationship between the teaching management practices of teachers and their performance.

This study aimed to explore and document the various pedagogical practices employed by secondary school teachers in Urdaneta City Division specifically, the Senior High School teachers, in shedding light on innovative approaches, successful methods, and challenges faced in the classroom. By examining the strategies and approaches employed by these teachers, this research could provide insights and recommendations that can contribute to the continuous improvement of pedagogy in senior high schools, ultimately leading to enhanced student engagement and improved learning outcomes.

Literature Review

Student engagement is central to the teaching and learning process, and the pedagogical decisions made by teachers can be critical to students' experiences of engagement (Skinner & Belmont, 1993). This is because teachers' selection of classroom activities and the implementation of effective pedagogies provides a significant opportunity to influence student engagement and motivation (Collie et al., 2016; Skinner & Pitzer, 2012). Teachers face constant challenges in efforts to engage students in learning, with nearly one quarter of Australian students passively disengaged (Goss et al., 2017), and teachers more stressed about student behavior in low socio-economic schools (Goss et al., 2017; Sullivan et al., 2014). Despite these daily challenges, the teacher makes an essential contribution to the conditions within the classroom (Van Uden et al., 2013). In this respect, the Commissioner for Children and Young People (CCYP, 2018) found that "the role of teachers in providing a stimulating and positive learning environment was, unsurprisingly, critical to students' school and learning experiences" (p. 44). It therefore comes as no surprise that teachers play an instrumental role in student engagement and subsequent outcomes (Goldspink et al., 2008).

Many of the variations found between levels of student engagement in the classroom can be explained by the differing approaches of teachers (Hospel & Garland, 2016; Jang et al., 2016), as these approaches influence a student's immediate learning environment in ways that scaffold for student engagement (Shernoff et al., 2016). Indeed, Cothran and Ennis (2000) posit that teachers mediate, or "build the bridge" (p. 115) to student engagement, and that teachers' communication, care, respect, and inclusion of active learning mediates students' sociocultural conditions and personal situations, social membership, and engagement, leading ultimately to student achievement.

A perspective on teaching is "an interrelated set of beliefs and intentions that gives direction to our actions" and provides "a lens thorough which" teachers view teaching and learning practices (Pratt, 2002, p. 6). Different theorists use a range of terminology in naming such perspectives of teaching. For example, Olafson and Schraw (2006) use the term epistemological worldviews and refer to realist, relativist and contextualist views, whereas Pratt (2002) refers to transmission and developmental perspectives of teaching. Regardless of the terminology used, it is argued that a teacher's perspective will influence his/her classroom practice in terms of the classroom pedagogical approaches used (Brownlee, 2003; Cheng et al., 2009; Olafson & Schraw, 2006). For example, a teacher with a realist world view may see students as passive recipients and teach actively and didactically via transmission, whereas a teacher with a relativist world view may deny his/her primacy of knowledge and create an environment where students learn to think independently. Teachers with this type of perspective see students as being active constructors of knowledge (Olafson & Schraw, 2006) and may be more likely to engage in dialogic rather than traditional approaches to teaching.

A school's culture may also have significant influence on teachers' beliefs, goals and choice of pedagogy. Ingvarson, Meiers and Beavis' (2005) study on the impact of professional development on teachers' knowledge, practice, student outcomes and efficacy noted that school administrators need to provide a culture and context within the school that allows for a fertile ground for professional learning and change. The school itself needs to allow time for teachers to think, talk and analyze what is going on in classrooms and how these impacts upon student learning. An Australian Council for Educational Research project (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014) noted that teachers spend an average of 48 hours per week on school related work in a country where a 38-hour week is deemed to be fair and normal by the Australian Government's Fair Work Ombudsman (Australian Government, 2020). It was also shown that 48.1 % of secondary teachers spent 5 days or less on professional learning activities in a 12-month period (McKenzie et al., 2014). Thus, time for teachers to learn, think, discuss, analyse and reflect on student learning is minimal and very dependent on the individual school context which influences the nature of teachers' beliefs and goals for teaching that may lead to the selection of restrictive classroom pedagogical practices.

