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Pedagogical Approaches and Teaching Proficiency of Teachers: Basis for the Development of an Instructional Learning Guide in the Districts of Cortes and Sierra Bullones, Bohol Division, School Year 2025–2026

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ABSTRACT

This study examined the pedagogical approaches and teaching proficiency of teachers as a basis for developing an instructional learning guide in the Districts of Cortes and Sierra Bullones, Bohol Division, for the School Year 2025–2026. It aimed to determine how adaptive teaching strategies influence professional competence amid evolving educational demands.

A descriptive-correlational research design employing a quantitative approach was utilized. Data were collected from teachers using structured survey instruments covering pedagogical approaches and teaching proficiency domains such as content knowledge, diversity of learners, assessment, curriculum planning, community engagement, and professional development. Statistical tools including weighted mean and Pearson r were used to analyze the data.

Findings revealed that teachers demonstrated a high level of pedagogical approaches (M = 4.20, Agree) and teaching proficiency (M = 4.22, Strongly Agree). Strong performance was observed in curriculum planning (M = 4.24) and professional development (M = 4.25). However, challenges such as poor internet connectivity (76.19%), heavy workload (73.81%), and limited technology access (69.05%) significantly affected instructional delivery. A strong positive relationship (r = 0.82, p = 0.000) was found between pedagogical approaches and teaching proficiency, indicating that effective teaching strategies enhance professional competence.

The results suggest that while teachers are competent and adaptive, systemic challenges hinder optimal teaching performance. Strengthening pedagogical practices through structured support mechanisms is essential. Hence, the development of an instructional learning guide is recommended to enhance teaching effectiveness and address existing barriers.

Keywords: Pedagogical Approaches, Teaching Proficiency, Instructional Learning Guide, Teacher Performance

Chapter 1
THE PROBLEM AND ITS RESEARCH DESIGN
INTRODUCTION
Rationale of the Study

The increasing interconnectedness of the modern world has intensified both opportunities and risks, parti-

cularly in the field of education. The COVID-19 pandemic highlighted how global crises transcend national boundaries and affect individuals regardless of socioeconomic background; however, its consequences have disproportionately impacted vulnerable populations (Al-Samarrai et al., 2020; Department for Education, 2020). In the education sector, this disruption revealed systemic inequalities, including disparities in access to digital tools, internet connectivity, and supportive learning environments, thereby widening the opportunity gap among learners (Akiba et al., 2017; Darling-Hammond, 2015). These inequities emphasize the urgent need to examine teaching approaches and teacher competencies in adapting to unprecedented educational challenges.

The pandemic served as a stress test for education systems worldwide, affecting more than 1.7 billion learners due to widespread school closures (Department for Education, 2020). Consequently, educators were compelled to transition rapidly to remote and blended learning modalities, often without sufficient preparation or training. This sudden shift underscored the importance of teacher quality and adaptability in ensuring continuity of learning (Blomeke et al., 2016; Boyd et al., 2016). Studies have consistently shown that effective teaching practices significantly influence student achievement, particularly in times of crisis when instructional delivery methods are altered (Chetty et al., 2014; Blazar, 2015). Thus, understanding how teachers respond to such disruptions is critical for improving educational resilience.

Moreover, the reliance on digital platforms during the pandemic revealed limitations in traditional teaching approaches, particularly those heavily dependent on synchronous instruction. Research suggests that effective learning requires a combination of instructional strategies, including interactive, student-centered, and flexible approaches that accommodate diverse learner needs (Cattaneo et al., 2016; Collinson, 2014). Teachers who possess strong pedagogical and technological competencies are better equipped to create engaging and meaningful learning experiences, even in remote settings (Desimone et al., 2012; Baumert et al., 2015). Therefore, evaluating teaching approaches is essential in identifying strategies that enhance learner engagement and academic performance.

Furthermore, the crisis highlighted the critical role of teacher professional development in improving instructional quality. Evidence indicates that continuous training and support significantly enhance teachers' effectiveness and their ability to implement innovative teaching practices (Blank & De Las Alas, 2014; Desimone et al., 2013). In the context of remote learning, teachers must not only adapt their instructional methods but also develop competencies in managing digital tools and fostering student interaction in virtual environments. This underscores the need for institutions to reassess their support systems and ensure that teachers are adequately prepared for evolving educational demands.

In addition, the pandemic has emphasized the importance of aligning educational resources with learners' needs. Disparities in access to technology and learning support have created significant barriers for disadvantaged students, further exacerbating educational inequalities (Darling-Hammond et al., 2015; Constantine et al., 2014). Addressing these challenges requires a comprehensive understanding of how teaching approaches can be optimized to ensure inclusivity and accessibility. By examining the effectiveness of different instructional strategies, this study contributes to the development of more equitable and responsive education systems.

During this extraordinary period, the researcher, as a school head, recognized the importance of evaluating teachers' teaching approaches and proficiency in the teaching-learning process. Given the evolving demands of education in crisis contexts, this study aims to generate empirical data and provide insights into effective teaching practices that can enhance learning outcomes and inform future educational planning. Ultimately, the findings of this study will serve as a basis for improving instructional strategies,

strengthening teacher competencies, and ensuring the sustainability of education systems in the face of future disruptions.

Theoretical Background

This study is anchored on the **Theory of Multiple Intelligences** proposed by Howard Gardner, which posits that individuals possess diverse types of intelligence that influence how they learn and process information. Gardner identified multiple intelligences such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic, emphasizing that learning is not a one-size-fits-all process. This theory highlights the importance of differentiated instruction, where teaching approaches are adapted to accommodate individual learner differences (Akiba et al., 2017; Blomeke et al., 2016; Darling-Hammond, 2015). In the context of modern education, teachers are encouraged to design learning experiences that cater to multiple intelligences to enhance student engagement and achievement (Baumert et al., 2015; Blazar, 2015; Chetty et al., 2014).

The application of Multiple Intelligences theory has significantly transformed pedagogical practices by promoting learner-centered approaches. Teachers are now expected to incorporate varied instructional strategies such as visual aids, collaborative activities, hands-on learning, and reflective exercises to address diverse learning styles (Cattaneo et al., 2016; Collinson, 2014; Desimone et al., 2012). Research shows that effective teaching strategies aligned with students' cognitive diversity can improve academic performance and motivation (Gerritsen et al., 2014; Wayne & Youngs, 2013; Wiswall, 2013). Moreover, the integration of digital tools further supports the implementation of multiple intelligences by providing flexible and interactive learning environments (Siddiq et al., 2024; Fernández-Otoya et al., 2024; Li et al., 2026).

Another theoretical foundation of this study is **Bloom's Taxonomy**, developed by Benjamin Bloom, which provides a hierarchical classification of cognitive learning objectives. The taxonomy categorizes learning into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation, arranged from lower-order to higher-order thinking skills. This framework is widely used by educators to design curriculum, instructional strategies, and assessment methods that promote progressive cognitive development (Schmidt et al., 2011; Woessman, 2013; Wallace, 2014). By structuring learning objectives according to complexity, Bloom's Taxonomy helps teachers ensure that students acquire not only basic knowledge but also critical thinking and problem-solving skills.

Bloom's Taxonomy is particularly relevant in guiding teaching approaches in the , where educators must adapt to diverse learning environments and modalities. The use of digital platforms, blended learning, and interactive teaching methods requires teachers to design activities that engage students at different cognitive levels (Kohnke et al., 2024; Sukirman et al., 2022; Fülöp et al., 2023). Studies indicate that effective instruction that integrates higher-order thinking skills leads to improved student understanding and academic outcomes (Garet et al., 2016; Schmidt et al., 2015; Staiger & Rockoff, 2015). Thus, Bloom's Taxonomy remains a vital tool in ensuring that teaching practices are aligned with educational goals and learner needs.

