



# Instructional Practices and Students' Academic Achievement in the College of Teacher Education of ISPSC

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## APPROVAL SHEET

This thesis entitled “**INSTRUCTIONAL PRACTICES AND STUDENTS’ ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION OF ISPSC**”, conducted and submitted by **ANNA ROSE B. DOMINE** in partial fulfillment of the requirements for the degree **Master of Arts in Education major in Educational Management** has been examined and passed on \_\_\_\_\_ by the Graduate Thesis Review Committee composed of:

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## BIOGRAPHICAL SKETCH

The researcher, Anna Rose Bayangos Domine, is a God-fearing woman; who was born on August 30, 1996 in Sta. Maria, Ilocos Sur. She is the eldest daughter of the late Mr. Arnel D. Bayangos (+) and Ms. Julia Carmelo Casila and a loving sister of Arlene, Angel, Ashly and Alexis. In August 2020, she was married to her loving and supportive husband, Christian C. Domine, and they were blessed with a handsome son, Chris Aaron B. Domine. Her heart is filled with love, joy, and peace in her family circle that serves as her foundation in achieving her goals in life.

She started her academic journey at Sta. Maria East Central School, where she graduated with honors in the year 2009. She finished her high school at Santa Maria National High School in the year 2013. She graduated as cum laude from Ilocos Sur Polytechnic State College, Santa Maria Campus, with a Bachelor of Elementary Education degree in 2017. She took the Licensure Examination for Teachers in the same year and made it possible to achieve her dream to become a licensed professional teacher. She continues her education by enrolling in graduate school with a Master of Arts in Education, major in Educational Management, while she is working as a part-time instructor at Ilocos Sur Polytechnic State College, Sta. Maria Campus.

It has been years of silent battling, and yet she did not hesitate to try and try until she reached success in her career endeavor. She strives hard to fulfill all her goals and dreams and to achieve the pinnacle of success in her life. Her determination demonstrates a strong commitment to her ambition to be part of the noble forces in the educational arena that shape the next generation and further contribute to the advancement of the field by giving significance to professional development.

## ABSTRACT

This study was conducted to evaluate the teachers' practices related to students' academic achievement in the College of Teacher Education in Ilocos Sur Polytechnic State College, Sta. Maria Campus. The research identified the profile of the respondents concerning their sex, educational attainment, length of service and number of trainings attended. This study intends to elaborate on the effects of teachers' practices in terms of planning, delivery, and assessment on students' academic achievement. The study used descriptive and correlation research design. It involved thirty (30) instructors and two-hundred ten (210) CTE students of ISPSC, Sta. Maria Campus. This study used survey-questionnaire to gather the data needed for instructional practices. It includes the profile of the instructors of ISPSC, while and the level of instructional practices. For the academic achievement of the students, their official grades from the College Registrars' Office were taken into account. The questionnaire and grades were collected for tabulation. Frequency count, mean, Spearman Rho, Pearson correlation coefficient and point biserial for correlation, were used to analyze the data. Findings conclude that teachers' instructional practices had a significant relationship with students' academic achievement and some of the profile variables of the respondents had a direct influence on their instructional practices, specifically in instructional planning and assessment. The study recommends developing inclusive professional development programs that address faculty diversity and promote equal access to training. It emphasizes the need for ongoing instructional support, peer collaboration, and recognition of effective teaching. Improved training in differentiated instruction and assessment is advised to enhance content and evaluation strategies. Additionally, enrichment and remedial programs should be implemented to boost student achievement, and faculty development should be strengthened through expanded, impact-driven training options.

**Keywords:** *Instructional Practices, Academic Achievement.*

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ARBD

## DEDICATION

This work, completed with love, perseverance, and dedication, is lovingly dedicated to my **FAMILY**—whose wisdom and constant encouragement have guided me along the right path. Thank you for your unwavering love, support, and belief in my abilities. Your immeasurable sacrifices and steadfast presence throughout this academic journey mean the world to me. Everything I've achieved and strived for is because of you.

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## CHAPTER ONE INTRODUCTION

### ➤ *Background of the Study*

Education is a learning process aimed at gaining information and practice, talents, and build learners' personalities. According to Biesta (2015), education helps students develop knowledge, character, values, and skills. They receive them from teachers, who play a crucial part in the learning process. They impart and apply their expertise to students. Teachers can use a variety of teaching approaches, practices, and strategies to promote student learning. However, how they utilize these practices, methodologies, and strategies is not optimum.

Over time, there has been a substantial growth in our understanding of what makes teaching and learning effective. There have been several attempts to define effective teaching and pinpoint the elements that affect its efficacy. According to the Organization for Economic Cooperation and Development (OECD, 2013), when the student is at the center of instructional decisions, effective teaching takes place. This implies that the emphasis of learning should be adjusted to the students' varied requirements for learning.

Kloser (2014) give emphasis that some instructional practices serve as a roadmap for effective teaching. Furthermore, Kalu-Uche (2015) said that these instructional practices are a collection of teaching tactics and procedures that the instructor uses in the classroom to accomplish the intended learning and teaching goals. Instructional practices are the actions instructors use to create lessons in the classroom. Instructional techniques include how teachers organize their lessons into a series of steps, including lesson presentation, questioning, skill demonstration, and performance evaluation (Saleh and Jing, 2020).

Moreover, C.D.C. Francisco and L.C. Celon (2020) strongly believed that instructional practices can assist students focus, become more engaged, and integrate knowledge to help them comprehend and remember the material. Teachers utilize instructional practices to assist students become more self-sufficient and strategic learners. When students handpick the appropriate methods and employ them to complete tasks, they transform into successful learning strategies. Further, instructional practices can assist pupils concentrate and integrate information for learning and remembering.

Studies shows that instructors are important, however, it is less clear which characteristics of teachers have the most impact on improving student achievement. According to a study, instructors' personal and professional traits and attributes revealed encouraging results. Only a few people have investigated the possibility that instructional practices might forecast students' academic success. In one research, the authors inquire as to what instructional practices set apart highly effective teachers from less effective ones in terms of their ability to raise students' success. The researchers discovered data indicating the instructional practice profiles of high value-added and low value-added instructors varied. There were notable variations in the methods, such as teaching explicit strategies.