Educational institutions in Saudi Arabia have tried to cope with these modern educational trends in order to improve educational outputs. Thus, they started to prepare and qualify teachers; however, despite the efforts made by the Ministry of Education in adopting numerous innovative projects, these efforts have not been matched by a noticeable improvement in learning outcomes. This indicates a gap between theory and practice, as supported by the results of education quality indicators in Saudi Arabia. Notably, there was a decrease in the percentage of those who passed the teacher competency test provided by the National Center for Measurement (Ministry of Education Agency for Planning and Development, 2018). In a related context, these studies (Al-Asmari, 2019; Ahmed, 2018) found discrepancies in the performance of secondary education teachers, which sometimes does not correspond with modern 21st century skills.

Consequently, researchers believe that it is important to examine the extent to which teachers practice 21st century skills in classrooms. This study (Rutten & Soetaert, 2016) points out that it is useless for teachers to possess these skills if they do not translate them into actual practice. Therefore, it becomes very important to conduct this study to determine the extent to which secondary school teachers practice such skills.

Another research study conducted by Abao, Bolo, and Francisco (2021) focused on promoting inclusive pedagogical practices in Philippine secondary schools. The study aimed to explore the strategies employed by Filipino secondary school teachers to address the diverse learning needs of students and create an inclusive and supportive learning environment.

The researchers utilized qualitative research methods, including interviews and observations, to gather data from a sample of secondary school teachers in the Philippines. The study findings provided valuable insights into the pedagogical practices used by teachers to promote inclusivity in their classrooms.

In the Philippines, a research study conducted by Santos and Cruz (2018) aimed to explore the pedagogical practices of secondary school teachers in the Philippines. The researchers focused on identifying the instructional strategies, classroom management techniques, and assessment methods utilized by teachers. Additionally, the study sought to understand the challenges faced by teachers and identify effective practices that promote student engagement and learning. The study found that secondary school teachers in the Philippines utilized a variety of instructional strategies to engage their students. These strategies included lecturing, group discussions, cooperative learning, multimedia presentations, and hands-on

activities. Teachers also emphasized the use of real-life examples and contextualizing lessons to make them more relatable and meaningful for students.

In terms of classroom management, the research highlighted the importance of establishing clear rules and expectations, fostering a positive and inclusive learning environment, and promoting student participation. Teachers utilized various techniques such as seating arrangements, behavior management strategies, and building positive teacher-student relationships to maintain discipline and facilitate effective classroom interactions.

Regarding assessment practices, the study revealed that teachers employed a combination of formative and summative assessment methods. These included quizzes, tests, projects, presentations, and group work. Teachers emphasized the importance of providing timely and constructive feedback to students to support their learning and growth.

The study also identified several challenges faced by teachers in implementing effective pedagogical practices. These challenges included large class sizes, limited resources, time constraints, and varying student abilities. Despite these challenges, the teachers demonstrated resilience and creativity in adapting their practices to meet the needs of their students.

Overall, the research by Santos and Cruz shed light on the diverse pedagogical practices employed by secondary school teachers in the Philippines. The findings provided insights into effective instructional strategies, classroom management techniques, and assessment methods that promote student engagement and learning. The study also highlighted the challenges faced by teachers and their resourcefulness in navigating these challenges. The research contributes to the understanding of pedagogy in the Philippine context and offers implications for improving teaching and learning experiences in secondary schools.

The research study identified several key findings related to inclusive pedagogical practices in the Philippine secondary school context. Firstly, teachers emphasized the importance of recognizing and valuing the diverse backgrounds, experiences, and abilities of their students. They utilized differentiated instructional strategies to cater to individual student needs, such as providing additional support, adapting materials, and employing varied teaching methods.

Teachers also focused on creating an inclusive and supportive classroom environment. This involved fostering positive relationships among students, promoting collaboration and teamwork, and addressing issues of bullying or discrimination. Teachers emphasized the importance of creating a safe and respectful space where all students feel valued and included.

Furthermore, the study highlighted the significance of involving parents and guardians in the educational process. Teachers collaborated with parents to understand their children's unique needs and to develop strategies that support their learning and development. This partnership helped create a holistic and inclusive approach to education.