Furthermore, both Multiple Intelligences Theory and Bloom's Taxonomy emphasize the critical role of teacher competence in delivering effective instruction. Teachers must possess the necessary knowledge, skills, and adaptability to implement diverse teaching strategies and facilitate meaningful learning experiences (Blank & De Las Alas, 2014; Desimone et al., 2013; Wilson & Floden, 2013). Teacher competence extends beyond traditional pedagogy to include digital literacy, classroom management in

virtual settings, and the ability to engage learners through innovative approaches (Ornopia et al., 2022; Fernandez, 2023; Agayon et al., 2022). This highlights the need for continuous professional development and institutional support to enhance teaching effectiveness.

The integration of Gardner's Multiple Intelligences Theory and Bloom's Taxonomy provides a comprehensive framework for understanding effective teaching approaches and teacher proficiency. While Multiple Intelligences focuses on addressing learner diversity, Bloom's Taxonomy emphasizes the development of cognitive skills through structured learning objectives. Together, these theories support the implementation of flexible, inclusive, and outcome-based teaching strategies that are essential in the evolving educational landscape. This study, therefore, utilizes these theoretical foundations to examine teaching approaches and teacher proficiency in the, contributing to the improvement of instructional practices and educational outcomes.

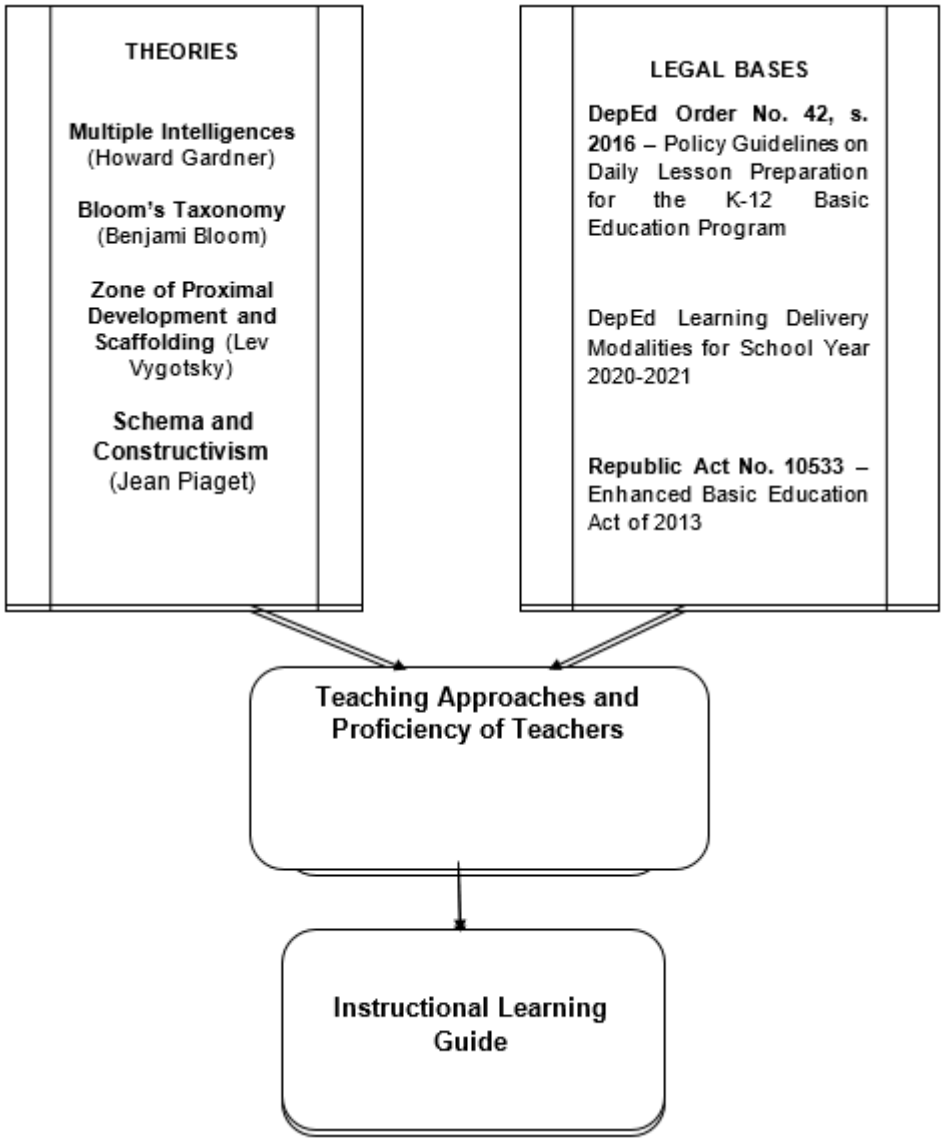


Figure 1
The Theoretical – Conceptual Framework

This study is grounded in several educational theories that explain how learners acquire knowledge and how teachers facilitate effective instruction. One of the primary foundations is Lev Vygotsky's Zone of

Proximal Development (ZPD), which emphasizes that learning occurs when students are guided to accomplish tasks slightly beyond their independent capabilities through appropriate support or scaffolding. This theory highlights the importance of teacher facilitation and interaction in promoting cognitive development (Akiba et al., 2017; Blomeke et al., 2016; Darling-Hammond, 2015). In addition, scaffolding allows teachers to gradually reduce assistance as learners gain mastery, fostering independence and deeper understanding (Baumert et al., 2015; Blazar, 2015; Chetty et al., 2014). In the setting, scaffolding is essential in both online and modular learning environments to support diverse learners.

Complementing Vygotsky's perspective is Jean Piaget's Schema Theory and Constructivism, which assert that learners actively construct knowledge by connecting new information to their prior experiences. This theory underscores the importance of learner-centered approaches, where students engage in meaningful activities that promote understanding rather than passive memorization (Cattaneo et al., 2016; Collinson, 2014; Desimone et al., 2012). Constructivist learning environments encourage exploration, critical thinking, and problem-solving, which are essential skills in modern education (Gerritsen et al., 2014; Wayne & Youngs, 2013; Wiswall, 2013). The integration of technology further supports constructivist practices by providing interactive and flexible learning opportunities (Siddiq et al., 2024; Fernández-Otoya et al., 2024; Li et al., 2026).

Another theoretical underpinning of this study is Behaviorism, proposed by B.F. Skinner, which focuses on observable behaviors shaped through reinforcement. According to this theory, learning occurs when positive reinforcement strengthens desired behaviors, while negative reinforcement discourages undesirable actions (Schmidt et al., 2011; Woessman, 2013; Wallace, 2014). In classroom settings, behaviorist principles are applied through rewards, feedback, and structured instruction to improve student performance (Garet et al., 2016; Schmidt et al., 2015; Staiger & Rockoff, 2015). Although behaviorism has been criticized for neglecting internal cognitive processes, it remains relevant in managing classroom behavior and motivating learners, especially in structured and remote learning environments.