Teachers should broaden the scope of instruction delivery as they are the main agents of change. Teachers must embrace the potential of feedback to improve their teaching and learning process since they are the lighthouses of school sustainability. When it comes to teaching, assessment, and topic and knowledge concentration, ideal teachers are essential. Enhancing and improving such qualities is guided by evaluating and identifying the ideal teacher's perspectives.

According to a different study, a key element of formative teaching strategies is gathering and recording data on students' performance in the classroom. The study's proponents provided several techniques for gathering and recording proof of students' intellectual achievement in the classroom. The study's proponents outlined their methodology, which includes performance graphing, curriculum-based outcome measurements, goal-attainment scaling, behavioral observations, rubrics, and recording devices. It is discussed how educators might utilize the information obtained from various evaluation techniques to inform their teaching decisions.

While the existing literature provides valuable insights into the relationship between teachers' instructional practices and students' academic achievement, there is a notable research gap that warrants further investigation. Specifically, the current studies primarily focus on general teaching practices and their impact on students' academic achievement. However, there is a lack of in-depth exploration into the specific strategies and approaches employed by teachers within the context of a specific institution, such as Ilocos Sur Polytechnic State College.

Furthermore, existing research often overlooks the individual characteristics and profiles of educators, such as their sex, length of service, specialization, and training attended, which could significantly influence their teaching practices and, subsequently, students' academic achievement. Understanding how these factors interact and influence each other within the unique setting of Ilocos Sur Polytechnic State College can provide valuable insights into enhancing teaching practices and student learning.

The researcher evaluated the teachers' practices related to students' academic achievement. In an effort to improve the teaching-learning process, the researcher intends to elaborate on the relevance of the effects of teachers' practices on students' academic achievement. To sum up, this research offers comprehensive insights into the intricacies of the students' academic criteria and the

importance of the practices of teachers. The purpose of this study is to assess if the practices of teachers can be a factor to the academic achievement of students in learning at Ilocos Sur Polytechnic State College. This study is important since it can help to the improvement of the faculty members' practices and students' academic achievement. It can also be used as a guideline for administrators, managers, and other relevant parties to improve process and procedures, particularly among ISPSC's faculty members in dealing with the students in learning.

#### ➤ *Framework of the Study*

The study was further established and stabilize by the foregoing concepts and theories.

#### ➤ *Equity Theory*

One theory that gives emphasis on teachers' instructional practices and student academic achievement is the equity theory of Boaler (2002). It states that when resources, incentives, and penalties are distributed proportionately to each person's input or contributions, justice has occurred. According to this equity idea, every classroom should have a highly competent teacher, and every student should receive a good education based on successful teaching methods and evaluated by their results on state exams. School leadership is another area where the Equity Theory is highly applicable. Teachers frequently evaluate themselves against a relevant other. Because they are paid according to the same wage schedule, instructors frequently choose a referent other who performs more or less than they do.

A school head may find this notion useful as they should endeavor to have comparable standards for all of their teachers. While fairness is crucial in all work environments, schools appear to be particularly sensitive to these concerns. Leaders must have the same high standards for every employee and give them every chance to do better. According to equity theory, if all instructors are required to put up the same amount of effort and perform at the same level, then justice will be attained. In actuality, people's decisions will mostly depend on how they define equity. The ideal way to implement the notion in an educational context is for the leader to treat his or her employees fairly and consistently.

#### ➤ *Contingency Theory*

Another theory is the Contingency Theory of Derr and Gabarro (1972). It states that the body of literature has examined the link between a structure's productivity and environment in order to identify the patterns that work well. While state exam results serve as a gauge of the collective's production, the Contingency Theory may be utilized to characterize a classroom as a collective. As the class's supervisor, the instructor's use of instructional practices determines the class's success. The result of the interaction between the teacher's supervision and the students' output is the collective accomplishment. The teacher's supervision is equivalent to the methods of instruction that the instructor uses.

#### ➤ *Constructivist Theory*

Constructivism is also a well-known philosophy of learning that holds that students build on their prior knowledge to acquire new information. Constructivism is one of many educational theories, but it can encourage students to be more involved in their education by connecting new ideas to their personal experiences or background. This helps them better understand what they already know and better understand new information. Experiences in the field oversee the acquisition of new information, which is linked to the learners' existing understanding. According to the idea, the teaching and learning process is the operational term for the experiences that students have in creating knowledge. To guarantee a seamless transition and learning delivery, teachers' instructional practices must be developed before these events.

In the context of studying social, cultural, and economic concerns, students construct meaning, according to Shepard (2000) and Graue (1993). When reacting to students, Graue suggested that educators rely on their beliefs about instruction, learning, and evaluation (Graue, 1993). Therefore, when evaluation is integrated into pedagogical processes rather than being separate from instruction, instructors in a constructivist learning environment emphasize improving student learning.

According to Graue (1993), one of the most important characteristics of effective instructional assessment is that it is in line with the goals of teaching. Additionally, she argued that alignment calls for more than just matching curriculum to goals. Curriculum-aligned assessments cover every subject as the instructor employs a variety of delivery techniques and challenges students to think critically and solve problems as they make sense of the material. However, a lot of educators are not used to integrating assessments into their lessons.

Yuan and Hu (2018), on the other hand, illustrated how "fountains of knowledge" are seen to represent the characteristics of an excellent teacher educator. The significance of teacher educators demonstrating the pedagogical methods they aim to teach in their pre-service classes is also clarified by Low, Hui, and Cai (2017). According to Baric and Burusic (2014), instructors with varying professional status-related personal characteristics share similar opinions, expectations, and levels of satisfaction. They thought it was fascinating to observe how parish-based catechesis and school-based Catholic religious education relate to one another, and that this link is a weak source of religious education teachers' happiness. According to Amatea, Cholewa, and Mixon (2012), they looked into a course at a large research university in the Southeastern United States that was intended to change pre-service teachers' (PSTs') attitudes about working with low-income and/or ethnic minority families. They discovered that the PSTs'

attitudes were less stereotypical, that they were more comfortable using family-centric involvement practices, and that they thought less blamefully about the problems of their students.

