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Revisiting Teachers' Utilization of Pedagogical Approaches: A Basis to Training Workshop

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ABSTRACT

The research study aimed to evaluate the pedagogical approaches used by the senior high school teachers in SHS within Caloocan ES. After the evaluation, the researcher developed a training workshop to enhance the use of these approaches in achieving competitive and equipped millennial learners. Pedagogical approaches and teaching strategies are the main ingredients of becoming an effective teacher. Being an effective teacher means allowing an environment that enable students to learn in the classroom to their best abilities. When different pedagogical approaches practiced in a class discussion a student develop a love for learning and gain new knowledge about what they are studying. It is true that effective teaching strategies also allow students to better understand new material and difficult content (Hill, 2008). Academics and TVLE teachers of SHS within Caloocan ES were the respondents of this study where different approaches evaluated using the Likert Scale. Constructivism, Collaborative, Integrative and Inquiry-Based Approaches utilized by the teachers were evaluated for the researcher to develop a training workshop to enhance the teaching and learning process. It was found out that developing a training workshop enhance the utilization on the use of pedagogical approaches inside the classroom or during the facilitation of classes.

INTRODUCTION

There are many techniques, skills, and practices that can make a teacher effective. Being an effective teacher means allowing an environment that enable students to learn in the classroom to their best abilities. When different pedagogical approaches practiced in a class discussion a student develop a love for learning and gain new knowledge about what they are studying. It is true that effective teaching strategies also allow students to better understand new material and difficult content (Hill, 2008).

Additionally, teaching strategies depends on the different learning styles that are implemented into lesson plans. It is important for a teacher to realize that not every student learns in the same way. Some students may be better visual learners while others are better at hands on activities. Incorporating different learning styles will let each student can learn in a way that comes most natural to them.

Strategies/approaches are most powerfully used in the context or content teaching, coordinated with a well- developed knowledge base, and routinely included in ongoing instruction.

HUMSS stands for Humanities and Social Sciences. This strand is for learners who aim to take up journalism, communication arts, liberal arts, education, and other social science-related courses in college. The HUMSS strand revolves around improving student's reading, writing, and speaking skills because if you have not noticed, people who choose this strand are aspiring to become members of the society who will be dealing with lots of people.

STEM stands for Sciences, Technology, Engineering and Mathematics. Under this track, you can become a pilot, an architect, an astrophysicist, a biologist, a chemist, an engineer, a dentist, a nutritionist, a nurse, a doctor, and a lot more.

ABM stands for Accountancy, Business and Management, this strand would focus on the basic concept of financial management, business management, corporate operations, and all the things that are accounted for. ABM can also lead with the careers on management and accounting which could be sales manager, human resources, marketing director, project officer, bookkeeper, accounting clerk, internal auditor, and a lot more.

TVLE stands for Technical Vocational and Livelihood Education, it composed of ICT, EIM and HE.

A good teaching procedure will lead to effective learning, that is why it is very important for a teacher to understand and use applicable or new method of teaching. In our modern technological world where the use of computer is viral, teachers need to learn how to use or apply the new technology so that the teaching-learning procedure will be enjoyable.

Classroom activities to be effective must be governed by different strategies. Learner to learner interaction must be observed every time a lesson will be introduced in the class. In doing this, learners will be trained to communicate well with their peers.

Variety of instructional materials should be visible in each classroom so that learning will be full of fun and interesting. Ideal teaching today encourages the application of new methods in teaching to develop initiative, creativity, confidence, self-reliance, and independence among the learners.

Honing these skills are crucial for the academic and TVLE learners to establish effective learning and knowledge. The Academic Track have different subject that offer in senior high school, and students may find difficulties in dealing and understanding the different subject that is why the researcher came up with this study.

MATERIALS AND METHODS

The main objective of this research was to determine the pedagogical approaches utilized by the Academic and TVLE Track Teachers of SHS within Caloocan ES. It was also designed to identify if the approaches used by the Academic and TVLE track teachers have a significant relationship on the Developed Training Workshop. The researcher used the descriptive type of research by using the validated questionnaires as the main data gathering instrument.

Participants of the study

The study involved the 36 Academics and TVLE Track teachers from SHS within Caloocan ES, Division of Batangas during the school year 2018-2019.

Data Gathering Instruments Used

1. **Construction.** The researcher constructed a questionnaire which is the primary gathering instrument. It was based on the memorandum of pedagogical approach of teaching given by the Regional Office.
2. **Validation.** The validation of the instrument done by presenting the questionnaire to the principal and subject group head for comments and suggestions.
3. **Scoring.** To identify the teaching strategies utilized by the teachers, scores of each description were also considered. Interpretation of the mean rating score followed the Likert Scale.
4. **Scoring of respondents.** In scoring the responses of the
5. teachers, four-point Likert scale were applied.

STATISTICAL TREATMENT OF DATA

The data using the questionnaire were tabulated, evaluated, analyzed, and interpreted qualitatively and quantitatively using appropriate statistical tools which are herein discussed.