In addition, Jerome Bruner's Spiral Curriculum theory emphasizes that complex concepts can be taught at any stage of development if presented appropriately and revisited over time with increasing complexity. This approach supports continuous learning and reinforcement, allowing students to build upon previous knowledge (Blank & De Las Alas, 2014; Desimone et al., 2013; Wilson & Floden, 2013). The spiral curriculum is particularly applicable, where blended and modular learning require repeated exposure to concepts through various instructional methods (Ornopia et al., 2022; Fernandez, 2023; Agayon et al., 2022). This theory reinforces the need for well-structured lesson planning and curriculum alignment to ensure progressive learning outcomes.

Furthermore, this study incorporates various teaching approaches such as teacher-centered, student-centered, inquiry-based, differentiated, and technology-enhanced learning. Teacher-centered approaches emphasize direct instruction and structured delivery of content, while student-centered approaches promote active participation and collaboration (Schmidt et al., 2015; Wayne & Youngs, 2013; Wiswall, 2013). Inquiry-based and experiential learning encourage students to explore, investigate, and construct knowledge independently, which enhances engagement and critical thinking (Kohnke et al., 2024; Sukirman et al., 2022; Fülöp et al., 2023). Additionally, differentiated instruction addresses individual learner needs by modifying content, process, and assessment strategies (Rahayu & Bhaskoro, 2022; Pimdee et al., 2024; Stumbrienė et al., 2024).

Finally, the integration of educational policies and modern teaching modalities further strengthens the conceptual framework of this study. The implementation of flexible learning delivery modalities such as

modular, online, and blended learning highlights the need for adaptive teaching approaches and teacher proficiency in the use of technology (Carvajal et al., 2025; Papadopoulou et al., 2022; Pérez-Escoda et al., 2026). Moreover, global and local studies emphasize the importance of digital competence, instructional innovation, and leadership in ensuring effective teaching (Zubizarreta Pagaldai et al., 2026; Massima & Kyei-Nuamah, 2026; Salvador et al., 2026). Thus, this study integrates these theoretical and conceptual perspectives to assess the teaching approaches and proficiency of teachers, providing a comprehensive understanding of effective instructional practices in contemporary education.

THE PROBLEM

Statement of the Problem

This study assessed the **pedagogical approaches and teaching proficiency of teachers** in the Districts of Cortes and Sierra Bullones, Bohol Division, for the School Year 2025–2026, as basis for the development of an instructional learning guide. It aimed to determine how teachers adapt their pedagogical approaches and demonstrate teaching competence.

Specifically, this study sought to answer the following questions:

1. What relevant information was derived from the respondents in terms of:
   1.1. Age and gender;
   1.2. Civil status;
   1.3. Highest educational attainment;
   1.4. Teaching experience;
   1.5. Performance rating; and
   1.6. Relevant trainings, seminars, and workshops attended?
2. What is the level of pedagogical approaches utilized by the teachers as perceived by the two groups of respondents?
3. What is the level of teaching proficiency of teachers as perceived by the respondents in terms of:
   3.1. Content knowledge and pedagogy;
   3.2. Diversity of learners, assessment, and reporting;
   3.3. Curriculum and planning;
   3.4. Community linkages and professional engagement, and personal growth and professional development; and
   3.5. Plus factor?
4. Is there a significant relationship between the level of pedagogical approaches and the extent of teaching proficiency of teachers?
5. What challenges and barriers are experienced by teachers related to their pedagogical approaches and teaching proficiency?
6. Based on the findings of the study, what instructional learning guide can be developed to enhance teaching approaches and proficiency?

Statement of Null Hypothesis

There is no significant relationship between the level of pedagogical approaches and the extent of teaching proficiency of teachers.

Significance of the Study

This study assessed the **teaching approaches and proficiency of teachers** in the Districts of Cortes and Sierra Bullones, Bohol Division, for the School Year 2025–2026. The findings of this study provide valuable insights for various stakeholders in the education sector by offering evidence-based recommendations that enhance instructional practices and support the development of an instructional learning guide.

Department of Education (DepEd) Officials and School Administrators. The results of this study provide empirical data that can guide DepEd officials and school administrators in improving instructional supervision, designing relevant training programs, and strengthening policies related to teaching approaches in the . By identifying effective pedagogical practices and areas needing improvement, the findings support data-driven decision-making that enhances teaching quality and student learning outcomes.

Teachers. This study benefits teachers by providing insights into their current level of pedagogical approaches and teaching proficiency. It helps them identify their strengths and areas for improvement, particularly in adapting to teaching modalities such as blended, online, and modular learning. The findings also serve as a basis for enhancing their instructional strategies, professional growth, and classroom effectiveness.

School Heads. School heads may utilize the findings of this study to strengthen instructional leadership and support mechanisms within their respective schools. The results provide a basis for monitoring teacher performance, implementing targeted interventions, and promoting professional development initiatives that align with the needs of teachers in the education setting.

Students. Students are the ultimate beneficiaries of this study, as improved teaching approaches and teacher proficiency directly contribute to better learning experiences and academic outcomes. By enhancing instructional practices, this study supports the development of engaging, inclusive, and learner-centered environments that address diverse learning needs.

Curriculum Planners and Education Stakeholders. Curriculum planners and other education stakeholders may use the findings of this study in designing responsive and relevant learning materials, programs, and policies. The study provides insights into effective pedagogical approaches that can be integrated into curriculum development and instructional planning, ensuring alignment with the demands of 21st-century education.

Future Researchers. This study contributes to the existing body of knowledge on teaching approaches and teacher proficiency. It serves as a reference for future researchers who wish to explore similar topics, particularly in the areas of instructional strategies, teacher competence, and educational innovation. Future studies may expand on this research by examining other variables, conducting comparative analyses, or exploring longitudinal impacts of teaching practices.

RESEARCH METHODOLOGY This part contains the research methodology which include the method to be used, the flow of the study, research environment, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

The research design used in this study was descriptive-correlational engaging quantitative approach to assess the teaching approaches and proficiency of teachers. A descriptive correlational study is a study in

which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Flow of the Study

The input of the study included the relevant information of the teachers in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant trainings, seminars and workshops attended. This also covered the level of teaching approaches of teachers, as well as their teaching proficiency. It also dealt with the relationship between the extent of teaching approaches and the extent of teaching proficiency of teachers, and challenges and barriers experienced by the teachers related to their teaching approaches and proficiency.

The process of the study included the research procedure that was strictly followed guided by the research approach it employed which was the descriptive-correlational design of research.

The output of the study was the learning, and development modal.