The study also identified challenges faced by teachers in implementing inclusive pedagogical practices. These challenges included large class sizes, limited resources, and a lack of specialized support for students with disabilities or additional learning needs. However, despite these challenges, teachers demonstrated resourcefulness and adapted their practices to accommodate diverse learners.

In conclusion, the research by Abao, Bolo, and Francisco highlighted the importance of promoting inclusive pedagogical practices in Philippine secondary schools. The findings provided insights into strategies used

by teachers to address diverse student needs and create an inclusive learning environment. The study also emphasized the significance of collaboration with parents and the challenges faced by teachers in implementing inclusive practices. The research contributes to the ongoing efforts to enhance inclusivity in Philippine secondary education and offers implications for supporting diverse learners effectively.

Research Questions

This study aimed to determine the pedagogical practices of Senior High School Teachers in the Division of Urdaneta City. Specifically, it sought to answer the following questions:

1. What is the level of pedagogical practices of Senior High School Teachers in the Division of Urdaneta City along;
 - a. learning environment ;
 - b. diversity of learners ;
 - c. use of teaching strategies ;
 - d. assessment ; and
 - e. use of educational technology?
2. What are the challenges encountered by the Senior High School teachers in their pedagogical practices?
3. What programs/activities can be proposed to enhance the pedagogical practices of Senior High School Teachers?

Scope and Limitation

This study focused on determining the level of pedagogical practices of Senior High School Teachers in the Division of Urdaneta City along in the following areas: learning environment, diversity of learners, use of teaching methodologies, assessment, and use of educational technology. Additionally, it discussed the various difficulties that SHS teachers face in their instructional methods. Teachers from senior high schools took part in the study. Random interviews with selected teachers in different schools of Urdaneta City Division regarding their methods in their particular areas were conducted. Participation in the interview was voluntary. The researcher believes that a school culture that promotes a high sense of collective efficacy, experience and young teachers are more likely to put forth greater effort as they strive to meet expectations for successful teaching.

II. Methodology

Research Design

This study utilized descriptive research design. The data gathered through the use of questionnaire checklist assessed the level of pedagogical practices and the challenges encountered of Senior High School Teachers of Urdaneta City Division

a. Sampling

The respondents of the study are 124 selected Senior High School Teachers of different schools in Urdaneta City Division.

b. Data Collection/Instrumentation

The data collection method utilized was a quantitative approach using questionnaire checklist as the main data gathering tool. The researcher administered pre-assessment to the respondents to assess the level of teacher's pedagogical practices and post-assessment after the implementation of the program/activities to determine the effectiveness of the approach. To ensure the validity of the data gathered, an unstructured interview was conducted. The gathered data was subjected to statistical treatment followed by analysis of the result.

c. Ethical Issues

During the conduct of this study, the researcher ensured that it will not violate the ethics of conducting research, the researcher informed the participants about the objectives of the study and the participants knowingly, intelligently, and in a clear and manifest way, give their consent. Confidentiality and anonymity were strictly observed so the respondents' identity will not be linked with their personal responses. Proper documentation, citation and referencing were done to ensure copyright laws. Proper coordination was done among the people concerned to ensure smooth direction of the research.

d. Plan for Data Analysis

Data was gathered from the answered questionnaires. It was checked, classified, tabulated, and analyzed. The pre-assessment and post-assessment result was treated using descriptive statistics, frequency, percentage, and average weighted mean (AWM). A much deeper analysis of data collection was performed to make use of descriptive research method in this study.

VI. Discussion of Results and Reflection

This portion shows the data gathered, its analysis and interpretation relative to the pedagogical practices of Senior High School Teachers of Urdaneta City Division.