1. **Ranking** – It means the position of an observation score or individual in relation to its order in the group according to some characteristics such as magnitude usually indicate numbers. The higher quality may be given as the rank one, the second as the rank two, so on and so forth.
2. **Weighted Mean** – The Likert Method of Scaling Techniques assigns a scale to each of the five options. The weighted mean points for each item were obtained by multiplying the scale value of responses by the total number of responses indicating it. The total weighted point for each value weighted means of each item was obtained by dividing the total weighted point by the total number of respondents. This is synonymous to average. It is summing of the responses divided by the total number of respondents.

$WM = Fw/N$

Where:

WM=Weighted Mean

Fw=Frequency multiplied by the weight

N=Total number of respondents

3. Likert Scale- was used to interpret and analyze the teacher responses on their participation in school based-organization.

Option Range Verbal Interpretation

4.25 - 4.00 ALWAYS

3.50 - 3.24 OFTEN

2.75 - 2.49 SELDOM

1.00 – 1.74 NEVER

RESULTS AND DISCUSSION

The Pedagogical Approach

Table 1. Assessment of the Respondents according on the Teaching Strategies utilized inside the classroom.

The Constructivism Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Thinking Skills	3.69	Always	1
Activity Based	3.42	Always	2.5
Direct Instruction	3.42	Always	2.5
Composite Mean	3.51	Always	

As shown in the table above the thinking skills was the first in rank with a weighted mean of 3.69 and verbally interpreted as always used. Activity Based and Direct Instruction was tie in second rank with a weighted mean of 3.42 and verbally interpreted as always used. To sum it up, this approach has a composite mean of 3.51 and verbally interpreted as always used.

It can figure out that regardless of the subject, position educational attainment, etc. the Constructivism approach was widely utilized by the academic and TVLE Track teachers since this strategy is very applicable to all lessons and discussions.

Shrivastava and Shrivastava (2004) also addressed the main guiding principles of constructivism as posing problems of emerging relevance to students, structuring learning around primary concepts — the quest for essence, seeking and valuing students' point of view, adopting curriculum to address students' suppositions and assessing student learning in the context of teaching.

Table 2. Assessment of the Respondents according on the Teaching Strategies utilized inside the classroom.

The Collaborative Approach			
Teaching Strategies	Weighted mean	Verbal Interpretation	Rank
Online Collaborative	2.51	Often	4
Jigsaw Method	2.49	Seldom	5
Think-Pair-Share	3.02	Often	3
Integrated process Approach or Project Management	3.04	Often	1.5
Peer Teaching	3.04	Often	1.5
Composite Mean	2.82	Often	

As shown in this table, the Peer Teaching and Integrated Process approach or project management was tied as Rank one in the Collaborative Approach with the weighted mean of 3.04 and verbally interpreted as often used, rank three was Think-Pair-Share with a weighted mean of 3.02 and verbally interpreted as often used, rank four was the Online Collaborative which has a weighted mean of 2.51 and verbally interpreted as often. It can conclude here that the teachers allow their students to perform a task with the help of his/her friend or with his/her classmate to have a better communication to one another and build a team work to a group.

Jigsaw Method has the lowest weighted mean which 2.49 and ranked five in this approach of teaching, it can figure out that teachers give less activities which involves a group, the teachers may perceive that some of the student during group activities will depend on his/her leader and group mates, with this situation they will also have a higher grade that they don't work for.

As Van Boxtel, et al. (2000) explain, collaborative learning activities allow students to provide explanations of their understanding, which can help students elaborate and reorganize their knowledge. Social interaction stimulates elaboration of conceptual knowledge as group mates attempt to make themselves understood, and research demonstrates that providing elaborated explanations improves student comprehension of concepts. Once conceptual understandings are made visible through verbal exchange, students can negotiate meaning to arrive at convergence, or shared understanding.

Table 3. Assessment of the Respondents according on the Teaching Strategies utilized inside the classroom.

The Integrative Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Scaffold-Knowledge Integration	3.02	Often	2
Content-Based Instruction (CBI)	3.01	Often	3
Thematic Teaching and Learning Design	3.04	Often	1
Composite Mean	3.02	Often	

The table shows that the Thematic Teaching and learning Design got the first rank with a weighted mean of 3.04 and verbally interpreted as often used, second was the Scaffold-Knowledge Integration that has a weighted mean of 3.02 and verbally interpreted as often and third was the Content-Based Instruction (CBI) with 3.01 of weighted mean, to sum up the Integrative Approach has a composite mean of 3.02 which verbally interpreted as often used.

This explains that this approach of teaching was often utilized by the teachers which they want their student to apply their learning into their actual life situation that can give them a better experience in life. Also improve the student's linguistic ability in the target language with the content of a particular subject.

Table 4. Assessment of the Respondents according on the Teaching Strategies utilized inside the classroom.