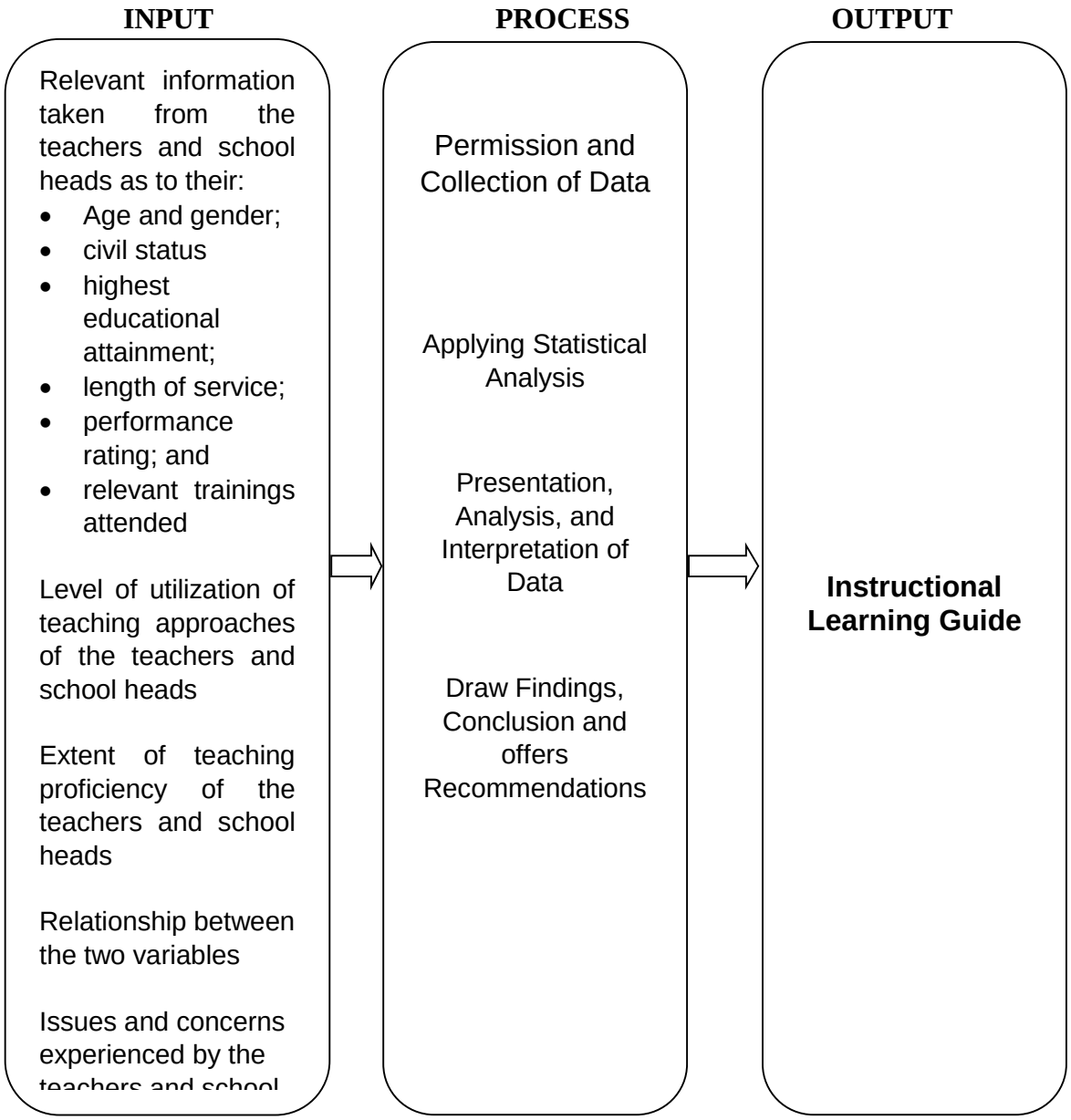


Figure 2

The Flow of the Study

Environment

The location of the study is within the Schools Districts of Cortes and Sierra Bullones in the Bohol Division. These include Cortes Central Elementary School, De La Paz Elementary School, Upper De La Paz Elementary School, and Lourdes Elementary School. Each of these institutions provides foundational education to learners coming from diverse socio-economic backgrounds and geographical locations. As community-based institutions, these schools reflect the environmental conditions, available facilities, and resources present in their respective localities.

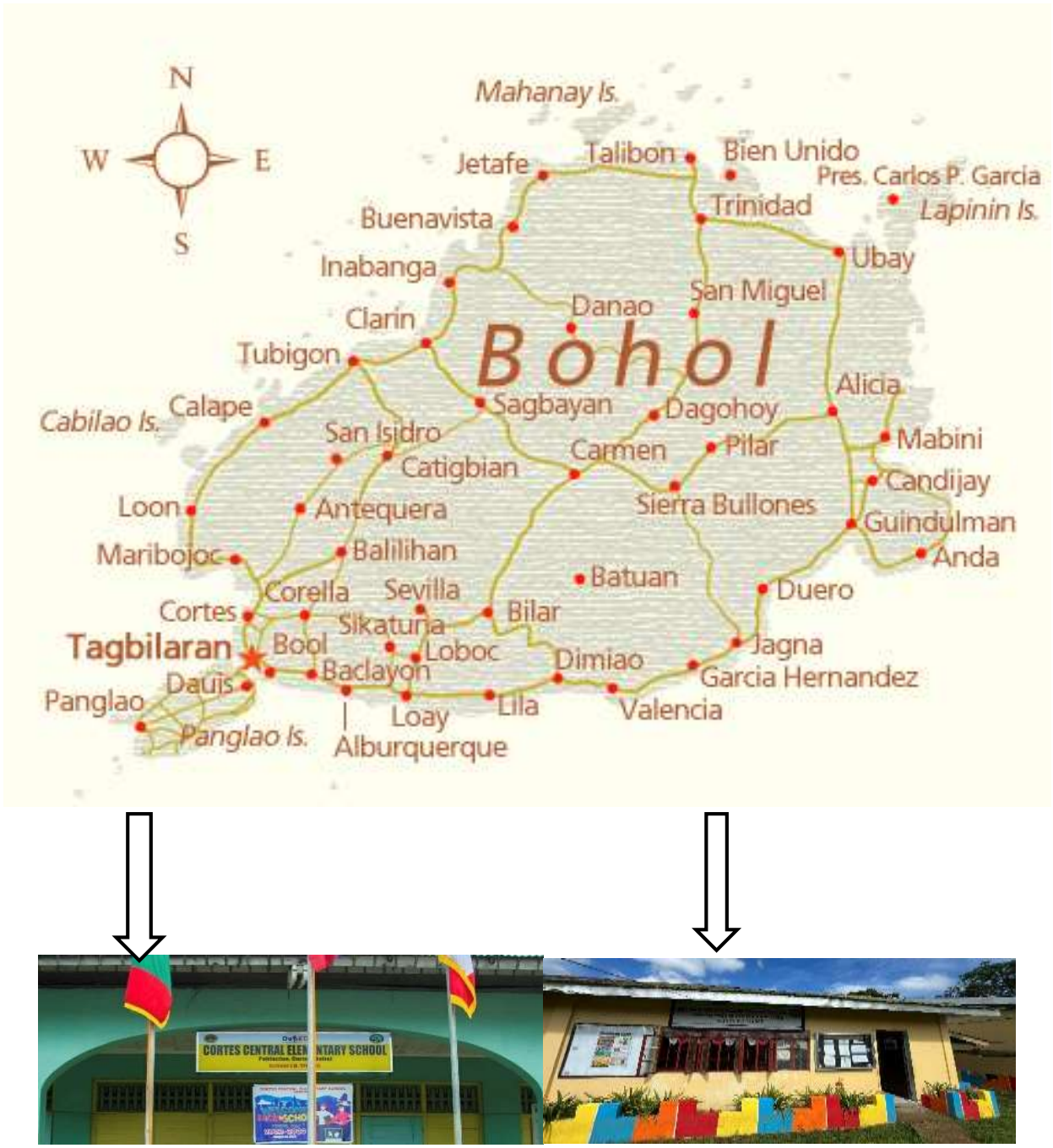


Figure 3

Location Map of the Study

Respondents

The respondents of the study were the 80 teachers and 4 School Heads of Cortes and Sierra Bullones District. The respondents were chosen using universal sampling.

Table 1 shows the distribution of respondents.