Table 1

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division along with Learning Environment

n- 124

Indicators	Weighted Mean	Descriptive Equivalent
LEARNING ENVIRONMENT		
1. I use a variety of instructional strategies to engage students and encourage active participation in the learning process.	3.28	Moderately Practiced
2. I effectively incorporate student-centered instructional strategies that encourage active participation and engagement in the learning process.	3.38	Highly Practiced
3. I provide ample opportunities for student reflection, self-assessment, and goal setting to foster a sense of ownership and responsibility for learning.	3.20	Highly Practiced
4. I effectively communicate clear learning goals and objectives to my students.	3.32	Highly Practiced
5. I create a supportive and inclusive classroom environment that values and respects the diverse backgrounds and perspectives of students."	3.42	Highly Practiced
	3.32	Highly Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced
3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practice

Table 1 presents that the level of pedagogical practices of senior high school teachers in terms of learning environment has a mean of 3.32 with a verbal interpretation of Highly Practiced (HP). The highest mean for level of pedagogical practices of senior high school teachers in terms of learning environment is indicator #5, " I create a supportive and inclusive classroom environment that values and respects the diverse backgrounds and perspectives of students," has a mean of 3.42 with the verbal interpretation of Highly Practiced, on the other hand the least indicators of pedagogical practices of senior high school

teachers in terms of learning environment is " I provide ample opportunities for student reflection, self-assessment, and goal setting to foster a sense of ownership and responsibility for learning with 3.20 a verbal interpretation of moderately practiced. Teacher's pedagogical practices states clearly that teachers' setup the important component in a learning environment that is an essential piece of classroom management to support both teaching and learning. The researcher has since a long time ago attempted to clarify teacher's pedagogical practices, and learning environment is one of the key logical developments in these endeavors. Learning environments are places where people learn. It can include physical spaces such as classrooms, schools, or workplaces; virtual spaces such as digital platforms; or blended spaces that combine both physical and digital elements. Learning environments should provide a safe and conducive space for learning.

As Marroquin (2018) stated that learning environment needs to be considered, to address the academic, social, and emotional needs of the students. As students continue to grow and evolve as learners, the environments in which they learn evolve as well. Learning environments change over time, adapting to student needs. This means that teachers must continually optimize their learning environments to help students meet their educational goals.

Table 2

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division along with Diversity of Learners

n- 124

Indicators	Weighted Mean	Descriptive Equivalent
DIVERSITY OF LEARNERS		
1. I utilize differentiate instruction to meet the diverse needs of my students.	3.12	Moderately Practiced

2.	I identify the different learning styles of my students and adjust my instruction accordingly.	3.32	Highly Practiced
3.	I create and implement effective learning strategies that meet the needs of all my students.	3.40	Highly Practiced
4.	I assess and track the progress of my students' learning and adjust my instruction accordingly.	3.20	Moderately Practiced
5.	I provide feedback to students that is tailored to their individual learning needs.	3.18	Moderately Practiced
AVERAGE Weighted Mean		3.24	Moderately Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced
3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practiced

Table 2 shows the level of level of pedagogical practices of senior high school teachers in terms of diversity of learners, where the scaled response of 3.25-4.0 means always and scale 1.00-1.75 refers to never. For descriptive interpretation, scale 3.25-4.0 being highly practiced, and scale 1.00-1.75 refers to not practiced. The highest indicator revealed in " I create and implement effective learning strategies that meet the needs of all my students " is 3.40 with verbal interpretation of highly Practiced, while the least mean reveals in " I utilize differentiate instruction to meet the diverse needs of my students " with 3.12 (Moderately Practiced). With the average mean of 3.24 agree as scaled response and Highly Practiced as descriptive interpretation, the table clearly shows that senior high school teachers able to understand that each student is unique and recognizing that individual differences exist among students. Likewise, they acknowledge the ways in which these differences can contribute to making learning environment in classrooms more vibrant, rich, and productive.

This could be related to the claim of Atnafu (2016) that we acknowledge that differences cannot be categorized into watertight compartments, nor are they fixed. It is celebrating individual differences and celebrating the varied dimensions of diversity in each learner. It is a way to explore and incorporate these differences which would lead to enriched learning.

From such explanations it becomes clear that diversity as a concept encompasses acceptance and respect for all students. It promotes equity, equality, and inclusiveness in the education institutions.

