

Exploring the Pedagogical Palette: Assessing Instructional Strategies and Proficiency Among Higher Education Educators in the Philippines

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Abstract

This study evaluates the utilization of various instructional pedagogies and the level of competence among teachers at Don Mariano Marcos Memorial State University (DMMMSU) and the Philippine College of Ministry (PCM) despite the challenges posed by the pandemic. Through a descriptive survey method, data was gathered from 43 teachers across both institutions. Results indicate no significant difference in the extent of utilization or competence in instructional pedagogies between DMMMSU and PCM. Additionally, a significant relationship was found between the extent of utilization and the level of competence among teachers in both institutions. These findings underscore the importance of ongoing training and collaboration between teachers and administrators to enhance pedagogical skills, particularly in the context of the pandemic. Recommendations include encouraging participation in training seminars, strategic planning for adapting to the "New Normal," and providing similar opportunities for students to enhance their understanding of instructional pedagogies.

Keywords: Instructional pedagogies, Higher education, Extent of utilization, Teachers' level of competence

Introduction

Higher education's strategic learning and teaching goal is to prepare graduates for the current and future workforce. Institutions are putting forth a lot of effort to promote active learning as a teaching method across the board to achieve this goal. Active learning, defined as students actively engaged in the learning process, is becoming more popular in face-to-face settings, but can it also be used effectively in online environments, which are becoming more widespread in higher education due to the COVID-19 epidemic, Mesgar (2022).

In the first months of 2020, a distinct approach to education has evolved as a global norm. Distance education, remote teaching, and online training are not new pedagogical or curriculum design techniques, but they have regained popularity. On social media, there has already been discussion over whether present approaches should be referred to be "emergency remote education" considering the unusual circumstances in which they were developed and used. The education technology sector has turned its attention to these "pandemic pedagogies."

Since the consequences of the coronavirus crisis on education systems first became apparent in early 2020 in Southeast Asia, education and technology corporations have significantly increased their marketing of products to facilitate online learning. Many businesses, including videoconferencing and educational

content providers, have made previously paid services available for free for a limited time, while celebrities have live-streamed instructional content ranging from workouts and dance classes to guest courses and online Q&A sessions. These charity offerings have largely supplied numerous tools and resources to assist educators in achieving the high demands of transitioning to online teaching under extremely pressured situations and within tight schedules. Perhaps more importantly, they may help parents, now responsible for supporting their children's remote education, to keep their children occupied, active, and mentally stimulated during periods of population lockdown, isolation, and quarantine.

Yet at the same time, it appears clear that certain actors in the educational technology industry are treating the crisis as a business opportunity, with potentially long-term consequences for how public education is perceived and practiced long after the coronavirus has been brought under control. The marketing of these products to teachers, by email and online on social media, has been intense, as the closure of schools and colleges has become an opportunity for the Edtech industry to prove its benefits, extend its reach, and grow market share.

In response to the 21st Century Philippine Teacher Education framework is the implementation of CMO NO. 46 s. 2012, the Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-based QA. This PSG is anchored on the salient features of the K-12 Enhanced Curriculum (RA 10533), the Philippine Qualifications Framework (EO 83, S. 2012), and the National Competency-Based Teacher Standards (NCBTS), now the Philippine Professional Standards for Teachers (D.O 42, s. 2017) and other relevant documents.

There are many definitions of learning: It is the process and the total of acquiring knowledge, skills, attitudes, values, beliefs, and emotions. There is, however, a nuanced definition of active online learning, defined as methods by which learners actively participate in the learning process (e.g., online discussion groups, problem-solving, experimentation, and the like). Theoretical presuppositions such as informal learning, contiguity, reinforcement, repetition, social-cultural principles, and andragogy not only guide the assumption that active learning can take place online but also reinforce that active learning may lead to the creation of new knowledge and the skills needed by learners in this current century, Wang, V.C.X & Hitch L. (2017).

Not all scholars agree on how knowledge is acquired or even what it is for. Noam Chomsky, the world-renowned linguist, intellectual, and political activist posed a question for the 21st Century. He asked: Education is for whom and for what? In an age governed by technology, social media, and instant communication, this question has profound and far-reaching implications. Education was once designed almost solely for responsible men. The "responsible" ones were the ones making key decisions; these elites needed to manufacture and engineer the consent of the people, so the rabble would stay at their feet and do the bidding of the decision-makers (Chomsky, 2015).

Engineering curriculum primarily relies on the execution of learning strategy in knowledge skills and psychomotor skills. The COVID-19 scenario forces a rethinking stochastic approach needed to continue running the courses without compromising the outcomes as agreed and endorsed by the various stakeholders. This work proposes a way in which the engagement of students and curriculum can be approached in the future through a stochastic approach using a design thinking strategy, Vaithilingam C.A., et. al., (2022).

Institutions of both basic and higher learning are expected to ensure that quality and effective teaching and learning processes take place. Institutions should have measures in place to improve student performance and provide high-quality services in their instruction, which could be accomplished by

improving instructional pedagogies. Their understanding of the many 21st-century teaching pedagogies, as well as their level of competency in them, can undoubtedly help in a successful teaching-learning process.

Beckman, et. al., (2018), irritated the discourse around young people and technology would have us believe that all young people are well connected, digitally aware, and "digital natives." Instead, there is a wide range of ways for young people to access, navigate, and use the internet and other new technology, with a significant percentage being completely excluded. As schools close due to the COVID-19 outbreak, many teachers are turning to digital means to connect with their students, education policymakers are realizing that the rhetoric surrounding young people is incorrect, and some young people are now being excluded from much of their education and social networks.