Table 1
Distribution of Respondents

School	School heads		Teachers		Total	
	f	%	f	%	f	%
Cortes Central ES	1	25	30	37.5	31	36.91
De La Paz ES	1	25	25	31.25	26	30.95
San Agustin	1	25	9	11.25	10	11.91
Canlangit	1	25	16	20	17	20.23
Total	**4**	**100**	**80**	**100**	**84**	**100**

Instruments

The main questionnaire of this study was divided into four (4) parts.

The first part solicited information about the profile of the teachers and heads school h as to their age, gender, highest educational attainment, length of service, performance rating, and relevant trainings, seminars, and workshops attended.

The second part of the questionnaire was a modified tool taken from the study of Kaye Catalan (2017) on **'Approaches and Assessment Models in Teaching English'**. This dealt with the extent of pedagogical approaches of teachers in the as perceived by the teacher/administrator-respondents. The questionnaire consisted of 10 statements which was measured using a 4-point Likert Scale: 4 for Excellent, 3 for Very Good, 2 for Good, and 1 for Poor.

The third part of the questionnaire was also a modified tool taken from the **Guidelines of the Implementation of Results-Based Performance Management System for School Year 2020-2021 (DM-PHROD-2021-0010)**. This dealt with the extent of teaching proficiency of teachers in the which was also perceived by the teacher/administrator-respondents in terms of Content knowledge and Pedagogy, Diversity of Learners Assessing & Reporting, Curriculum & Planning, Community Linkages and Professional Engagement & Personal Growth and Professional Development and Plus Factor. Each variable was measured using a 4-point Likert Scale: 4 for Excellent, 3 for Very Good, 2 for Good, and 1 for Poor.

The fourth and last part delved in the challenges and barriers experienced by the teachers/administrators related to their pedagogical approaches and proficiency.

Data Gathering Procedure

This research followed a step-by-step process in the conduct of this research endeavor.

First, a letter was made addressed to the school heads in the Districts of Cortes and Sierra Bullones, Bohol Division for approval of the conduct of the study.

After the letter was approved, the questionnaires were personally distributed to the respondents. The respondents were given ample time of preferably 20-30 minutes to answer the questionnaire.

Data were then collected and submitted to the statistician for statistical treatment. It was subjected to further presentation, analysis, and interpretation with the guidance of the research adviser.
The final draft was submitted for finalization and corrections.

Statistical Treatment of Data

The following were the statistical procedures that was used by the researcher in the presentation and interpretation of the data.

Simple Percentage. This was used in determining the profile of the teachers and school heads in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant trainings, seminars and workshops attended.

Mean. Computation of the mean was employed to determine the extent of teaching approaches and teaching proficiency of teachers as perceived by the teacher-respondents themselves.

Chi-square. This was used to determine the relationship between the extent of teaching approaches and the extent of teaching proficiency of teachers .

Scoring Procedures. The following were the scoring procedures:

Table 2
Scoring Procedures

Weight	Range	Response Category	Verbal Description
4	3.26 -4.00	Excellent	Teacher and school head can do it excellently and can teach others to do the same
3	2.51 – 3.25	Very Good	Teacher and school head can do it regularly but need improvement
2	1.76 – 2.50	Good	Teacher and school head have started doing it but need to learn more
1	1.00 -1.75	Poor	Teacher and school head are not doing it

DEFINITION OF TERMS

To fully understand the terms used in this study, conceptual terms that are integral and critical to this study are operationally defined.

Learning Guide. This refers to a form of plan or activities to be proposed for the teachers to further hone their teaching approach and proficiency in the teaching-learning process. This also seeks to ensure the improvements of effectiveness of teachers resulting to a better academic performance of the learners.

Education. This pertains to the new way of teaching-learning process. Education's will not just be about operating in an environment that secures the health of students; nor will it be about completely transitioning to online modalities. Instead, it should be about using technology to increase efficiency in areas with the capacity to do so, while empowering learners and communities to create positive learning environments in which the student can grow.

Relevant Information. This refers to the profile of the teachers covering their gender, highest educational attainment, length of service, and relevant trainings, workshops and seminars attended.

Gender. The designation of the teachers as male or female is alluded to in this report.

Highest Educational Attainment. Below are the highest rates of teacher qualification in this study: BA; with MA; Full Fledge; MA; with Ed. D., Full Fledge, MA. Complete Fledge Ed. D., and sections.
Length of Service. This is the amount of time that the teachers spent teaching in their 5 years, 6-15, 16-25, 26-35 and 36-45 years.
Relevant Seminars and Trainings. This refers to educational events or a large lecture course that feature one or more subject matters, delivering issues via lecture and discussion through a renowned speaker that help teachers acquire knowledge, skills, competencies, and updates about teaching and other related fields.
Teaching Approaches. This pertains to the approach of looking at teaching and learning. This gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. This will be measured using a 4-point Likert scale.
Teaching Proficiency. This refers to the efficiency of teachers and entails versatility which is being able to work effectively with a wide variety of learners in different environments and across a range of educational content. This will also be measured using a 4-point Likert scale.
Content Knowledge and Pedagogy. This is a special combination of content and pedagogy that is uniquely constructed by teachers and thus is the "special" form of an educator's professional knowing and understanding.
Community Linkages and Professional Engagement. This refers to the interplay between teachers, parents, and the community within a locality for the purpose of establishing the necessary resources for the improvement of education.
Curriculum and Planning. This is a program of study undertaken by students in schools that encompasses their entire learning package, resulting in their final grades; different countries follow different models, but all culminate in final examinations or assessments.
Diversity of Learners. This encompasses all learners across cultural, academic, social emotional and physical attributes noting these are not mutually exclusive.
Plus Factor. This pertains to the works/activities that contribute to the teaching-learn ess.

Chapter 2
REVIEW OF RELATED LITERATURE AND STUDIES

To obtain a broader idea on the teaching approaches and proficiency of the teachers, the following reviews of relevant literature and studies are done as guide in conducting the research.

Related Literature

Teachers are widely recognized as one of the most influential school-based factors affecting students' academic success and long-term outcomes. Research consistently highlights that teacher effectiveness significantly impacts learners' achievement, behavior, and future opportunities (Chetty et al., 2014; Darling-Hammond, 2015). Effective teachers not only improve academic performance but also contribute to students' social and economic development, emphasizing the importance of strengthening teacher competence in education systems (Akiba et al., 2017; Boyd et al., 2016). Thus, examining teaching approaches and proficiency is essential in understanding educational quality.

Teacher effectiveness is commonly associated with student learning growth, often measured through standardized assessments and performance outcomes (Chetty et al., 2014; Blazar, 2015). Studies reveal that students taught by highly effective teachers are more likely to achieve higher academic outcomes and exhibit better long-term success (Gerritsen et al., 2014; Wiswall, 2013). However, identifying the specific

factors that contribute to teacher effectiveness remains complex, as results vary across contexts and methodologies (Wayne & Youngs, 2013).

One of the most examined factors influencing teacher effectiveness is teaching experience. Several studies indicate that experienced teachers tend to produce better student outcomes, particularly in reading and mathematics (Clotfelter et al., 2016; Papay & Kraft, 2015). Teacher experience contributes to improved classroom management, instructional strategies, and content delivery (Rice, 2013). However, research also suggests that the benefits of experience are most significant during the early years of teaching, with diminishing returns over time (Rockoff, 2014; Blomeke et al., 2016).

In addition to experience, teachers' professional knowledge plays a critical role in instructional effectiveness. This includes subject-matter knowledge, pedagogical knowledge, and curriculum understanding (Collinson, 2014). Teachers with strong content knowledge and pedagogical skills are more likely to facilitate meaningful learning experiences and promote higher student achievement (Baumert et al., 2015; Shuls & Trivitt, 2015). However, the relationship between teacher qualifications and student outcomes is not always consistent, suggesting the need for further investigation (Aaronson et al., 2017).