Education is a powerful source of investment. By giving student test scores and observation-based teacher performance metrics more weight, policymakers are modernizing teacher assessment, but they have little idea why these metrics frequently diverge so greatly (Harris, Ingle, & Rutledge, 2014). However, the outcomes won't determine students' futures; reality will sharpen their abilities, and assimilating into society will also significantly affect students' overall growth. One of the major challenges facing educators is teaching a population of varied learners, which makes them doubt their abilities to increase learning for various groups (Chu, 2011).

Professional educators possess a collaborative mindset, unwavering determination, a sincere love of learning, and an unwavering pride in the students, according to Dueñas, Klash, and Bowden (2019). Connections between a student's school involvement and both good and negative teacher-student connections were medium to big, whereas those relating to a student's school accomplishment were moderate to medium (Roorda, Koomen, Spilt, & Oort, 2011).

#### ➤ *Conceptual Framework of the Study*

This study shows the conceptual framework that prioritizes the instructional practices of teachers and students' academic achievement. It serves as a theoretical lens to examine the relationship of the teachers' practices to the students' academic achievement.

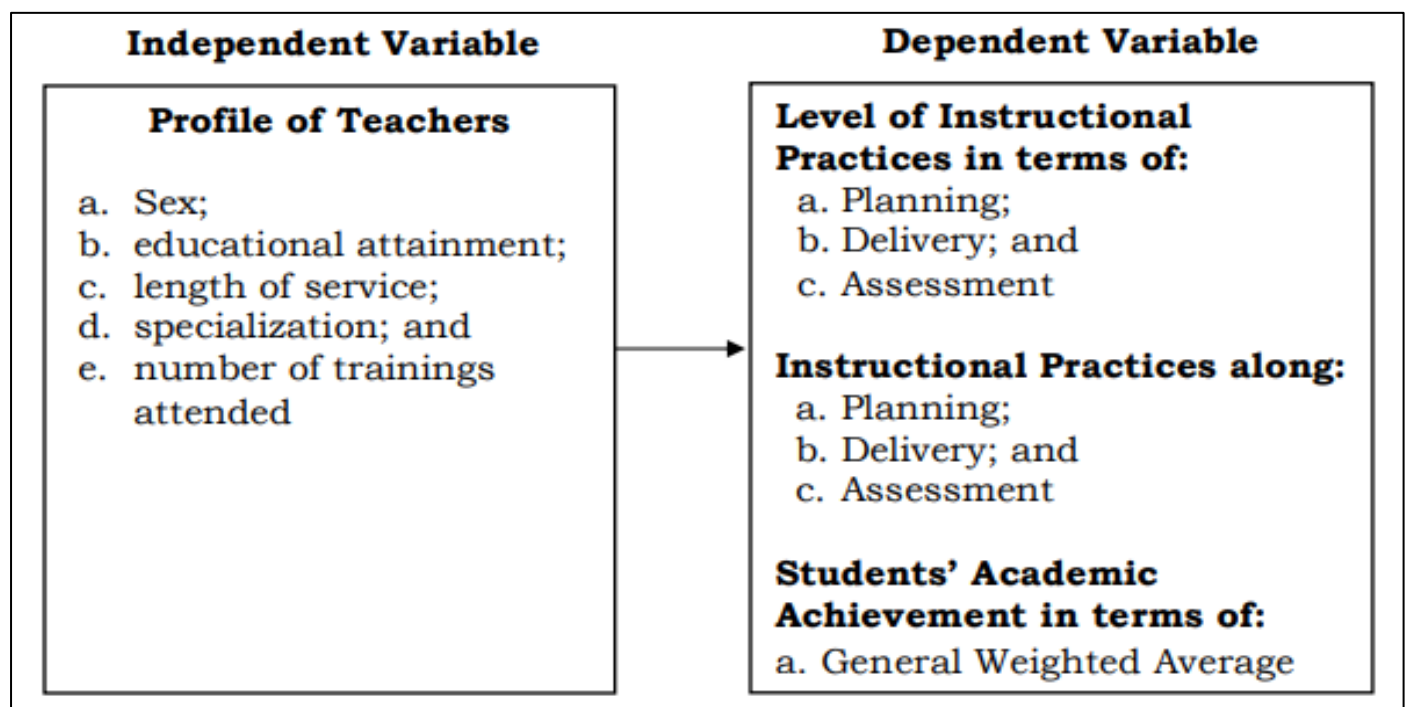


Fig 1The Research Paradigm

As shown in the research paradigm of the study in Figure 1, it presents the interplay among independent and dependent variables used in the study. The teacher-related profile is the independent variable. Further, the level of teachers' instructional practices and students' academic achievement serves as the dependent variable.

#### ➤ *Statement of the Problem*

This study's primary focused on the relationship of instructional practices on students' academic achievement. Specifically, it aimed to answer the following questions:

- *What is the profile of teachers in terms of:*

- ✓ Sex;
- ✓ educational attainment;
- ✓ length of service;
- ✓ specialization; and
- ✓ number of trainings attended?

- *What is the level of instructional practices of teachers, in terms of:*

- ✓ Planning;
- ✓ delivery; and
- ✓ assessment?

- *What are the instructional practices utilized by the faculty members, along:*

- ✓ Planning;
- ✓ delivery; and
- ✓ assessment?

- *What is the academic achievement of the students in the course subjects based on their General Weighted Average?*

- *Is there a significant relationship between:*

- ✓ The profile and instructional practices; and
- ✓ The students' academic achievement and teachers' instructional practices?

#### ➤ *Hypotheses*

- There is a significant relationship between profile and instructional practices.
- There is a significant relationship between teachers' instructional practices and students' academic achievement.