Table 3

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division along with Use of Learning Strategies

n- 124

Indicators	Weighted Mean	Descriptive Equivalent
USE OF TEACHING STRATEGIES	3.36	Highly Practiced
1. I plan and deliver engaging and effective lessons that meet the needs of all my students.		
2. I use a variety of instructional strategies to support student learning and engagement.	3.12	Moderately Practiced
3. I use technology effectively to enhance student learning and engagement.	3.16	Moderately Practiced
4. I use differentiated instruction to meet the diverse needs of my students.	3.38	Highly Practiced
5. I assess and monitor student learning and adjust my instruction as needed.	3.30	Highly Practiced
AVERAGE Weighted Mean	3.26	Highly Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced
3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practiced

The information reveals in Table 3, the level of pedagogical practices of senior high school teachers in terms of the use of teaching strategies was "Highly Practiced" with an AWM of 3.26. The highest mean is 3.38 reveals in the "I use differentiated instruction to meet the diverse needs of my students" with a verbal interpretation of Highly Practiced, the least mean reveals with 3.12 in the "I use a variety of instructional strategies to support student learning and engagement" has a verbal interpretation of moderately practiced. In addition, the indicative statement that got the highest mean which is 3.38 is statement #4, while 3.12 is the lowest mean which is the statement 2.

This reveals that senior high school teachers are effective teachers since used techniques and methods that support student learning. Similarly, they select the teaching strategy most suited to the current level of knowledge of the students, the concept being studied, and the stage in the learning journey of the students.

This statement is supported by assertion of Bhargava (2020) that an effective teacher applies the most innovative and creative teaching methods to teach academic concepts and meet the individual needs of students.

Table 4

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division along with Assessment

n- 124

Indicators	Weighted Mean	Descriptive Equivalent
ASSESSMENT		
1. I provide timely and constructive feedback to students that helps them understand their strengths and areas for improvement.	3.16	Moderately Practiced
2. I involve students in the assessment process by encouraging self-assessment and reflection on their own learning progress.	3.42	Highly Practiced
3. I use assessments to inform my instruction and adjust to meet the needs of students.	3.24	Highly Practiced
4. I provide opportunities for students to engage in peer and self-assessment as a means of enhancing their understanding of the assessment process.	3.28	Highly Practiced
5. I promote a growth mindset among students, emphasizing the value of learning from mistakes and using assessments as opportunities for growth.	3.18	Moderately Practiced
AVERAGE Weighted Mean	3.25	Highly Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced

3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practiced

It can be gleaned in the table that the level of pedagogical practices of senior high school teachers in terms of assessment was 3.25 and verbally interpreted as “highly practiced” Among the indicators presented, “I involve students in the assessment process by encouraging self-assessment and reflection on their own learning progress” got the highest mean of 3.42 which is interpreted as “highly practiced”. The indicator “I provide timely and constructive feedback to students that helps them understand their strengths and areas for improvement” has lowest mean of 3.16 interpreted as moderately practiced.

These results proved that the senior high school teachers observe the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

Thus, manifest that senior high school teachers exhibited their ability to design an appropriate assessment method that will reflect the established learning goals and activities:

Table 5

Pedagogical Practices of Senior High School Teachers of Urdaneta City Division along with Use of Educational Technology

n- 124

Indicators	Weighted Mean	Descriptive Equivalent
USE OF EDUCATIONAL TECHNOLOGY		
1. Innovating strategies and creativity methods using technology including assessments.	3.38	Highly Practiced
2. Discovering and adopting new technology methods and practice in managing class.	3.62	Highly Practiced
3. Delivering lessons considering technology in the instructional communication strategies.	3.56	Highly Practiced

4.	Expanding learning time and integrating technology particularly through software platforms that allows to assess and monitor students' work.	3.48	Highly Practiced
5.	Providing more meaningful and inclusive technology participation strategies.	3.64	Highly Practiced
AVERAGE Weighted Mean		3.53	Highly Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced
3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practiced

The table shows the level of pedagogical practices of senior high school teachers in terms of use of educational technology. The highest weighted mean is 3.64 and interpreted as “highly practiced” exemplified in item number #5” Providing more meaningful and inclusive technology participation strategies”. This means that teachers have tried their best to discover and adopt a flexible teaching strategy to have learning environment that encourages developing new experiences and learning using technology.

The lowest weighted mean is 3.38 and interpreted as “Extensive” exemplified in item no.1 “Delivering lessons considering technology in the instructional communication strategies”. This implies that teachers also use a variety of innovative strategies including technology to increase the performance of their students.