This has prompted a well-intentioned response: to try to link these young people as soon as feasible. However, many of those advocating for a shift in this direction have never worked in this field or are unaware of the numerous previous home access programs designed to connect all young people. All young people should have access to technology and the ability to utilize it effectively and safely to pursue their objectives (educational and otherwise).

Since the platform in Philippine education has shifted primarily to online-based learning, educators face challenges such as how to use and be competent in the various 21st Century pedagogies in their instruction, how to implement the best strategy for learners who cannot actively participate in online classes, and how to accommodate diverse learners, particularly those who are in the remote places.

Institutions must train teachers on how to utilize and be competent enough in the different teaching pedagogies in the New Normal setting of instruction and in the new platform which is online-based teaching-learning.

According to Imbalife (2017), there are 7 issues and problems in Philippine education and one of them is the deteriorating quality of education. In the same manner, the Global Competitive Index 2017-2018 released by the World Economic Forum presents that in terms of quality of higher education, our country ranked 74th out of 147 countries which is much better than in 2017 when our country's educational system had a dismal rating of 113th out of 127 countries that also prompted the Philippine senate to assess the country's educational system to improve its dismal rating.

The above statements and results imply that the quality of our educational system is low and needs to be improved terms low and their multiple factors which have led to low educational standards. This may be due low government budget for education; the poor quality of teachers; poor management of schools; poor school facilities such as laboratory and library facilities; poor learning environment; the content of the curriculum; inadequate books and science equipment; the poor method of instruction; shortages of classrooms; and others.

Institutions must train teachers on how to utilize and be competent enough in the different teaching pedagogies in the New Normal setting of instruction and in the new platform which is online-based teaching-learning. Institutions of both basic and higher learning are expected to ensure that quality and effective teaching and learning processes take place.

Conceptual Framework

A nation's development largely depends on education. The quality of education will be determined not only by the performance of students but also by the teachers in the school. Improving teacher quality is

considered an essential reform to improve student attainment and ensure the student has received a world-class system of education. To become a teacher demands passing the licensure exam for teachers, nevertheless, it is not a guarantee for teaching effectiveness. Certain factors determine teaching effectiveness which include personality traits, pedagogical content and knowledge, mastery of competencies, behavior towards student learning, and professional decision-making; factors that define a competent teacher who can improve the student's 21st century learning and skills.

This emphasizes the vital role of the school and the teachers in the achievement of quality education. The facilitators of learning can either facilitate or hinder student learning. Even the poorest child can be changed or improved depending on how teachers exert their efforts.

Knowles, Holton, and Swanson (1998, 2005, 2011) characterized education and learning as emphasizing the change agent who impacts changes in others in more recent centuries. Others (Boyd et al., 1980) defined learning as the act or process of acquiring behavioral change, knowledge, abilities, and attitudes. Learning, according to Gagne (1985), is a process that results in a change in a learner's disposition and capacities,

which is reflected in behavior.

Similarly, Jurgen Habermas (1971), a German social theorist, proposed that humans have many interests or demands in life: to control their surroundings, to get along with others, and to be free of oppression and restraints. Each of these factors contributes to the acquisition of information to meet human needs. Human people render learning through instruments, according to Habermas.

Teaching Competencies

As teachers play a critical role in student learning and achievement, there is a need for they should be competent. Mulyasa (2007) as cited by Syamsinar & Jabu stated that competence is knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform cognitive, affective, and psychomotor behaviors. So, competence is knowledge, skills, and behavior that enable someone to do something well. In addition, Slavík (2008) defined teacher competence as a set of knowledge, skills, and teachers' personal qualities. The teaching competency is associated with the complex combination of knowledge, skills, and abilities to have professional performance in the classroom as an educator. Furthermore, The Wing Institute (n.d) also stated that competencies are the skills and knowledge that enable a teacher to be successful.

To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day.

Teaching Pedagogies

Merriam-Webster defines pedagogy as the “art, science, or profession of teaching; especially education.” According to Cole (2019), pedagogy covers many aspects of teaching, but pedagogy comes down to studying teaching methods. Pedagogy in education can either be teacher-centered or learner-centered with a low-tech or high-tech approach. Teacher-centered learning focuses on the teacher giving lectures and sharing content through direct instruction while student-centered learning directs the student to be an active participant in their learning process.

Tes Editorial (2018) also defined Pedagogy as simply the method, and practice, of teaching. That encompasses the teaching styles, teaching theory, feedback, and assessment.

Moreover, pedagogy in education concentrates on the different learning styles of students. Every teacher knows that no two students are the same, and so finding out how students learn helps the teacher create lessons that help each student learn in the way they learn best.

The Theory of Multiple Intelligences (MI)

Howard Gardner first proposed the hypothesis of multiple intelligences (MI) in his book *Frames of Mind* (2000). Gardner defines intelligence as "an ability or set of abilities that allow a person to solve a problem or fashion a product that is valued in or more cultures". The theory of multiple intelligences proposes that human intelligence can be divided into eight modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic, and bodily-kinesthetic. The theory of multiple intelligences rejects previously limiting, predetermined concepts of learning skills (such as the concept of a single IQ), instead positing that people learn in several ways. According to this view, each learner has his or her own set of intelligences for which appropriate teaching methods must be utilized. The challenge now for learning providers, administrators, and teachers is to provide successful teaching-learning accommodating diverse intelligences amidst pandemics.