#### ➤ *Scope and Delimitation of the Study*

The focused of the study was to find out the relationship of teachers' instructional practices and students' academic achievement of College of Teacher Education at Ilocos Sur Polytechnic State College, Sta. Maria Campus. The researcher examined the data patterns and themes across the participants of the study. The results of the analysis include the teachers' practices and students' academic achievement. A survey questionnaire was used to gather the needed data on the demographic profile, instructional practices in terms of planning, delivery, and assessment. Moreover, the data on academic achievement was gathered from the grades of the third and fourth-year College of Teacher Education students for the second semester, Academic Year, 2023-2024.

#### ➤ *Importance of the Study*

The findings of this study serve as a basis towards deeper understanding and analysis on the teachers' instructional practices on students' academic achievement. The results of the study are beneficial to the following:

- **Students.** The results of the study help students recognize the significance of teachers' instructional practices in enhancing their learning experiences. Moreover, it serves as a means to acknowledge and appreciate the efforts of their teachers in delivering quality education.
- **Faculty.** The findings of the study provide valuable insights that can aid teachers in maintaining and enhancing their instructional practices to facilitate more meaningful teaching and learning experiences. Furthermore, the study identified common instructional practices in the areas of planning, delivery, and assessment, which teachers utilize as tools to consistently provide quality education and service to their students.
- **ISPSC-CTE.** The results of the study contribute to the research outputs of the institution and support the enhancement of institutional systems, particularly in the area of instruction within the College of Teacher Education at the Sta. Maria Campus.
- **Future Researchers.** The results of the study serve as a reference for future researchers for their study, most especially the instructional practices-related researches.

#### ➤ *Definition of Terms*

To ensure understanding, the following terms were connotatively used in the study:

- **Profile of the Respondents.** This pertains to the respondent's personal information to be gathered from the questionnaire.
- **Sex.** This describes whether the respondent is male or female.
- **Educational Attainment.** This refers to the highest level of education completed by the teacher respondents.
- **Length of Service.** This corresponds to the respondents' length of service in the teaching.
- **Specialization.** This is the respondent's area of expertise particularly in teaching.
- **Number of trainings attended.** This refers to the relevant training or seminars of the teachers in instructional practices.
- **Level of Instructional Practices.** This pertains to the degree or extent to which educators implement pedagogical strategies, methods, and techniques that was determined in the study in the domains of planning, delivery, and assessment to facilitate effective teaching and learning. It encompasses the quality, consistency, and appropriateness of instructional approaches based on established educational standards, learner needs, and contextual factors within the teaching environment.

- **Instructional Planning.** It is the creation of a sequence of acts, events, or exercises that steer the educator toward the achievement of desired outcomes. It also serves as a template for educational exercises that include a sequence of actions to be carried out over a given period of time with a specific group of pupils.
- **Instructional Delivery.** This is defined as showing each task that the lecturer and students do in a classroom setting. Thus, all of the teacher's efforts to ensure that the students have a productive time with the material, including introducing them to it, employing techniques and tactics, observing how the students interact with their surroundings, utilizing the available resources, and even evaluating them, contribute to instructional delivery.
- **Instructional Assessment.** A form of curriculum-based assessment (CBA) that is designed to assess the instructional needs of individual students to create the conditions necessary to optimize and maintain learning.
- **Instructional Practices.** This refers to the systematic methods, strategies, and techniques employed by teachers to facilitate student learning and promote academic achievement. These practices encompass the planning of lessons, the delivery of content, classroom management, and the assessment of student performance, all aimed at creating an effective and engaging learning environment. Instructional practices are guided by pedagogical principles, curriculum standards, and the diverse needs of learners.
- **Academic Achievement.** The concepts that students have learned over a specific time period, as determined by their instructors' grades and scores as well as the learning objectives that both teachers and students have set.

#### ➤ *Review of Related Literature*

To further understand the study, the following literature was deemed related to the study:

#### ➤ *Profile of the Respondents*

Teacher practice can be influenced by individual teacher variables (e.g., gender, age, and teaching experience) as well as environmental variations (e.g., grade level, subject taught, and emotional events). Although earlier studies (Jacobs, Finken, Griffin, & Wright, 1998) revealed that instructors' age and sex had an impact on how they interacted with and supported their students, these correlations have since become less evident (Hardre & Sullivan, 2008). Nonetheless, it has been demonstrated that instructor gender influences how teachers view students' personalities, academic aptitude, and teachability, which has consequences for students' growth skill (Mullola et al., 2012). Experience as a teacher is linked to flexibility and confidence, which impact classroom practices (Mullola et al., 2012). It also improves one's capacity to forecast students' future objectives (Hardre & Sullivan, 2008).

Students' desire to learn is influenced by a number of critical aspects, including the teacher's capacity to foster their competency, interest in the material being taught, and sense of self-efficacy (Johnson, 2021). With the assistance of teaching experts who offer feedback in the form of corrective, criterion-related, direct, immediate, positive, and immediate feedback, students are able to adjust their kind of study motivation and raise their self-efficacy (Turda et al., 2021).

#### ➤ *On the Level of Instructional Practices*

One of a teacher's main responsibilities in the classroom is to assist students in understanding more. Teachers must inspire their students to learn. Phil Schlechty (1994) asserts that students who comprehend the material are typically more engaged and exhibit many traits, including an attraction to work, a willingness to persevere through difficulties, and a clear sense of satisfaction when they complete their assignments. A teacher may employ a range of teaching techniques to help students grasp key concepts by figuring out which ones would work best for them. Research, according to Raymond Wlodkowski and Margery Ginsberg (1995), has not revealed a single teaching method that will continuously engage every student. The secret is to assist students in connecting the material of the lessons to their personal experiences, which includes using their past knowledge to comprehend new ideas.

The practices that teachers use in the classroom become important topics of discussion. This is so that students may immediately experience and benefit from the techniques. They are the sources of information for the students, or more accurately, the locations of the learning activities. "The idea that teachers and the teaching practices they implement are important for students' educational outcomes has been steadily gaining ground since the publication of the Coleman report in the sixties," according to Coleman et al. (1968), cited by Isaac et al. (2015) in their paper.