Professional development is another important factor that enhances teacher competence. Research shows that targeted and sustained professional development programs can improve instructional quality and student learning outcomes (Blank & De Las Alas, 2014; Desimone et al., 2012). However, the effectiveness of professional development varies depending on its content, duration, and alignment with teachers' needs (Desimone et al., 2013; Garet et al., 2016). Thus, continuous training remains essential in adapting to evolving educational demands.

Teacher behavior and instructional practices are also strongly linked to student achievement. Studies emphasize that effective teaching behaviors, such as clear instruction, active engagement, and appropriate use of instructional time, significantly influence learning outcomes (Schmidt et al., 2015; Cattaneo et al., 2016). Instructional content and the opportunity to learn are critical components that determine student success (Schmidt et al., 2016). These findings highlight the importance of examining teaching approaches in different educational contexts.

The shift to the education brought by the COVID-19 pandemic has transformed traditional teaching practices. Teachers were required to adapt to remote, modular, and blended learning modalities, which posed significant challenges (Sato et al., 2024; Fülöp et al., 2023). These changes emphasized the need for flexibility, innovation, and digital competence among educators to ensure continuity of learning (Siddiq et al., 2024; Fernández-Otoya et al., 2024).

Digital competence has become a crucial component of teacher proficiency in the . Teachers must be able to use technology effectively to deliver instruction, assess student performance, and facilitate interaction in virtual environments (Pérez-Escoda et al., 2026; Zubizarreta Pagaldai et al., 2026). Studies suggest that teachers with strong digital skills are better equipped to engage learners and improve learning outcomes (Li et al., 2026).

Blended learning has emerged as an effective approach, combining face-to-face and online instruction. Research indicates that blended learning enhances student engagement, flexibility, and access to learning resources (Sukirman et al., 2022; Kohnke et al., 2024). It also allows teachers to implement diverse instructional strategies that cater to different learning needs (Pimdee et al., 2024).

In addition, differentiated instruction plays a vital role in addressing learner diversity. Teachers who adapt their teaching methods based on students' abilities, interests, and learning styles can improve student

participation and achievement (Cholis et al., 2026; Rahayu & Bhaskoro, 2022). Differentiation ensures that all learners receive appropriate support and opportunities to succeed.

Inquiry-based and experiential learning approaches further enhance student engagement and critical thinking. These approaches encourage learners to actively participate in the learning process through exploration and problem-solving (Yang et al., 2026; Breadmore et al., 2026). Such methods are particularly effective in developing higher-order thinking skills and real-world application of knowledge.

Teacher leadership and professional engagement are also essential in improving instructional quality. Studies show that teachers who demonstrate strong leadership and collaboration skills contribute to a positive learning environment and improved student outcomes (Salvador et al., 2026; Jimeno & Prado, 2024). Professional engagement promotes continuous improvement and innovation in teaching practices.

Moreover, curriculum implementation plays a critical role in shaping teaching approaches. Teachers must interpret and adapt curriculum reforms to meet the needs of their learners effectively (Massima & Kyei-Nuamah, 2026). Successful implementation requires adequate training, resources, and institutional support.

Despite these advancements, teachers continue to face challenges in the education. These include limited access to technology, increased workload, and difficulties in engaging students in remote learning environments (Agayon et al., 2022; Fernandez, 2023). Addressing these challenges is essential in improving teaching effectiveness.

Related Studies

Teaching approaches play a crucial role in shaping students' learning experiences and academic outcomes. According to Zulueta et al., teaching approaches are not merely strategies but overarching perspectives that guide how content is organized and delivered to learners, emphasizing the development of broader conceptual understanding rather than isolated knowledge (Zulueta et al., n.d.). This perspective aligns with the growing emphasis on meaningful learning, where students are encouraged to connect ideas and apply knowledge across contexts (Ally, 2018; Ertmer & Newby, 2013). In this regard, effective teaching approaches are essential in fostering deeper cognitive engagement and enhancing students' ability to process information efficiently.

Cognitive learning theories further explain how learners actively construct knowledge through internal mental processes such as memory, reflection, and problem-solving (Ally, 2018; Ertmer & Newby, 2013). These theories emphasize that students are not passive recipients of information but active participants in their own learning. As McGilly (2016) noted, reliance on rote memorization limits students' potential, highlighting the need for instructional approaches that develop higher-order thinking skills. Consequently, teachers must employ strategies that promote critical thinking, analysis, and synthesis, which are essential competencies in modern education (Baumert et al., 2015; Blazar, 2015).

Assessment is another critical component of effective teaching, as it provides valuable insights into student learning and instructional effectiveness. Ebert (2017) emphasized that assessment is not merely a tool for measuring learning but a process that informs teaching practices and decision-making. Similarly, Angelo and Cross (2013) described classroom assessment as a formative process that enables teachers to evaluate students' understanding and adjust instruction accordingly. These findings underscore the importance of integrating assessment into teaching to ensure that learning objectives are achieved effectively (Bradley, 2016; Canada, 2017).

Different assessment methods, including written, oral, and practical assessments, cater to diverse learner needs and provide a more comprehensive evaluation of student performance (Bradley, 2016). Traditional

written assessments remain widely used; however, they may not accurately reflect the abilities of all students, particularly those with different learning styles or language barriers. Oral and practical assessments offer alternative means of demonstrating learning, allowing students to showcase their understanding in more authentic and meaningful ways (Canada, 2017; Ebert, 2017). This highlights the need for teachers to adopt varied assessment strategies to ensure inclusivity and fairness in evaluation.

Teacher effectiveness is a key determinant of student achievement, with research consistently showing that high-quality teaching leads to improved academic outcomes (Chetty et al., 2014; Darling-Hammond, 2015). Effective teachers not only enhance students' academic performance but also influence their long-term success, including higher education attainment and career opportunities (Akiba et al., 2017; Boyd et al., 2016). This underscores the importance of examining teacher proficiency and identifying factors that contribute to effective teaching practices.

One of the most significant factors influencing teacher effectiveness is teaching experience. Studies have shown that experienced teachers are more adept at managing classrooms, delivering content, and addressing student needs (Clotfelter et al., 2016; Papay & Kraft, 2015). However, research also indicates that the benefits of experience are most pronounced during the early years of teaching, with diminishing returns over time (Rockoff, 2014; Blomeke et al., 2016). This suggests that while experience is important, continuous professional development is necessary to sustain teaching effectiveness.

Teacher knowledge, including subject-matter knowledge and pedagogical content knowledge, is another critical factor in effective teaching. Teachers with strong content knowledge are better equipped to explain concepts clearly and facilitate meaningful learning experiences (Baumert et al., 2015; Shuls & Trivitt, 2015). However, studies have shown mixed results regarding the relationship between teacher qualifications and student achievement, indicating that knowledge alone is not sufficient to ensure effective teaching (Aaronson et al., 2017; Woessman, 2013).

Professional development plays a vital role in enhancing teacher competence and instructional quality. Research has shown that targeted and sustained professional development programs can improve teaching practices and student outcomes (Blank & De Las Alas, 2014; Desimone et al., 2012). However, the effectiveness of these programs depends on their relevance, duration, and alignment with teachers' needs (Desimone et al., 2013; Garet et al., 2016). Therefore, continuous training is essential in equipping teachers with the skills needed to adapt to changing educational demands.