Theory of Pragmatism

Pragmatism takes its foundation from a Greek word meaning to do, to accomplish, or to make, which is intimately related to action, practice, demonstration, and activity (Corpuz & Salandanan, 2015). Demonstration of these skills is a concept in the Theory of pragmatism. This stresses that real knowledge can be gained only by activity experiments and real-life experiences. This theory supports the idea that learning can be more effective with experiential learning. Especially so, there are a lot of teaching pedagogies that involve performance-based assessment such as workshop training, reporting, experimental, project, demonstration, discovery method, and many others. The challenge now is the utilization of such in the new normal teaching during the pandemic.

Constructivist Learning

During the last decade, constructivist learning has become a popular teaching method. Constructivist learning theory has historical precedents in the work of Dewey, Montessori, Piaget, Bruner, and Vygotsky, among others. Constructivism is a paradigm change away from behaviorism and toward cognitive theory in education. Fosnot has recently published an overview of these theories as well as a description of constructivist teaching practice. Intelligence, areas of objectives, levels of knowledge, and reinforcement are all important aspects of behaviorist epistemology. Learners develop their knowledge through interaction with their environment, according to constructivist epistemology. What we refer to as "constructivist learning" is based on four epistemological assumptions. Students can construct knowledge after their lecturers have discussed something in class through lectures and deliberations, according to constructivism, which is the study's theory. This theory supports the premise that there is a need to assess student profiles, faculty personal and professional profiles, and what training and instructional pedagogies may be supplied to help faculty progress. Learners who are engaged in active learning physically construct knowledge. Learners construct knowledge in three ways: symbolically, socially, and theoretically. Symbolically, learners create their representations of activity; socially, they communicate their meaning-making to others; and theoretically, they try to explain what they don't quite grasp. Teachers must develop skills that are useful to meet the changes that will occur. This skill includes

learning how to understand the new technologies as they evolve in our midst. The rating, as Thorndike pointed out, is still one of the best predictors of individual success later in life. This concept implies that academic and technological achievement is a reliable indicator of the individual's knowledge, skills, and information gained in courses that are directly applicable to the job.

Vygotsky Scaffolding and The Zone of Proximal Development

Vygotsky proposed that for a student to learn a concept skill, the concept or skill had to be within what he called the student's "zone of proximal development." The goal is to keep instruction focused on a level that is just a step above what the learner can do on their own without assistance. The learner can acquire the concept or skill with guidance or scaffolding and practice with a supportive mentor or more knowledgeable person until they are confident enough to do it on their own. Using the concepts of scaffolding and zone of proximal development could assist teachers in becoming proficient enough to serve as platforms of learning for students in the concepts or skills they need. Using the theory itself could help the teachers to line up the things they need to teach for a whole year and build a sequence by which students will slowly build mastery over one concept before moving on to a next-level concept or skills. While teachers should have high expectations for their students, it is their job to provide the scaffolding that will allow them to understand the concepts logically (Farr, 2014).

John Dewey's Theory of Social Learning

Dewey's influence on education may be seen in his social learning theory; he believed that school should reflect a social environment and that students learn best in natural social settings (Flinders, et al., 2013). According to Dewey, "Nature wants children to be children before they become men," which means that "a child has unique methods of seeing, thinking, and feeling, and nothing could be more idiotic than substituting our ways for theirs." Dewey's theories combined a focus on the child as an individual with rights and claims of his own, as well as an understanding of the gap between an outdated and class-based educational system inherited from the past and the urgent needs of the new era. As the theory suggests, today's instructors must be familiar with a variety of 21st-century teaching pedagogies as well as be capable of using such approaches in the classroom.

Figure 1 illustrates the paradigm of the study. The study will utilize the Independent, Moderating, Dependent, and Output (IV, M, DV, O) model.

The independent variables are the extent of utilization of teachers on the various instructional pedagogies and the level of competence of teachers on the various instructional pedagogies. The dependent variables include the extent of utilization and level of competence of DMMMSU and PCMI teachers in the various instructional methodologies and for the moderating variables, this includes the types of schools where the respondents are connected, and based on the result an enhancement program will be developed as an output of this study.