#### ➤ *Instructional Planning*

Clark and Peterson (1986) provided two definitions of teacher planning. First, they define planning as a collection of fundamental psychological processes wherein an individual envisions the future, lists goals and means, and creates a framework to direct future actions. Planning is presented as a conceptual framework in this definition, which largely draws on cognitive psychology. Second, according to Clark and Peterson, "the things that teachers do when they say they are planning" are inclusive of planning. Due of its descriptive approach to teacher planning research, the second definition of planning is the one that is more commonly used. There aren't many studies on teacher planning, and almost all of them have been released since 1970. Prior to the 1970s, there were, nonetheless, methods and standards for teacher planning, such as the much-discussed Tyler (1950) model, which was widely recommended for use by instructors at all levels. However, prior to the 1970s, there was little to no study that clarified or characterized what instructors actually do when they plan. This review summarizes the findings in the field of teacher planning,



where teachers play a significant role as informants and research collaborators, while adhering to the constraints given by the literature itself.

#### ➤ *Instructional Delivery*

Using effective teaching techniques is among the most significant elements that have a role in the learning process (Han, 2021). A teacher is carrying out instructional delivery when he intentionally applies his training, knowledge, skills, and values to alter the learner's behavioral stance. According to Etuk & Umoh (2003), instructional delivery is the understanding of teaching methods and how to use them to facilitate learning in a way that is flexible enough to not compromise the teacher's initial purpose for being in the classroom.

#### ➤ *Instructional Assessment*

Assisting students in learning new material and behaviors is the aim of lesson design and execution. In order to ascertain if students have acquired the intended objectives and to pinpoint any areas of misunderstanding or uncertainty, lesson preparation must incorporate some formal measurements (Galindo, n. d.). The application technique is the most crucial aspect of assessment practice as it must comprehend learners based on corrective measures and differentiate approaches in order to measure learning levels in a genuine way.

Teachers are more likely to incorporate the assessment's findings into their own instruction since they create, administer, and evaluate the questions themselves. As a result, it gives students a gauge of their development and feedback on how well the lessons were taught. According to Brown (1990), classroom assessments serve two basic purposes: first, they demonstrate whether or not learning has occurred, and second, they make clear what the teachers anticipate of their pupils.

The primary reason why assessment matters is that it motivates students to study (Brown 1990). We may utilize our assessment techniques to control the types of learning that occur since, whether we like it or not, most students prefer to concentrate their efforts on the best or fastest manner to pass their "tests."

#### ➤ *Academic Achievement*

Academic success of college students has a significant impact on the attainment of higher education goals (Zhu, 2016). Academic accomplishment is a direct representation of learning effectiveness and a relevant indicator for assessing the quality of teaching and education in higher education, as well as student growth in general. Researchers have conducted extensive study on the different elements that impact college students' academic success. In this paper, we examine and comment on significant studies conducted both domestically and internationally.

Scholars and professionals have steadily focused their study on the examination of academic accomplishment, although the concept's definition remains contentious. In this research, academic accomplishment is utilized as an outcome variable to examine ways to inspire higher vocational college students to learn while also encouraging academic performance. As a result, a literature evaluation of the idea of academic accomplishment and its affecting aspects is performed to give theoretical basis for this research.

Academic achievement may be defined in two ways: broadly and narrowly. Broadly, academic achievement refers to the increase of pupils' overall quality over their school years. According to Astin (1984), academic accomplishment encompasses cognitive, non-cognitive, psychological, and behavioral effects. According to Bloom (1956), academic performance includes knowledge, beliefs, and attitudes, as well as abilities or proper actions. The National Leadership Council on Liberal Education and America's Promise believes that student academic achievement cannot be defined solely by admission rates and percentage of degrees earned, as it once was, but rather by whether students have acquired the knowledge and competencies required for their future life, work, and civic engagement.

Researchers frequently define academic achievement as students' examination results, particularly in empirical studies of primary and secondary school students. For example, Bao (2008), Ye (2013), Chen (2015), Li (2016), and Li and Chai (2018) all define academic achievement as a learner's performance on teaching and learning assessments, such as final examination results, achieved in school.

According to Cai and Cao (2019), academic achievement encompasses all elements of students' knowledge, competence, and literacy development, in addition to their academic performance in school. Academic accomplishment, in a restricted sense, refers to students' measurable performance on tests at a certain study stage. In empirical examinations of academic accomplishment, a significant number of researchers utilize such classifications.

#### ➤ *Relationship between the Profile of the Teachers and the level of Practices*

The cornerstone of any educational system is its teachers. Their performance has a significant impact on whether instructional initiatives succeed or fail. The prospects and well-being of a country, as well as the lives of its future generations, are likely to be impacted by the decisions and actions of its teachers (Balogun, 2016). Effective management, especially at the school level, is vital to teacher motivation. Teachers are prone to lose their feeling of professional duty and dedication if the procedures and structures

put in place to support and supervise them are dysfunctional. At the school level, where the caliber of both internal and external monitoring greatly influences the significance of teachers' job and their skill in carrying it out, teacher management is most important (Mark, 2015).

The study of Gkonou, Mercer, and Daubney (2018), various research has been conducted in previous years to motivate instructors. The author distinguished a number of typical characteristics of motivated teachers, such as respecting diversity; not fearing change but adapting to novel situations; feeling interested in new technologies; being sensitive to what happens in the workplace by possessing a positive self-image; positively assessing the personal and social abilities of students facing new challenges with determination and security; perceiving the objectives, content met; exchanging ideas and experiences with colleagues; promoting creativity in the classroom; and being able to identify and learn from failures.

Furthermore, Greathouse et al. (2019) noted that a lot of teachers have shifted away from student-centered teaching as a result of pressure from accountability regulations and standardized testing. Teacher-centered classes that guaranteed pupils obtained all the necessary content knowledge were becoming increasingly common in order to meet the requirements of state and local instructional authorities. This runs counter to the demands of the classroom, which include more tailored education and closer ties between teachers and students (Greathouse et al., 2019).