The overall weighted mean is 3.53 which falls under the interpretation of “highly practiced”. This means that teachers are familiar with the process of discovering and adopting technology as teaching strategies that work for a particular classroom and use to engage learners and create a more positive learning environment.

This act of teachers conforms with the result of the study conducted by the [University of Cambridge](#) (2020) when it discussed that teachers approaches in teaching are guided by the notion of adaptive learning. This means understanding local contexts, being flexible when plans change, and systematically learning along the way. A few key actions underpin an adaptive learning approach, such as experimenting with new approaches, adopting technology, leveraging deep roots within communities, sharing knowledge, and embracing windows of opportunity are practiced by the teachers.

Table 6

**Summary of the Pedagogical Practices of Senior High School Teachers
of Urdaneta City Division**

n-124

Indicators	Weighted Mean	Descriptive Equivalent
1. Learning Environment.	3.32	Highly Practiced
2. Diversity of Learners.	3.24	Highly Practiced
3. Use of Teaching Strategies	3.26	Highly Practiced
4. Assessment.	3.25	Highly Practiced
5. Use of Educational Technology.	3.53	Highly Practiced
AVERAGE Weighted Mean	3.32	Highly Practiced

Legend:

Value	WM Range	DE	DI
4	3.25 - 4.00	Always	Highly Practiced
3	2.51 - 3.24	Frequent	Moderately Practiced
2	1.76 - 2.50	Occasional	Slightly Practiced
1	1.00 - 1.75	Never	Not Practiced

As gleaned in table 6, the results revealed that the pedagogical practices of Senior High School teachers in Urdaneta City Division were highly practiced across all assessed dimensions. It can be gleaned from the table that Pedagogical Practices has an average weighted mean of 3.98 with a descriptive equivalent of “Highly Practiced”. Of the five Pedagogical Practices, the “Learning Environment” and the “Use of Teaching Strategies” got the highest weighted mean of 4.02 denoting a descriptive equivalent of “Highly Practiced”.

As teachers, creating a supportive and engaging classroom atmosphere brings positive effect to the performance of the learners. Additionally, using a variety of efficient teaching techniques suggests that

learning cannot occur if teaching methods and related procedures were not followed. The learner's motivation and interest to learn has the relationship with the teacher's belief, teaching strategies, assessment, and classroom management. In support to the above ideas, Martin, et al. (2013), points out that the teachers' beliefs, attitude and instructional materials are predictors of students' academic performance and outcomes. On the other hand, Pedagogical Practice "Use of Educational Technology" got the lowest weighted mean of 3.93 with still a descriptive equivalent of "Highly Practiced". To create more engaging learning environments, educators must incorporate technology into their lessons and teaching practices. Computers indeed have some attributes that, when used correctly, can facilitate student learning (Tuazon, 2019). It offers the ability to provide instruction at any phase, in someplace, and at any pace, thus generating an extremely flexible learning environment whether through providing more interaction with the content or more interaction with other people, computers can support actual learning (Collins & BronteTinkew, 2010; Courts & Tucker, 2012). Mandated thru the department's mission, teachers are entrusted to facilitate learning and constantly nurture every learner on various applicable strategies (Tuazon, 2019).

Table 7 on the next page presents the challenges encountered by senior high school teachers in their Pedagogical Practices. Item number 7 "I encounter challenges in promoting active student engagement and participation during classroom activities." got the highest weighted mean is 4.50 and interpreted as "very challenging". This implies that teachers are challenge with regards to engaging students in active learning. Active learning refers to a broad range of teaching strategies that engage students as active participants in their learning during class time. Active learning helps students to engage with the course material beyond reading, listening, and note-taking, and it contributes to the development of higher order thinking skills as well as content knowledge.

Though the senior high school teachers try to put into perspective the importance of student engagement to the learning experience of learners, often times they failed, and considered this as a challenge to them.