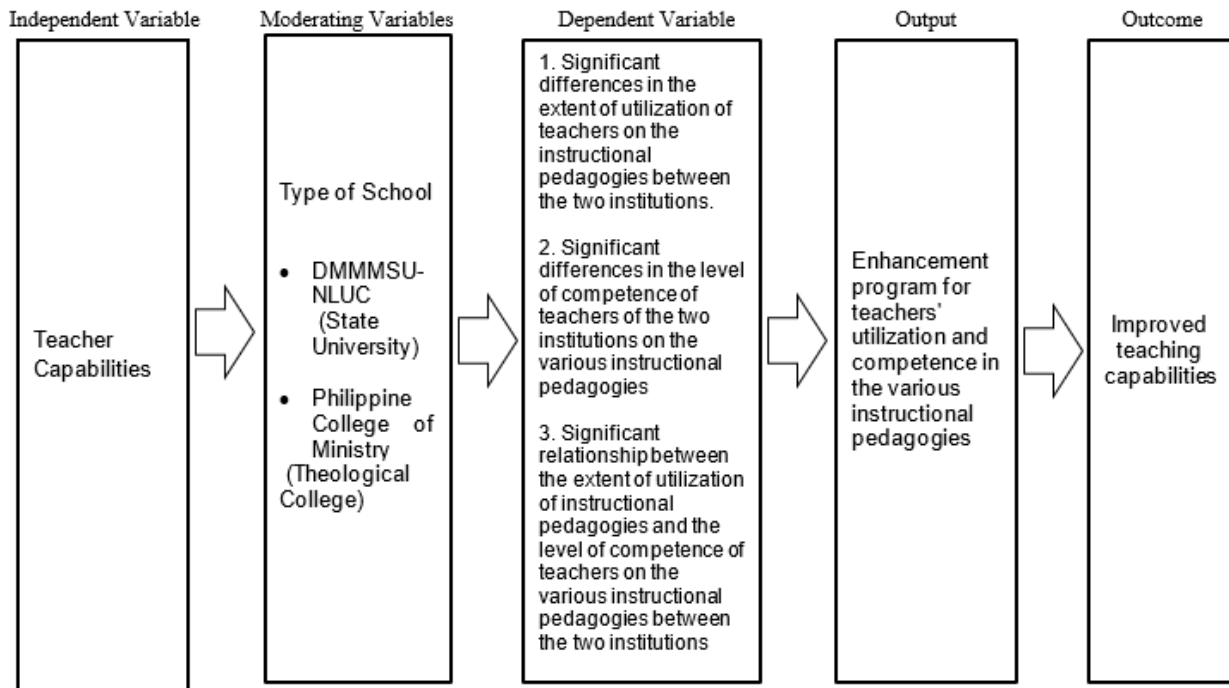


Figure 1. Conceptual Framework

Statement of the Problem

This study aimed to evaluate the extent of utilization of teachers on the various pedagogies and their level of competence between Don Mariano Marcos Memorial State University and the Philippine College of Ministry despite the tragic repercussions of the pandemic.

Specifically, the researcher sought to answer the following questions:

1. Are there significant differences in the extent of utilization of DMMMSU-NLUC, a state university, and Philippine College of Ministry, a Bible College on the various pedagogical methodologies?
2. Are there significant differences in the level of competence of DMMMSU-NLUC, a state university, and the Philippine College of Ministry, a Bible College on the various pedagogical methodologies?
3. Is there a significant relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies?

Hypotheses of the Study

1. There is no significant difference in the extent of utilization of teachers between the two institutions.
2. There is no significant difference in the level of competence of the teachers of DMMMSU-NLUC, a state university, and the Philippine College of Ministry, a Bible College on the various pedagogical methodologies.
3. There is no significant relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies between the two institutions.

Methodology

This chapter presents the discussion of the research design, population and locale of the study, data collection instruments and gathering procedure as well as the treatment of data in accordance with specific problems in the study.

Research Design

This study used the descriptive-survey method of investigation that entails describing, recording, evaluating, and interpreting the existing conditions. It also includes some forms of comparison and contrast and discovers the relationship between existing non-manipulative variables. Such a design, according to Leary (2010), comprises all studies that purport to give facts about the nature and status of anything (Ragma, 2014). Furthermore, descriptive research design is a type of research approach that is used to obtain information on a person's or an object's current situation. It is used to define what exists in terms of the conditions or variables present in a specific situation.

Population and Locale of the Study

This study was conducted in the College of Education of the Don Mariano Marcos Memorial State University and the College of Theology of the Philippine College of Ministry during the first semester of the academic year 2021-2022. The respondents of this study consisted of 43 teachers from the two-school respondents. Total population sampling of the two institutions was utilized.

Table 1. Distribution of Respondents

Respondents	Population
DMMMSU	32
Philippine College of Ministry	11
Total	43

Data Collection Instruments

A survey questionnaire was used as the main instrument in gathering the data needed for this study. The questions consisted of two (2) parts which provided information on the extent of utilization of teachers on the various instructional pedagogies and the level of competence of teachers on the various instructional pedagogies. The questionnaire was drafted by the researcher and was subjected to validity by the different deans, chairpersons, and experts in teacher education.

Where:

- “Very Highly Utilized” and “Very Highly Competent”
- “Highly Utilized” and “Highly Competent”
- “Moderately Utilized” and “Moderately Competent”
- “Minimally Utilized” and “Minimally Competent”

Data Collection Procedure

The questionnaires were personally administered by the researcher to the teacher-respondents. The administration of the questionnaire was conducted after proper approval and coordination of the concerned administrators. After the questionnaires were accomplished, the questionnaires were personally retrieved by the researcher.

Treatment of Data

The data gathered were collated, tabulated, and subjected to statistical analysis and interpretation using the appropriate tools. The data was treated statistically to provide answers to the specific problems. Mean and weight were used in determining the extent and level of utilization and competence of the teachers in

instructional pedagogies. While in determining the significant differences in the extent of utilization and level of competence of teachers on the various instructional pedagogies between the two institutions t-test was used. According to Hayes, A. (2021), a T-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related to certain features. A t-test is used as a hypothesis testing tool, which allows testing of an assumption applicable to a population. On the relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies between the two institutions, Pearson Product Moment Correlation will be used.

The scale below was used to determine the extent of utilization and competence of teachers in the implementation of the different teaching methods, strategies, and approaches.

Scale	Range	Descriptive Rating	
		Extent of Utilization	Level of Competence
4	4.00 - 3.00	Very Highly Utilized	Very Highly Competent
3	2.99 - 2.00	Highly Utilized	Highly Competent
2	1.99 - 1.00	Moderately Utilized	Moderately Competent
1	1.00 - 0.99	Minimally Utilized	Minimally Competent

Results and Discussions

This chapter reveals the presentation and interpretation of data gathered from the respondents. It presents a discussion of the findings regarding the respondents’ extent of utilization and level of competence on the different instructional pedagogies, significant differences in the extent of utilization, significant differences in the level of competence, and the significant relationship between the extent of utilization of instructional pedagogies and level of competence of teachers on the various instructional pedagogies between the two institutions.