➤ *Relationship between Academic Achievement and Instructional Practices*

Impacting student learning and academic achievement has been the main objective of education and educators. Education-related stakeholders have made an effort to optimize student academic attainment by implementing demanding curricula, fostering greater stakeholder collaboration, raising student engagement levels, and cultivating stakeholder relationships. Additionally, a lot of educational innovations and policy concerns have kept individualized student needs front and center (Greathouse et al, 2019).

According to Jepketer's (2017) research, instructors have difficulties when putting effective teaching techniques into practice in order to get the best possible performance improvement for their students. The results of correlation and regression analysis showed a significant and favorable relationship between the students' academic performance and the instructional strategies used.

However, the findings of Orong, Alcantara, Asok, Jr., Baguasan, G., Evangelio, and Galimba (2013) were in conflict with these results. Their research aimed to evaluate the relationship between teaching methods and students' academic achievement in radiologic technology. Their results demonstrated that there was no statistically significant correlation between the teachers' methods of instruction and the students' academic achievement.

According to a recent study by Augustine and Elizabeth (2021), one of the best ways to support students' academic success is to mimic excellent teaching techniques. Additionally, a teacher's efficacy is determined by their training, subject-matter expertise, experience, certification, and understanding of teaching and learning. For teachers to be effective in the classroom, they must be well-prepared. A high-quality teacher training program is critical to students' academic success.

Francisco and Celon's (2020) study sought to ascertain how instructors' instructional strategies affected students' academic performance. The results show that there is no statistically significant relationship between students' academic success and the instructional tactics used by teachers. According to the study, students' academic performance in each of the five curricular core areas did not significantly increase as a result of the planning, instruction, and assessment techniques used by teachers. The research suggested that school administrators evaluate teachers' performance on a regular basis and identify areas where they could need professional development by conducting training needs assessments.

Additionally, the aforementioned outcome was compared to the research conducted by Ziaei, Shaveisi, Janatolmakan, Bahramani, and Khatony (2021). According to their research, there is no meaningful connection between academic achievement and learning strategies. They go on to say that there is no one-size-fits-all way to gauge academic achievement. As a result, they advise future researchers to carry out more study in order to compare the results.

Researchers looked at the aspects of the classroom that encourage student participation, and they discovered that students favored a setting where they could choose how they learned and how they demonstrated what they had learned (Thibodeaux et al., 2019). Giving students a choice in their education presented several challenging problems for both teachers and students. For example, when students were given more responsibility for the learning, they had not yet experienced, teachers frequently relinquished some control and decision-making authority. Because of increased student engagement through instructional options, both teachers and students felt that learning was deeper and more meaningful (Thibodeaux et al., 2019).



## CHAPTER TWO METHODOLOGY

This chapter presents the research design, population and locale, instrument, data gathering and procedure, statistical treatment of data and data categorization.

### ➤ *Research Design*

Since this research focuses on describing the independent and dependent variables, the researcher used a quantitative research design employing the descriptive and correlational method. Gathering information to ascertain whether and how much of an influence there is between two or more independent factors and the dependent variable is the goal of a correlational study design. Descriptive research aims to give a picture of the current situation, whereas correlational research aims to identify links between variables and enable them to predict future occurrences based on existing information (Stangor and Walinga, 2014).

Specifically, this study aimed to know if the teachers' instructional practices affect students' academic achievement. The primary data gathering tools that was used in the study are: a) a questionnaire adopted and modified from the research of Bibon, Michael (2022) on determining the relationship of instructional practices on students' academic performance in science and the elements of effective instruction of the The Great Schools Partnership; and b) the second-semester grades of the third and fourth-year students of the College of Teacher Education at Ilocos Sur Polytechnic State College for the Academic Year 2023-2024.

### ➤ *Population and Locale of the Study*

Table 1 presents the population and locale of the study.

Table 1 Distribution of Respondents

Respondents	Population
Teachers	36
Students	210
<b>Total</b>	<b>246</b>

The respondents of this study comprised the faculty members of the College of Teacher Education and the Laboratory High School at Ilocos Sur Polytechnic State College, Sta. Maria Campus. The teachers served as participants by responding to the questionnaire, while the students contributed to the study through their academic performance, as reflected in their grades. The researcher made use of total enumeration for both teacher and student respondents.

### ➤ *Research Instrument*

A survey questionnaire was used to gather data for this study. A 5-point Likert type scale for teachers with appropriate and open-ended questions that have been adopted and modified from the research of Bibon, Michael (2022) on determining the relationship of instructional practices on students' academic performance in science was used in the survey. In determining the instructional practices in the third statement of the problem, the indicator with the highest mean along planning, delivery, and assessment was considered.

The research-made questionnaire is validated by five experts with a validity index of 4.6. Furthermore, using Cronbach's alpha, the reliability is 0.942, which can be described as reliable.

### ➤ *Data Gathering Procedure*

Prior to the conduct of the study, the researcher sought permission and secured approval from the Campus Administrator, the Dean of the College of Teacher Education, and the College Registrar at Ilocos Sur Polytechnic State College, Sta. Maria Campus. In addition, the researcher requested the voluntary participation of the respondents, asking for their time and cooperation in completing the research instruments.

The study used two sets of questionnaires to gather the data needed. First is the demographic profile of the teachers. Second is the level of teachers' instructional practices along planning, delivery, and assessment. In terms of the students' academic achievement, the official report of grades of the third- and fourth-year students of the College of Teacher Education for the second semester, academic year, 2023-2024 was used. The questionnaire and report of grades was collected for tabulation and analysis.

### ➤ *Treatment of Data*

The following statistical tools were used in the analysis of data.

- **Frequency Count/ Percentage** was used in determining the profile of the respondents and the common practices used by the faculty members.
- **Mean** was used in determining the level of instructional practices and students' academic achievement.