Table 7

Challenges Encountered by the Senior High School Teachers in their Pedagogical Practices

n=124

INDICATORS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. I encounter challenges in adapting instructional strategies.	3.25	Very Challenging
2. I encounter challenges in providing timely and meaningful feedback to students on their academic performance "to meet the diverse learning needs and abilities of students."	3.28	Very Challenging
3. I encounter challenges in managing and addressing student behavior and discipline issues in the classroom.	3.22	Moderately Challenging
4. I encounter challenges in keeping up with the latest pedagogical approaches and educational research.	3.24	Moderately Challenging

5.	I encounter challenges in fostering effective communication and collaboration with parents and guardians.	3.42	Very Challenging
6.	I encounter challenges in providing differentiated instruction to meet the needs of students with diverse learning styles and abilities.	3.30	Very Challenging
7.	I encounter challenges in promoting active student engagement and participation during classroom activities.	3.50	Very Challenging
8.	I encounter challenges in fostering a positive and inclusive classroom environment that values diversity and promotes respect among students.	3.48	Very Challenging
9.	I encounter challenges in keeping students motivated and engaged in remote or online learning environments.	3.26	Very Challenging
10.	I encounter challenges in effectively managing and utilizing educational technology tools in the classroom.	3.20	Moderately Challenging
AVERAGE WEIGHTED MEAN		3.31	Very Challenging

Legend:

Value	Weighted Mean (WM) Range	Descriptive Equivalent (DE)	Descriptive Interpretation (DI)
4	3.25 - 4.00	Always	Very Challenging (VC)
3	2.51 - 3.24	Frequent	Challenging (C)
2	1.76 - 2.50	Occasional	Slightly Challenging (SC)
1	1.00 - 1.75	Rarely	Not Challenging (NC)

This result corroborates with the statement of Estrada and Batanero (2019) that teachers employ effective classroom engagement strategies to promote student engagement and create a dynamic learning experience. However, student engagement in the classroom is a common concern among teachers.

The study found that teachers exhibit highly practiced effective pedagogical strategies across five key dimensions particularly in learning environment, diversity of learners, use of teaching strategies, assessment and in the use of educational technology. However, they also encountered several challenges that could impact their teaching effectiveness. Despite their high level of practice, teachers face significant challenges in executing their pedagogical practices.

Based on the result and considering the quest for educational excellence, the Division of Urdaneta City has always strived to foster an environment where both educators and students can thrive. Adopting the LEAP framework—Leading Educators to Achieve Progress—presents a strategic and holistic approach to enhancing pedagogical practices among Senior High School teachers. This framework emphasizes Learning Environment Enhancement, Engaging Diverse Learners, Assessment Improvement, and Professional Development.

L.E.A.P.: Leading Educators to Achieve Progress

L - Learning Environment Enhancement

This involves not only the physical classroom setup but also the overall school climate, including relationships, safety, and student engagement.

Constructivism, as detailed by Berg (2006), posits that knowledge is not passively absorbed but actively constructed through personal experience and interpretation of the world. This approach underscores the necessity of learning environments where students actively engage in constructing their own worldviews, integrating multiple perspectives.

By equipping teachers with strategies like classroom management training, safe and inclusive space and student engagement activities will create a conducive and supportive learning environment for effective teaching and learning.

E - Engaging Diverse Learners

Addressing the diverse needs of students is essential for ensuring that all learners have the opportunity to succeed. This includes recognizing and accommodating different learning styles, cultural backgrounds, and abilities.

Initiatives like Differentiated Instructions where training teachers in differentiated instruction techniques to tailor lessons to meet the varied needs of their students. Also, providing Cultural Competency Workshops to help teachers better understand and engage with students from diverse backgrounds.

A - Assessment Improvement

Improving assessment methods is key to accurately measuring and supporting student learning and development. This involves using a variety of assessment tools and techniques to provide a comprehensive evaluation of student progress.

Elipane, et al(2020), explored practices of the sampled higher education Philippine STEAM educators in assessing learners. Data sourced from the database of a state-funded research on Philippine STEAM education using a Classroom Observation Protocol, included 106 STEAM teachers from purposely selected institutions drawn from 14 regions. Systematic data analysis (through data condensation, data display, and drawing and verifying conclusions) revealed that STEAM teachers used both appropriate traditional and authentic assessment tools and strategies with inclusive integration of technology. Furthermore, results showed that STEAM teachers' best assessment practices may be categorised as: 1) assessment for career or industry readiness, 2) mounting assessment system to support instruction, and 3) collective and reflective assessment process.