Significant Difference in Extent of Utilization of Teachers in the various Instructional Pedagogies of the two Institutions

The teacher's instructional preparation, teaching strategies, and a range of learning activities all influence student learning outcomes. When the subject matter is presented through a variety of teaching methodologies, however, it is assumed that students learn in a variety of styles, speeds, levels of prior knowledge, and settings.

Table 2 on the next page presents the significant difference in the extent of utilization of various instructional pedagogies between DMMMSU and PCMI. Based on the results presented in the table, it can be observed that the t-score between the two groups showed negative and smaller values. This implies that there is a similarity between DMMMSU and PCMI in the utilization of various instructional pedagogies because the smaller the t-score the more similarity between the two groups.

It can also be gleaned from the table that among the various instructional pedagogies presented, computer/multi-media aided, demonstration, discussion, question and answer method, film viewing (VCD, DVD), field trips, drills, short stories, games, reporting, brainstorming/ buzz session, concept method, inquiry method, discovery method, process approach, problem-solving, reading, collecting method, inductive

method, group method, and instructional module showed no significant difference in its utilization between the two institutions shown by the result that their t-score is lesser than their p-values.

Table 2. Significant differences in the Extent of Utilization of Teachers in the Instructional Pedagogies between DMMMSU and PCMI.

LEVEL OF UTILIZATION	DMMMSU	PCMI	t-comp.	prob.
1. Computer/Multi-media aided	3.125	3.0909	0.12	0.906
2. Demonstration	3.1563	3.1818	-0.1	0.922
3. Discussion	3.375	3.4545	-0.329	0.746
4. Question and Answer Method	3.3125	3.2727	0.167	0.869
5. Role Playing	2.75	2.4545	1.049	0.303
6. Film Viewing (VCD, DVD)	2.6563	2.7273	-0.269	0.79
7. Fieldtrips	1.8125	2.3636	-1.719	0.104
8. Drills	2.875	2.7273	0.445	0.661
9. Short Stories	2.6563	2.9091	-0.684	0.503
10. Games	3.0313	3.0909	-0.197	0.846
11. Resource speaker	2.125	1.8182	0.888	0.386
12. Workshop Trainings	2.5313	2.1818	0.969	0.348
13. Reporting	2.875	3	-0.391	0.701
14. Brainstorming/ Buzz Session	2.8438	3.0909	-0.818	0.423
15. Experimental	2.5625	1.9091	1.978	0.064
16. Project	3	2.3636	2.255	0.037
17. Concept Method	2.75	3.3636	-2.262	0.032
18. Inquiry Method	2.9063	3.2727	-1.375	0.18
19. Discovery Method	2.8438	3.1818	-1.116	0.28
20. Process Approach	2.7188	3	-0.758	0.46
21. Problem Solving	2.75	3.0909	-1.229	0.23
22. Reading	2.9063	3.0909	-0.542	0.594
23. Collecting Method	2.5	3.2727	-3.098	0.005
24. Inductive Method	3.5313	3.4545	0.321	0.752
25. Group Method	2.9688	3.0909	-0.462	0.648
26. Instructional Module	3.4375	3.3636	0.269	0.792
Overall Mean	2.8462	2.9161	-1.096	0.274

Difference is significant at 0.05 level of significance

On the other hand, the utilization of role-playing, resource speaker, workshop training, experiments, and projects shows a significant difference between the two institutions as shown by the result that their t-score is greater than their p-values.

Moreover, the overall mean shows that the extent of utilization of instructional pedagogies between the two institutions has no significant difference with the t-score of -0.907 which is less than the p-value of 0.365. This implies that the extent of utilization of instructional pedagogies has nothing to do with

whether teachers were teaching in the Philippine College of Ministry, a Bible School in nature, and DMMMSU a state university. Further, the result implies that whether you are teaching in a bible school or a state university you can be either very highly utilizing or minimally utilizing the various instructional pedagogies. This is true that teachers in all types of institutions must be good facilitators of learning by utilizing methods in their teaching and strategizing in a way that students can learn effectively. This shows that the two institutions even though different from each other have something in common which is to present the curriculum in a way that is relevant to the students' needs and to help students build on prior learning and develop skills and attitudes, (Peasaud, 2021).

The researcher accepts the hypothesis that there is no significant difference in the extent of utilization of teachers on the various instructional pedagogies between DMMMSU and PCMI.

It is further stated that whether a teacher is teaching in the bible school or state university, they must be equipped with the necessary skills and positive attitude towards their teaching-learning process, through utilizing the different instructional aids or pedagogies in facilitating learning and are willing to be better in their chosen career.

This also implies that the teachers of both institutions are equipped with different methods that enable them to facilitate the teaching process effectively.

It can be noted in the table that among the various instructional pedagogies, the most utilized instructional pedagogies for DMMMSU and PCMI are the inductive method and discussion with a mean of 3.5313 and 3.4545 respectively and described as very highly utilized, followed by instructional method and concept method with a mean of 3.4375 and 3.3636 respectively and descriptive rating of very highly utilized, followed by discussion for DMMMSU with a mean of 3.375 and with a descriptive rating of very highly utilized.

Teachers utilized the inductive method wherein this technique of 'discovering' general begins with examples and urges students to look for rules. It is believed that this technique employs discovery techniques, attempts to duplicate the acquisition process in some ways, frequently employs authentic material, places learners at the center of the lesson, and focuses on usage rather than acquisition, the inductive approach is often thought of as a more modern way of teaching. Critical thought, without a doubt, will not be able to eliminate COVID-19 and the mayhem it is generating. It can assist us in comprehending what has occurred and suggesting strategies to cope with and better the current situation same as true in the instruction. Further, inductive reasoning is concerned with how people extrapolate from their own experience and knowledge to other situations like during classes. This supports Goldwater's assertion that based on what you know and have experienced, you can make predictions about other events you haven't experienced.