The Inquiry-Based Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Cyclic Inquiry Method and the Practical Inquiry Model	3.00	Often	2
Knowledge-Building Community Model	3.13	Often	1
Experiment	2.02	Seldom	3
Composite Mean	2.72	Often	

Table 4 shows that Knowledge-Building Community Model was the rank one with a weighted mean of 3.13 which was verbally interpreted as often used, Cyclic Inquiry Method and the Practical Inquiry Model was ranked two with a weighted mean of 3.00 and verbally interpreted as often used. Through this, it can find out that teachers may perceive that their students learned by sharing their perception towards a certain topic and assess it with the class.

It can glean in the table that the Experiment had the lowest rank with the weighted mean of 2.02 and verbally interpreted as seldom used, it was concluded that doing an experiment is not widely used by the teachers, it maybe because of most of the academic track teachers were HUMSS teachers which the experiment is not suitable to convey a lesson to a student since this teaching strategy is most applicable to scientific lessons.

Inquiry-based curriculum assumes students learn to solve real problems by asking questions, analyzing problems, conducting investigations, gathering, and analyzing data, making interpretations, creating explanations, and drawing conclusions (Marx et al 2004). Inquiry processes address many thinking and learning skills such as critical thinking, creative thinking, self-regulated learning skills, metacognitive ability, and communication skills (Hmelo-Silver, Duncan, and Chinn 2007

Table 5. Assessment of the Respondents after the facilitation of Training Program.

The Constructivism Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Thinking Skills	4	Always	1
Activity Based	3.92	Always	2.5
Direct Instruction	3.92	Always	2.5
Composite Mean	3.94	Always	

As shown in the table above the thinking skills was the first in rank with a weighted mean of 4 and verbally interpreted as always used. Activity Based and Direct Instruction was tie in the second rank with a weighted mean of 3.92 and verbally interpreted as always used. To sum it up, this approach has a composite mean of 3.94 and verbally interpreted as always used.

It can figure out that regardless of the subject, position educational attainment, etc. the Constructivism approach was widely utilized by the academic and TVLE track teachers since this strategy is very applicable to all lessons and discussions.

Table 6. Assessment of the Respondents after the facilitation of Training Program.

The Collaborative Approach			
Teaching Strategies	Weighted mean	Verbal Interpretation	Rank
Online Collaborative	3.76	Always	2
Jigsaw Method	3.46	Always	3
Think-Pair-Share	3.02	Often	5
Integrated process Approach or Project Management	3.26	Always	4
Peer Teaching	3.92	Always	1
Composite Mean	3.48	Always	

As shown in this table, the Peer Teaching was the first in rank with 3.92 and interpreted as always used, second in rank was the online collaborative with 3.76 and verbally interpreted as always, third was the jigsaw method with 3.46 and verbally interpreted as always, fourth in rank was the integrated process approach or project management with 3.26 and interpreted as always, last one was the think-pair-share with 3.02 weighted mean and interpreted as often. It was concluded that the teachers allow their students to perform a task with the help of his/her friend or with his/her classmate to have a better communication to one another and build a team work to a group.

Table 7. Assessment of the Respondents after the facilitation of Training Program.

The Integrative Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Scaffold-Knowledge Integration	3.92	Always	1
Content-Based Instruction (CBI)	3.76	Always	2
Thematic Teaching and Learning Design	3.46	Always	3
Composite Mean	3.71	Always	

The table shows that the Scaffold-Knowledge Integration was the first in rank with 3.92 weighted mean and interpreted as always. Content-Based Instruction (CBI) was the second in rank with 3.76 and interpreted as always. Followed by Thematic Teaching and learning Design with a weighted mean of 3.46 and verbally interpreted as always used. This explains that this approach of teaching was often utilized by the teachers which they want their student to apply their learning into their actual life situation that can give them a better experience in life. Also improve the student's linguistic ability in the target language with the content of a particular subject.

Table 8. Assessment of the Respondents after the facilitation of Training Program.

The Inquiry-Based Approach			
Teaching Strategies	Weighted Mean	Verbal Interpretation	Rank
Cyclic Inquiry Method and the Practical Inquiry Model	3.46	Always	2
Knowledge-Building Community Model	3.76	Always	1
Experiment	3.26	Always	3
Composite Mean	3.49	Always	

Table 4 shows that Knowledge-Building Community Model was first in rank with a weighted mean of 3.76 which was verbally interpreted as always used, Cyclic Inquiry Method ranked second with 3.46 and verbally interpreted as always, the Experiment was last in rank two with a weighted mean of 3.46 and verbally interpreted as always used. Through this it can found out that teachers may perceive that their students learned by sharing their perception towards a certain topic and assess it with the class.

Legend: 3.25 – 4.00 Always

2.5 – 3.24 Often

1.75 – 2.49 Seldom

1.00 – 1.74 Never

CONCLUSIONS

The study was conducted to identify the teaching strategies utilized by the senior high school teachers of SHS within Caloocan ES, Division of Batangas. Based on the findings, the following conclusions were drawn.

1. The teachers-respondents are using the Constructivism, Collaborative, Integrative and Inquiry-Based Approaches in teaching.
2. The integrative and inquiry-based approaches are the frequently used pedagogical approaches by SHS teachers.
3. The developed training workshop is an effective way of enhancing the used of pedagogical approaches in teaching Senior High School Students.

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