Enhanced Formative and Summative Assessments and Alternative Assessment Methods will encourage student learning. Though Feedback Mechanisms, teachers will develop systems for providing timely and constructive feedback to students to guide their learning.

P - Professional Development

Professional development opportunities should be relevant, practical, and ongoing. Teachers must engage in ongoing professional development if they are to stay current with the most recent developments in education and hone their instructional techniques.

This includes Mentorship programs, Peer Observation and Feedback and creating of Professional Learning Communities/Colleagues. Creating collaborative learning communities where teachers can share best practices, discuss challenges, and learn from each other.

VII. Plan for Dissemination and Advocacy

The results of the research were shared and disseminated to the Senior High School Teachers of Urdaneta City Division. The results were discussed among the school SHS group heads and even Early-Career Senior high school teachers. Advocating the integration of the best practices of SHS teachers in their teaching methods may also be shared into teacher SLAC or training programs in their schools which will also be a good avenue to ensure quality teachers.

References

Ignacio, N. G., Nieto, L. J. B., & Barona, E. G. (2012). The affective domain in mathematics learning. *International Electronic Journal of Mathematics Education*, [https://doi.org/10.29333/iejme/1691\(1\)](https://doi.org/10.29333/iejme/1691(1)), 16-32.

de Oliveira Júnior, A. P., Zamora, P. R., Azevedo de Oliveira, L., & Costa de Souza,

T.(2018). Student's attitudes towards probability and statistics and academic achievement on higher education. *Acta Didactica Napocensia*, 11(2), <https://doi.org/10.24193/adn.11.2.4> 43-56.

Bhargava, A., (2020). Attitude of student teachers towards teaching profession.

Turkish Online Journal of Distance Education, 15(3), 27–36. <https://doi.org/10.17718/tojde.15072>

Marroquin, B. (2018). The negative attitudes of teachers' impact on students. The Classroom. <https://www.theclassroom.com/negative-attitudes-teachers-8648637.html>

Estrada, A. and Batanero, C. (2019). Prospective primary school teachers' attitudes

Towards probability and its teaching. *International Electronic Journal of Mathematics Education*, 15(1). <https://doi.org/10.29333/iejme/5941> [6]

Kapur, R. (2018). Pedagogical practices.

https://www.researchgate.net/publication/323794548_Pedagogical_Practices

Atnafu, M. (2016). Secondary school mathematics teachers' attitude in teaching mathematics. *International Electronic Journal of Mathematics Education*, 9(1), <https://doi.org/10.29333/iejme/281> 57–72.

Smith, J., Garcia, A., & Lee, C. (2022). An Investigation of Effective Pedagogical

Practices for Senior High School Teachers in the Philippines. *Journal of Educational Research*, 47(3), 123-145.

Johnson, R., Cruz, M., & Hernandez, S. (2021). Exploring Innovative Teaching

Strategies Implemented by Senior High School Teachers in the Digital Age. *International Journal of Education and Technology*, 15(2), 78-95. Thorne, K. (2019). *The Essential Guide to Coaching and Mentoring*. Kogan Page.

Chen, L., Santos, E., & Tan, R. (2020). Assessing the Impact of Inquiry-Based Learning Approaches on the Pedagogical Practices of Senior High School Teachers. *Journal of Educational Innovation, Research, and*



Practice, 32(4), 56-72. Rogayan, Danilo B. Jr. (2018). Why Young Filipino Teach?. Asia Pacific Higher Education Research Journal. Retrieved from: <https://www.researchgate.net/publication/331488146>

Knight, J. (2016). Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected. Corwin Press.

Stanier, M. B. (2016). The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever. Box of Crayons Press.

Gonong, Gina O. Addressing Teacher Professional Development Issues: Supporting Teacher Quality. Philippine Normal University.

DepEd Order no. 42. s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers. Retrieved on March 20, 2023 from <https://www.deped.gov.ph/>

Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. Journal of Management, 38(1), 9-44.

Martin, A. & Smith, R. (2013). Teaching and Learning Process. National Center for English Language Teaching and Research. Sydney

Tuazon, I. M. (2019). Implementation of the DepEd Computerization Program for

Indigenous Peoples. Asian Journal of Educational Research, 7(1), 1-14.