Demonstration as the top 2 is considered one of the best strategies in teaching skill-oriented courses since it requires students to have hands-on that fosters a sense of responsibility to students. This is in line with Bidabadi et al. (2016) who claim that the best teaching encourages students to question their preconceptions and pushes them to learn by putting them in situations where their existing do not work and they come to see themselves as authors of answers and change agents. That means the students need to be faced with problems that they think are important.

However, among the various instructional pedagogies field trips and having a resource speaker are the least utilized for DMMMSU and PCMI with a mean of 1.8125 and 1.8182 respectively, and with a descriptive rating of moderately utilized. During the face-to-face conduct of classes conducting field trips and inviting resource speakers was utilized in some classes. However, due to the pandemic, where health

and safety protocols were strictly observed these instructional pedagogies were not employed. The second least utilized among the methods is having a resource speaker and experimental for DMMMSU and PCMI having a mean of 2.125 and 1.9091 respectively and interpreted as moderately and highly utilized. Conducting field trips with a mean of 2.09, interpreted as moderately utilized. It is understood since protocols for staying at home are strictly implemented around the country. The third least utilized is the collecting method for DMMMSU and workshop method for PCMI, with a mean of 2.5 and 2.1818 respectively, and interpreted as highly utilized. The COVID-19 pandemic has become a global health issue and has had a major impact on education. Consequently, halfway through the second semester of the academic year 2019/2020, learning methods were delivered through distance learning (DL) Amir, L.R., (2020). Most of the schools utilized modules and learning materials sent through electronic means or delivered to their houses. The most accessible of all the modalities was modular learning, which parents themselves favored for their children. Students were instructed through printed self-learning modules. The modules, according to Education Secretary Leonor Briones, are the "backbone" of distance learning, Gonzales, (2021).

It can also be reflected in the table that in terms of the teacher’s extent of utilization on the various instructional pedagogies, DMMMSU and PCMI have an overall mean of 2.8462 and 2.9161 shows that both teachers of DMMMSU and PCMI highly utilized the presented instructional pedagogies in the study. According to Nuqui et al. (2015), teachers use a variety of teaching approaches and strategies to facilitate learning and accommodate individuals' unique learning styles and intelligence. Bidabadi et al. (2016) also illustrated that a good teaching technique allows students to question their beliefs and pushes them to learn by placing them in a scenario where they come to perceive themselves as authors of answers, as agents of change.

This implies that teachers know the importance and significance of utilization of different instructional pedagogies to the learner’s learning development as they acknowledge that no learners are the same, every learner has a unique learning style and teachers need to design and utilize different instructional pedagogies to address the learning style of every learner hence it is very important for teachers to be knowledgeable on the various instructional pedagogies.

Significant differences in the Level of Competence of Teachers on the Instructional Pedagogies between DMMMSU and PCMI

Table 3. Significant Difference in the Level of Competence of Instructional Pedagogies Between DMMMSU and PCMI

Level Competence between DMMMSU and PCMI				
LEVEL OF UTILIZATION	DM3SU	THEO	t-comp.	prob.
1. Computer/Multi-media aided	3.4375	3.1818	1.131	0.27
2. Demonstration	3.1875	3.3636	-0.742	0.468
3. Discussion	3.2813	3.3636	-0.342	0.736
4. Question and Answer Method	3.2813	3.3636	-0.291	0.774
5. Role Playing	2.9688	2.4545	1.941	0.064
6. Film Viewing (VCD, DVD)	2.875	2.5455	1.296	0.203

7. Fieldtrips	2.4063	2.3636	0.178	0.86
8. Drills	2.9688	2.9091	0.24	0.812
9. Short Stories	2.9375	3	-0.18	0.86
10. Games	3.1563	3.2727	-0.367	0.718
11. Resource speaker	2.375	2.7273	-1.092	0.289
12. Workshop Trainings	2.5938	2.6364	-0.136	0.893
13. Reporting	3	2.8182	0.662	0.515
14. Brainstorming/ Buzz Session	2.875	3.2727	-1.373	0.184
15. Experimental	2.5938	2.4545	0.472	0.642
16. Project	3	2.5455	1.839	0.082
17. Concept Method	2.8438	3.1818	-1.128	0.276
18. Inquiry Method	2.875	3.2727	-1.506	0.144
19. Discovery Method	3	2.8182	-0.747	0.462
20. Process Approach	2.9063	2.9091	-0.009	0.993
21. Problem Solving	2.8125	2.8182	-0.02	0.984
22. Reading	3.0625	3.2727	-0.595	0.559
23. Collecting Method	2.625	3.1818	-1.805	0.088
24. Inductive Method	2.9375	3.4545	-1.912	0.067
25. Group Method	2.9063	2.9091	-0.01	0.992
26. Instructional Module	3.0938	3.2727	-0.613	0.546
Overall Mean	2.9231	2.9755	-0.907	0.365

Difference is significant at 0.5 level of significance.

Table 3 presents the significant difference in the level of competence between DMMMSU and PCMI teachers in the various instructional pedagogies. Based on the results presented in the table, it can be observed that the t-score between the two groups showed negative and smaller values. This implies that there is a similarity between DMMMSU and PCMI teachers in their level of competence in their utilization of various instructional pedagogies because the smaller the t-score the more similarity between the groups. It can be gleaned also from the table that the teacher's level of competence among demonstration, discussion, question, and answer method, film viewing (VCD, DVD), field trips, drills, short stories, games, resource speaker workshop training, brainstorming/ buzz session, experimental, concept method, inquiry method, discovery method, process approach, problem-solving, reading, collecting method, inductive method, group method, and the instructional module has shown no significant difference between DMMMSU and PCMI as shown by their greater p-values.