Instructional practices and teacher behavior also significantly influence student achievement. Effective teaching involves clear instruction, active engagement, and appropriate use of instructional time (Schmidt et al., 2015; Cattaneo et al., 2016). The concept of opportunity to learn (OTL) highlights the importance of providing students with adequate exposure to instructional content, which is strongly associated with academic performance (Schmidt et al., 2016; Woessman, 2013). These findings emphasize the need for teachers to adopt effective instructional strategies that maximize learning opportunities.

The transition to the education has introduced new challenges and opportunities for teaching and learning. The COVID-19 pandemic forced educators to adopt remote and blended learning modalities, requiring significant adjustments in teaching practices (Sato et al., 2024; Fülöp et al., 2023). These changes highlighted the importance of flexibility, innovation, and digital competence in ensuring effective instruction (Siddiq et al., 2024; Fernández-Otoya et al., 2024).

Digital competence has become an essential component of teacher proficiency. Teachers must be able to use digital tools effectively to deliver instruction, assess student performance, and facilitate interaction in virtual environments (Pérez-Escoda et al., 2026; Zubizarreta Pagaldai et al., 2026). Studies have shown

that teachers with strong digital skills are better equipped to engage students and enhance learning outcomes (Li et al., 2026; Stumbrienė et al., 2024).

Blended learning has emerged as an effective approach, combining traditional and digital teaching methods. Research indicates that blended learning improves student engagement, flexibility, and access to resources (Sukirman et al., 2022; Kohnke et al., 2024). It also allows teachers to implement diverse instructional strategies that cater to different learning styles (Pimdee et al., 2024).

Differentiated instruction is another important approach that addresses learner diversity. By tailoring instruction to meet individual student needs, teachers can enhance learning outcomes and promote inclusivity (Cholis et al., 2026; Rahayu & Bhaskoro, 2022). Differentiation ensures that all learners have equal opportunities to succeed, regardless of their abilities or backgrounds.

Inquiry-based and experiential learning approaches further enhance student engagement and critical thinking. These approaches encourage students to actively participate in the learning process and apply their knowledge to real-world situations (Yang et al., 2026; Breadmore et al., 2026). Such methods are particularly effective in developing higher-order thinking skills and problem-solving abilities.

Teacher leadership and professional engagement are also crucial in improving instructional quality. Studies have shown that teachers who demonstrate strong leadership and collaboration skills contribute to a positive learning environment and improved student outcomes (Salvador et al., 2026; Jimeno & Prado, 2024). Professional engagement fosters continuous improvement and innovation in teaching practices.

Despite these advancements, teachers continue to face challenges in the education. These include limited access to technology, increased workload, and difficulties in engaging students in remote learning environments (Agayon et al., 2022; Fernandez, 2023). Addressing these challenges is essential in improving teaching effectiveness and ensuring quality education.

Chapter 3
SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study. The research aimed to assess the didactic methods and teaching proficiency of teachers in the Districts of Cortes and Sierra Bullones, Bohol Division, for the School Year 2025–2026, as basis for the development of an instructional learning guide. The study employed a **descriptive-correlational research design** using a **quantitative approach**. Data were analyzed across multiple domains, including the demographic profile of respondents, the level of pedagogical approaches, the level of teaching proficiency of teachers, the challenges and barriers encountered by teachers, and the relationship between pedagogical approaches and teaching proficiency. The demographic characteristics of respondents, such as age, gender, civil status, highest educational attainment, teaching experience, performance rating, and relevant trainings, seminars, and workshops attended, were also examined to provide a broader understanding of the teaching context in the education.

Summary

The study assessed the level of pedagogical approaches utilized by teachers in the and the extent of their teaching proficiency in terms of **content knowledge and pedagogy, diversity of learners, assessment and reporting, curriculum and planning, community linkages and professional engagement, and personal growth and professional development**. It also identified the challenges and barriers experienced by teachers in relation to their pedagogical approaches and teaching proficiency.

Additionally, the study examined whether a significant relationship exists between the level of pedagogical approaches and the extent of teaching proficiency of teachers. The study also served as the basis for the development of an **instructional learning guide** intended to enhance teaching approaches and professional competence in contemporary education.

To provide a clearer overview of the study's results, the summary table that follows outlines the key findings from the assessment of the pedagogical approaches and teaching proficiency of teachers in the Districts of Cortes and Sierra Bullones, Bohol Division.

Table 18
Summary Results

Major Area	Key Findings (Quantitative)	Overall Result	Interpretation
Demographic Profile	Majority aged 26–30 (23.81%); Female (67.86%); Married (57.14%); Most with Bachelor's Degree (30.95%); More than 10 years teaching experience (30.95%)	—	Respondents were mostly female, academically qualified, and professionally experienced teachers.
Relevant Trainings, Seminars, and Workshops	Highest participation at Division Level (28.57%) and School Level (23.81%); 9.52% with no training	Moderate	Training exposure was present, but access to higher-level professional development was still limited.
Pedagogical Approaches in the	Average mean = 4.20	Agree	Teachers generally applied varied, learner-centered, and adaptive pedagogical approaches in the .
Content Knowledge and Pedagogy	Average mean = 4.23	Strongly Agree	Teachers demonstrated strong mastery of content and effective instructional delivery.
Diversity of Learners, Assessment, and Reporting	Average mean = 4.20	Agree	Teachers were generally responsive to learner diversity and assessment responsibilities.
Curriculum and Planning	Average mean = 4.24	Strongly Agree	Teachers were highly proficient in curriculum alignment, lesson preparation, and planning.
Community Linkages and Professional Engagement	Average mean = 4.19	Agree	Teachers were professionally engaged, though stakeholder collaboration may still be strengthened.

Personal Growth and Professional Development	Average mean = 4.25	Strongly Agree	Teachers were highly committed to self-improvement, reflection, and lifelong learning.
Overall Teaching Proficiency	Grand mean = 4.22	Strongly Agree	Teachers generally demonstrated a high level of proficiency in the education.
Challenges and Barriers	Top issues: Poor internet connectivity (76.19%), Heavy workload (73.81%), Limited access to technology (69.05%)	High Constraint	Teachers faced major technological and workload-related challenges that affected instructional delivery.
Pedagogical Approaches vs Teaching Proficiency	r = 0.82, p = 0.000	Strong Positive	Better pedagogical approaches were strongly associated with higher teaching proficiency.

Findings

The findings of the study revealed that respondents generally demonstrated positive perceptions regarding the pedagogical approaches and teaching proficiency of teachers. The highest levels of pedagogical practice were observed in the use of varied teaching strategies, learner-centered approaches, adjustment of teaching methods based on students' needs, and integration of real-life applications in lessons. These results indicate that teachers were able to adapt their didactic methods to suit the changing demands of education. The overall mean for pedagogical approaches was **4.20**, interpreted as **Agree**, suggesting that teachers generally practiced responsive and flexible instructional methods.

In terms of teaching proficiency, respondents rated teachers highly across all major domains. The strongest areas were **personal growth and professional development (4.25)**, **curriculum and planning (4.24)**, and **content knowledge and pedagogy (4.23)**, all interpreted as **Strongly Agree**. This indicates that teachers maintained strong professional competence, reflective practice, and instructional preparedness despite the demands of contemporary education. The other dimensions, namely **diversity of learners, assessment and reporting (4.20)** and **community linkages and professional engagement (4.19)**, were interpreted as **Agree**, suggesting that while teachers performed well in these areas, there was still room for strengthening inclusive practices and collaboration with stakeholders.