- **Spearman Rho Correlation** was used in determining the relationship between the profile variables (highest educ. Attainment, length of service, and number of trainings attended) and the level of instructional practices.
- **Point Biserial Correlation** was used in determining the relationship between the profile variables (sex, and specialization) and the level of instructional practices.
- **Pearson Correlation Coefficient** was used to test whether there is a significant relationship between the two variables present in this research study.

➤ *Data Categorization*

The following norms were used in the interpretation of data:

- *Level of Practices*

Scale	Statistical Limit	Item Descriptive Rating	Overall Descriptive Rating
5	4.21 – 5.00	Always	Very High
4	3.41 – 4.20	Often	High
3	2.61 – 3.40	Sometimes	Moderate
2	1.81 – 2.60	Rarely	Low
1	1.00 – 1.80	Never	Very Low

- *Students' Academic Achievement*

Grading Range	Description
1.0	Excellent
1.1 – 1.5	Very Good
1.6 – 2.0	Good
2.1 – 2.5	Satisfactory
2.6 – 3.0	Passing
3.1 and below	Failure

➤ *Ethical Considerations*

The researcher took the necessary steps to ensure adherence to ethical standards throughout the conduct of the study. Printed, structured survey questionnaires were distributed to the participants. Upon collection of the primary data, all responses were treated with strict confidentiality. To uphold academic integrity and respect for intellectual property, all data and materials sourced from previous studies, publications, and journals were properly cited, indicating the authors' names and publication dates.

Furthermore, consent forms were utilized to ensure that participation was fully informed and voluntary, particularly among the faculty members of the College of Teacher Education and the Laboratory High School at ISPSC Sta. Maria Campus. To prevent any misrepresentation of the study's purpose, participants were thoroughly informed about the nature of the research and any potential risks involved. These ethical considerations reflect the researcher's commitment to conducting a high-quality and ethically responsible investigation.

## CHAPTER THREE

### RESULTS AND DISCUSSIONS

This chapter summarizes the study's key findings and includes discussions, conclusions, and recommendations.

#### ➤ Findings

Table 2 presents the profile of the respondents in terms of sex, educational attainment, length of service, specialization and number of trainings attended.

Table 2 Profile of the Teacher Respondents

<b>A. Sex</b>	<b>F</b>	<b>%</b>
Male	12	40.00
Female	18	60.00
Total	30	100
<b>B. Highest Educational Attainment</b>	<b>F</b>	<b>%</b>
College Graduate	1	3.33
With units in Master's Degree	5	16.67
Master's Degree Holder	11	36.67
Doctorate Degree Holder	13	43.33
Total	30	100.00
<b>C. Length of Service</b>	<b>F</b>	<b>%</b>
0-5 Years	6	20.00
5-10 Years	8	26.67
11-15 Years	9	30.00
16 and above	7	23.33
Total	30	100.00
<b>D. Specialization</b>	<b>F</b>	<b>%</b>
BEEd	2	6.67
English	2	6.67
Filipino	3	10.00
MAPEH	2	6.67
Mathematics	3	10.00
Science	7	23.33
Social Studies	3	10.00
TLE	8	26.67
Total	30	100.00
Continuation of Table 2		
<b>Profile of The Teacher Respondents</b>		
<b>E. Number of Trainings Attended</b>		
<b>Provincial</b>	<b>F</b>	<b>%</b>
0-2	15	50.00
3-4	4	13.33
5 and above	11	36.67
Total	30	100.00
<b>Regional</b>	<b>F</b>	<b>%</b>
0-2	15	50.00
3-4	3	10.00
5 and above	12	40.00
Total	30	100.00
<b>National</b>	<b>F</b>	<b>%</b>
0-2	16	53.33
3-4	5	16.67
5 and above	9	30.00
Total	30	100.00
<b>International</b>		
0-2	23	76.67
3-4	7	23.33
5 and above	0	0

Total	30	100.00
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*f- frequency %- Rate*

#### ➤ Sex

It can be gleaned of the table that there are more women (18, 60.00%) than men (12, 40.00%) teacher respondents of the study. This might suggest a research group or staff that is predominately female. The higher percent of female instructors may indicate prevailing tendencies within the teaching profession, where women frequently predominate in primary and secondary educational positions (Ingersoll, 2014). This may impact pedagogical methods and classroom interactions, as female instructors could offer distinct viewpoints and strategies in teaching. This is in line with regional and worldwide trends in education, since the teaching workforce is dominated by women (UNESCO, 2022). Gender dynamics can influence classroom management, communication methods, and collaborative activities.

Additionally, gender dynamics may have an impact on collaborative teaching methods since research indicates that female teachers may be more likely to use compassionate and student-centered teaching practices (OECD, 2021). School culture, teacher cooperation, and the variety of role models for students may all be impacted by gender parity in the teaching workforce.

#### ➤ Highest Educational Attainment.

The educational qualifications of the respondents indicate that 13 (43.33%) hold Doctorate Degrees, 11 (36.67%) hold Master's Degrees, 5 (16.67%) have units in a Master's Degree, and only 1 (3.33%) is a college graduate. The prevalence of highly educated instructors (holders of Master's and Doctorate degrees) indicates a significant focus on advanced qualifications within the teaching profession, potentially correlating with enhanced instructional quality. An exceptionally proficient teaching faculty can enhance educational quality by employing evidence-based methodologies and sophisticated pedagogical insights. Enhanced academic qualifications, when paired with good pedagogical instruction, correlate with improved student learning outcomes (Darling-Hammond et al., 2017). High credentials must be supported by ongoing contextual training to maintain relevance, especially considering the varying expectations of learners and the rapid advancement of instructional technologies.

#### ➤ Length of Service.

The table reveals that most of the respondents (9, 30.00%) rendered service in the academe for 11-15 years, while 6 (20.00%) having 0-5 years of service. A considerable portion of teachers has substantial experience, which may increase their teaching techniques and classroom management skills (Ingersoll, 2014). However, the presence of fresher teachers suggests a potential for fresh ideas and novel techniques, which can be useful in a dynamic educational environment.