This implies that the teachers of DMMMSU and PCMI are both highly capable of teaching the learners. They are proficient in applying different methods. The institutions have faculty members who earned years and decades in their teaching experiences and earned a lot of training and certificates, some are graduated and earned units in the postgraduate. It is assumed that they have different experiences in the use of different methods, hence, they know how and when to adjust making them competent enough in the use of these teaching pedagogies. Several CALDER studies confirm findings from existing research that on average, brand-new teachers are less effective than those with some experience under their belts. Early-career experience has a stronger impact on teacher effectiveness than most other observable teacher-

related characteristics, such as advanced degrees, teacher licensing test scores, and National Board certification (Clotfelter et al., 2007).

Moreover, the overall results present that the level of competence of instructional pedagogies between the two institutions has no significant difference as shown by the t-score of -0.907 which is less than the p-value of 0.365. This implies that the level of competence of instructional pedagogies of the Philippine College of Ministry, a Bible School in nature has no momentous change of DMMMSU a state university, and vice versa. Whether you are teaching in a bible school or a state university you can be either very highly competent or minimally competent in the various instructional pedagogies. Teachers should be effective in the delivery of the learning competencies by acquiring mastery and competence in the applicable strategy. Successful and effective teaching that results in long-term learning, according to Isfahani et al., (2016), necessitates specific feelings and attitudes on the part of the teachers. Their attitudes and emotions have a significant impact on their conduct and teaching.

Furthermore, the hypothesis that there is no significant difference in the level of competence of teachers of the two institutions on the various instructional pedagogies is accepted.

Further, teachers always strive their best to deliver quality instruction by providing students with skills that will help them work collaboratively and sensitively in a team, become decision-makers, plan and manage their time effectively, listen to one another, and choose the right communication strategy at the right time through the integration of best pedagogy in a certain competency.

In school systems that rely on accountability regimes, specialized teachers with deep subject knowledge and the ability to translate this knowledge into highly effective teaching find themselves under scrutiny. Teacher agency is under increasing threat from national governments, as statutory bodies are tasked with the control of curriculum content, and the assessment of teacher pedagogy and professionalism. Quite simply, reforms have changed what it means to be a teacher (Day 2007). Previous studies have found that improvement in the academic performance of students is dependent on a combination of teacher, student, school, and parental factors (Amuzu, Ankalibazuk, & Abdulai, 2017; Narad & Abdullah, 2016; Okolie, Elom, & Inyiagu, 2014; Opong-Sekyere, Opong-Sekyere & Akpalu, 2013; Farooq et al., 2011).

They acknowledge that the central figures in the educational process are them, the teachers. The success of training and education depends on their preparation, erudition, and performance quality, and they need a wide range of competencies to face the complex challenges of today's world (Nessipbayeva, n.d).

Teachers should be effective in the delivery of the learning competencies by acquiring mastery and competence in the applicable strategy. Successful and effective teaching that results in long-term learning, according to Isfahani et al., (2016), necessitates specific feelings and attitudes on the part of the teachers. Their attitudes and emotions have a significant impact on their conduct and teaching.

The table also reveals that the level of competence of teachers on the various instructional pedagogies of DMMMSU and PCMI is highly competent based on the computed overall mean of 2.9231 and 2.9755 respectively. This implies that the teachers are highly capable of teaching the learners through being proficient in applying different methods. The institutions have faculty members who earned years and decades in their teaching experiences and earned a lot of training and certificates, some are graduated and earned units in the postgraduate. It is assumed that they have different experiences in the use of different methods, hence, they know how and when to adjust making them competent enough in the use of these teaching pedagogies. Several CALDER studies confirm findings from existing research that on average, brand-new teachers are less effective than those with some experience under their belts. Early-career experience has a stronger impact on teacher effectiveness than most other observable teacher-related

characteristics, such as advanced degrees, teacher licensing test scores, and National Board certification (Clotfelter et al., 2007).

It can be noted in the table that among the various teaching pedagogies. Teachers of DMMMSU are very competent in computer/multi-media aided as shown by its mean of 3.4375 and descriptive rating of very highly competent. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology to enhance understanding or memorization, (Guan., et. al, 2021). In poor countries, access to high-quality education remains a fundamental obstacle. Attempts to open access to a great majority of individuals in developing countries have looked into a variety of tactics, including the use of multimedia technologies found that the majority of multimedia solutions used in teaching and learning are focused on the pedagogical content of the subject of interest and the solution's user audience (Abdulrahaman, N.F., et. al, 2020).

On the other PCMI teachers have the highest mean of 3.3636 and a descriptive rating of very highly competent in the demonstration, discussion, and question-and-answer method while teachers of DMMMSU have the second highest mean of 3.2813 in the question-and-answer method which means they are also very highly competent in using this instructional pedagogy. It is understood that teachers were most competent in the use of computer/multi-media aided because of our current situation where the use of ICT and online technologies is the new mode of teaching and learning. Demonstration is considered one of the best strategies in teaching skill-oriented courses since it requires students to have hands-on that fosters a sense of responsibility to students. This is in line with Bidabadi et al. (2016) who claim that the best teaching encourages students to question their preconceptions and pushes them to learn by putting them in situations where their existing do not work and they come to see themselves as authors of answers and change agents. That means the students need to be faced with problems that they think are important. Moreover, teachers are highly competent also in discussion since it is one of the most effective methods to deliver learning. Discussion is used to further explain and elaborate the competencies in a particular subject matter, especially in the new platform using Google Meetings, students can understand the topics through discussions and sharing of thoughts in the online forum. Seethamraju, R., (2014) in his study "Effectiveness of Using Online Discussion Forum for Case Study Analysis", enumerated the advantages of online discussion. The advantages of using online discussion forums to improve student learning are extensively documented. Aside from comprehensive online courses, its use in traditional learning environments to supplement face-to-face instruction is increasing and is now a prevalent educational method in higher education. In fact, the use of an online discussion forum as a metric of student achievement is gaining popularity. Online discussion forums are supposed to allow for flexible and independent learning and knowledge production as well as the development of critical thinking skills.