The study also revealed several challenges and barriers encountered by teachers. The most frequently reported concerns were **poor internet connectivity (76.19%)**, **heavy workload (73.81%)**, and **limited access to technology (69.05%)**. Other challenges included difficulty engaging students, lack of teaching resources, limited parental support, and difficulty in assessment and evaluation. These findings suggest that while teachers were generally proficient and adaptive, external conditions such as infrastructure, resources, and workload still significantly affected their instructional effectiveness.

A strong and statistically significant positive relationship was found between pedagogical approaches and teaching proficiency, with **r = 0.82** and **p = 0.000**. This indicates that teachers who applied stronger and more adaptive pedagogical approaches also tended to demonstrate higher levels of teaching proficiency.

The result confirms that effective didactic methods and professional teaching competence are closely interconnected in the context of education.

Conclusions

Based on the findings, it can be concluded that the teachers in the Districts of Cortes and Sierra Bullones, Bohol Division generally demonstrated **effective pedagogical approaches** and a **high level of teaching proficiency** in the education. Their ability to apply varied strategies, adapt instruction to student needs, and sustain learner-centered teaching indicates that they were responsive to the demands of contemporary education. Likewise, the strong ratings in content knowledge, curriculum planning, and professional growth suggest that teachers possessed the competence and commitment necessary to maintain instructional quality despite changing educational conditions.

The study also concludes that teachers were not only professionally capable but also highly committed to lifelong learning and reflective practice. These qualities are important because the requires continuous adaptation, innovation, and resilience from educators. However, areas such as community linkages, timely feedback, and technology integration suggest that some dimensions of teaching proficiency still require enhancement and stronger institutional support.

Despite the generally favorable results, teachers faced considerable barriers that could affect the effectiveness of their pedagogical approaches and teaching performance. Poor internet connectivity, heavy workload, and limited access to technology remained major constraints. These challenges imply that teacher competence alone is not sufficient to guarantee instructional effectiveness unless it is supported by adequate infrastructure, resources, and administrative assistance.

Finally, the strong positive relationship between pedagogical approaches and teaching proficiency confirms that the way teachers teach is closely related to how proficient they are in carrying out their professional responsibilities. This means that improving pedagogical approaches will likely contribute to stronger teaching proficiency. Therefore, the development of an **instructional learning guide** is justified as an appropriate and practical response to enhance both teaching approaches and professional competence.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. **Strengthen Professional Development:** Conduct regular seminars, workshops, and training programs that focus on innovative pedagogical approaches, technology integration, learner-centered instruction, and teaching proficiency.
2. **Enhance Technology Support:** Provide teachers with better access to devices, stable internet connectivity, and digital teaching resources to improve instructional delivery and classroom engagement.
3. **Reduce Workload Burden:** Review and streamline teachers' administrative tasks to allow them to devote more time to lesson preparation, learner support, assessment, and professional growth.
4. **Support Inclusive and Responsive Teaching:** Encourage schools to provide additional guidance and instructional materials that will help teachers address learner diversity, provide timely feedback, and strengthen assessment practices.
5. **Promote Community and Stakeholder Engagement:** Strengthen collaboration with parents, school heads, and other stakeholders to support the instructional needs of teachers and learners.

6. **Sustain Reflective and Lifelong Learning Practices:** Encourage teachers to continue reflective teaching, peer mentoring, professional collaboration, and personal improvement as part of their long-term professional growth.
7. **Develop and Utilize the Instructional Learning Guide:** Implement the proposed instructional learning guide to support teachers in improving their didactic methods, professional competence, and classroom effectiveness.
8. **Future Research:** Conduct similar studies in other districts or divisions and explore additional variables such as learner engagement, school climate, teacher motivation, and instructional innovation to enrich understanding of teaching in contemporary education.

Chapter 4
OUTPUT OF THE STUDY
INSTRUCTIONAL LEARNING GUIDE IMPLEMENTATION PLAN
RATIONALE

The adoption and strengthening of effective pedagogical approaches and teaching proficiency in the education are essential for improving instructional quality, learner engagement, and academic performance. Teachers are expected to adapt to evolving educational demands by integrating flexible teaching strategies, technology, and learner-centered approaches while maintaining high levels of professional competence.

The results of the study revealed that teachers in the Districts of Cortes and Sierra Bullones demonstrated a high level of teaching proficiency and generally applied effective pedagogical approaches. These approaches contributed to improved instructional delivery, enhanced learner engagement, and better classroom management. However, despite these positive outcomes, several challenges were identified, including poor internet connectivity, limited access to technology, heavy workload, difficulty in student engagement, and insufficient instructional resources.

These challenges indicate the need for a structured and comprehensive **Instructional Learning Guide Implementation Plan** that will support teachers in improving their pedagogical practices, strengthening their teaching proficiency, and addressing the barriers encountered in the education. This plan aims to provide systematic strategies, resource support, and capacity-building initiatives to ensure continuous improvement in teaching effectiveness and learner outcomes.

OBJECTIVES

This plan aims to:

1. Enhance teachers' pedagogical approaches through the use of innovative, learner-centered, and technology-integrated teaching strategies.
2. Strengthen teaching proficiency in terms of content knowledge, assessment, curriculum planning, and professional engagement.
3. Improve instructional delivery and learner engagement in the education.
4. Address challenges related to technology, workload, and instructional resources.
5. Promote collaboration among teachers, school heads, parents, and stakeholders.
6. Support continuous professional growth and lifelong learning among teachers.
7. Develop and implement an instructional learning guide to improve teaching practices and student outcomes.

SCHEME OF IMPLEMENTATION

Table 19

Instructional Learning Guide Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Technology Integration in Teaching	Improve use of ICT in instruction	Provide ICT training, digital tools, and LMS orientation	50,000	School Fund / DepEd / LGU	One year	ICT Coordinator, Teachers	Improved ICT use, lesson integration, student engagement	NA	NA
Pedagogical Approaches Enhancement	Strengthen teaching strategies	Conduct workshops on learner-centered and differentiated instruction	40,000	School Fund / External Grants	One year	School Heads, Master Teachers	Improved teaching strategies, classroom observation results	NA	NA
Instructional Resource Development	Provide adequate teaching materials	Develop modules, instructional guides, and digital resources	30,000	School Fund / DepEd	One year	Teachers, Curriculum Coordinators	Availability of materials, improved lesson delivery	NA	NA
Assessment and Evaluation Improvement	Enhance assessment practices	Training on formative and summative assessment strategies	35,000	School Fund / DepEd Training	One year	School Heads, Teachers	Improved assessment results, feedback quality	NA	NA

Student Engagement Strategies	Increase learner participation	Use interactive activities, project-based learning, and real-life applications	25,000	School Fund	One year	Teachers	Increased student participation, improved performance	NA	NA
Workload Management and Support	Reduce teacher workload burden	Streamline administrative tasks and provide support systems	20,000	School / Division Office	One year	School Heads	Reduced workload stress, improved teacher productivity	NA	NA
Community and Stakeholder Engagement	Strengthen collaboration	Conduct parent-teacher programs and community partnerships	25,000	LGU / PTA / School Fund	One year	School Heads, Teachers	Increased stakeholder participation and support	NA	NA
Professional Development and Capacity Building	Enhance teacher competence	Conduct seminars, training, and peer mentoring programs	60,000	DepEd / External Grants	One year	Training Coordinators	Number of trainings, improved teaching performance	NA	NA

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