Significant Relationship between the Extent of Utilization of Instructional Pedagogies and Level of Competence of Teachers on the Various Instructional Pedagogies between DMMMSU and PCMI

It can be seen in the table above that there is a significant relationship between the extent of utilization and level of competence of the teachers in DMMMSU and PCMI. It means that the higher the extent of utilization of the different instructional pedagogies the higher also the level of competence of the teachers. It means further, that the lower the utilization of the different instructional pedagogies the lower the competence of teachers in the said pedagogies. This is indicated by correlation coefficients of 0.83 and .89 for DMMMSU and PCMI which are interpreted high, respectively.

Table 4 presents the significant relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies between DMMMSU and the Philippine College of Ministry

Table 4. Significant relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies between the two institutions

		DMMMSU Level of Competence	PCM Level of Competence
DMMMSU Extent of Utilization	Correlation Coefficient	0.83	
	p-value	0.01	
	Interpretation	Significant	
THEO Extend of Utilization	Correlation Coefficient		0.89
	p-value		0.02
	Interpretation		Significant

Correlation is significant at the 0.05 level (2-tailed).

The researcher rejects the hypothesis -that there is no significant relationship between the extent of utilization of instructional pedagogies and the level of competence of teachers on the various instructional pedagogies between the two institutions.

Furthermore, there is a significant relationship between the extent of utilization and the level of competence of the teachers in DMMMSU, as shown in Table 2. It means that the greater the use of various instructional pedagogies, the higher the level of teacher competence. It also means that the lower the use of certain instructional pedagogies, the lower the teachers' competency in such pedagogies. It is also reflected in Table 2 that the extent of utilization of DMMMSU teachers in the various instructional pedagogies is rated as highly utilized this is shown by its overall mean of 2.8462. it is then concluded that if they are highly utilizing the pedagogies, they are also highly competent with it. This conforms to the result of this study that teachers were highly competent in the different pedagogies with a rated mean of 2.9231 interpreted as highly competent. This further concludes that the result of the study on the extent of utilization and level of competence conforms to the result of the relationship.

In the case of the Philippine College of Ministry, Inc. there is also a significant relationship between the extent of utilization and level of competence of the teachers in the different instructional pedagogies. It implies that the higher the extent of utilization of the different pedagogies the higher the level of competence of the respondents. It means that the higher the extent of utilization of the different instructional pedagogies the higher also the level of competence of the teachers. It means further, that the lower the utilization of the different instructional pedagogies the lower the competence of teachers in the said pedagogies.

Summary

The salient findings of the study were the following:

1. The findings show that there is no significant difference in the level of instructional pedagogy used

between DMMMSU and PCMI. DMMMSU and PCMI Highly utilized the various instructional pedagogies presented in the study.

2. There is no significant difference in the instructional pedagogy competency between DMMMSU and PCMI. DMMMSU and PCMI teachers are highly competent in the various instructional pedagogies.
3. There is a significant relationship between the extent of utilization and the level of competence of the teachers in DMMMSU and PCMI.

CONCLUSIONS AND RECOMMENDATIONS

The goal of this study was to determine the extent to which teachers used various instructional pedagogies and their level of skill in doing so. The findings and recommendations based on the collected, analyzed, and interpreted data are provided and briefly discussed in this chapter.

Conclusions:

In light of the findings of the study, the following conclusions were drawn.

1. Whether faculty were teaching at the Philippine College of Ministry, a Bible school by nature, or DMMMSU, a state university, had no bearing on the extent to which instructional pedagogies were used. In addition, both institutions have the appropriate abilities and training in the use of 21st-century teaching pedagogies.
2. The level of competence of instructional pedagogies of the Philippine College of Ministry, a Bible School in nature has no momentous change on the extent of utilization of DMMMSU a state university, and vice versa. Teachers should be effective in the delivery of the learning competencies by acquiring mastery and competence in the applicable strategy.
3. There is a significant relationship between the extent of utilization and the level of competence of the teachers in DMMMSU and PMC, as shown in the results above. It means that the greater the use of various instructional pedagogies, the higher the level of teacher competency. It also means that the lower the use of certain instructional pedagogies, the lower the teachers' competency in such pedagogies.

Recommendations:

Based on the findings of the study, the following recommendations are hereby recommended:

1. Teachers are encouraged to participate in various training and capability-building seminars in the utilization and be highly competent in the various instructional pedagogies considering the pandemic.
2. Teachers are vital in the realization of the mission and vision of both institutions which is basically to provide quality service in instruction, hence the administration and teachers ought to work hand in hand to attain a very highly competent and very high utilizing the different 21st-century teaching pedagogies and eventually to be globally competitive.
3. Students, likewise, must be exposed to similar training and seminars to enhance their understanding of the different instructional pedagogies.
4. Administrators may consider making a strategic plan that focuses on teachers' and students' coping with the New Normal and hurdle of the pandemic.

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