Ingersoll & Merrill (2017) pointed out that while more experienced teachers offer pedagogical depth and classroom management abilities, younger teachers can introduce technology-integrated solutions. Further, a good mix of young and seasoned instructors generates professional learning communities (PLCs) and mentorship opportunities.

#### ➤ Specialization.

The highest proportion of respondents specialized in Technology and Livelihood Education (TLE), comprising 26.67% of the total sample. This was followed by those specializing in science, who accounted for 23.33%. Specializations in Filipino, Mathematics, and Social Studies were each represented by 10.00% of the respondents. Meanwhile, respondents who specialized in English, MAPEH (Music, Arts, Physical Education, and Health), and Bachelor of Elementary Education (BEEd) each accounted for 6.67% of the total sample.

This distribution suggests a relatively balanced representation across various specializations, with a slight concentration in the technical and science-related fields, particularly TLE and Science.

#### ➤ Number of Trainings Attended.

The Number of Training Attended is divided into four parts: Provincial, Regional, National, and International. The majority of professional development (PD) takes place locally, with little exposure to more extensive (particularly international) educational innovations. This might restrict access to cross-cultural pedagogies, 21st-century teaching techniques, or best practices. It is crucial to invest in more extensive PD possibilities.

The OECD (2021) asserts that exposure to a variety of professional development options improves equity-centered learning and adaptive teaching. Additionally, exposure to other countries frequently introduces digital capabilities, inclusive pedagogies, and 21st-century teaching approaches (Darling-Hammond et al., 2017). In the absence of these, teaching strategies could not adequately meet the needs of multicultural, international classrooms.

Table 3.a presents the level of instructional practices of teachers along planning.

Table 3.a. Level of Instructional Practices of Teachers Along Planning

Indicators	Mean	DR
<b>A. Instructional Planning Practices</b>		
1. Develop clear, consistent, and respectful routines, procedures, and expectations with students, allowing for a shared understanding of what is expected, when, and why.	4.50	Always
2. Prepare lessons that stimulate and challenge students.	4.50	Always
Use and analyze information about students to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement.	4.20	Often
Continuation of Table 3.a.		
<b>Level of Instructional Practices of Teachers Along Planning</b>		
4. Assess teaching materials for their relevance to the learning competency attainment and needs of students.	4.27	Always
5. Use present data of students to design instruction suited to their individual learning needs.	4.30	Always
6. Create and plan strategies that allow multiple learning areas to be integrated in the lesson.	4.30	Always
7. Access and use ICT in designing instruction that engages students' attention and improves the caliber of teaching.	4.40	Always
8. Select appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning.	4.67	Always
9. Use formative data to respond promptly to students' learning needs by identifying gaps, removing barriers to learning, and providing targeted support and strategies within the classroom to help them progress toward identified outcomes.	4.43	Always
10. Adapt the physical learning environment to the tasks and to meet the diverse needs of students, allowing for different groupings and/or configurations that support collaboration, independence, and engagement.	4.47	Always
11. Develop lessons based on previous responses and feedback of students to further improve the teaching-learning process.	4.57	Always
12. Establish shared, explicit, meaningful learning outcomes with students, presenting both short-term learning targets and long-term goals in student-friendly language to ensure clarity and accessibility.	4.57	Always
13. Design practice opportunities that are universally accessible, allowing students to work independently, collaboratively, and with guidance to develop their understanding and skills.	4.40	Always
14. Provide students with multiple, structured opportunities to practice applying essential skills and knowledge in ways that are aligned to standards and build their capacity for authentic challenges.	4.40	Always
5. Design learning experiences that include opportunities for students to tackle culturally relevant and authentic challenges, promoting the transfer and application of knowledge.	4.53	Always
<b>Sub-mean</b>	<b>4.43</b>	<b>Always</b>

It is shown in the table that the mean is 4.43, described as “Always. This shows that effective instructional planning is being implemented strongly and consistently across all metrics. *Select appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning* has the highest weighted mean of 4.67 while *Use and analyze information about students to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement* has the lowest weighted mean of 4.20. It implies that the teachers are implementing a solid, student-centered strategy with deliberate planning that incorporates real-world applicability, adapts to feedback, and separates teaching well. Although they are still good, the few areas with somewhat lower scores may be top priorities for conversations about joint planning or professional development.

Magan & Tan (2016) revealed that even in the Philippines' earlier curriculum, it has been extensively performed by instructors to customize curriculum to make sense of students' sense of belonging. Moreover, according to the University of Texas, Permian Basin (2021), instructors emphasize differentiation in class preparation to highlight the significance of the students throughout the teaching and learning process.

Table 3.b. shows the level of instructional practices of respondents in terms of Delivery.

Table 3.b. Level of Instructional Practices of Teachers Along Delivery

Indicators	Mean	DR
<b>A. Instructional Delivery Practices</b>		
1. Help students make meaningful learning choices by providing space and opportunities.	4.57	Always
2. Use standards-aligned materials with multiple entry points for activities to meet the needs of a variety of students, providing equitable access to rigorous content.	4.67	Always
3. Discuss lessons in increasing levels of complexity and difficulty.	4.73	Always
4. Connect prior knowledge of the students to new information about the lesson.	4.57	Always
5. Facilitate a learning environment where a sense of belongingness through individual differences is respected.	4.60	Always
6. Use varying perspectives, theories, and methods of investigation and inquiry in delivering instruction.	4.50	Always
7. Provide opportunities for students to engage in inquiry and critical thinking activities.	4.57	Always
8. Use technology to support instruction and enhance learning.	4.23	Always
9. Design learning experiences to develop learners' skills in the application of technology appropriate to the discipline.	4.37	Always
10. Employ various ways of explaining concepts to scaffold learning while correcting misconceptions and misunderstandings.	4.33	Always
11. Ensure that learning experiences of the students are relevant and related to other curriculum content areas.	4.57	Always
12. Incorporate experiences into instructional practices that relate to students' current life.	4.57	Always
13. Mistakes and multiple attempts are embraced as essential parts of the learning process, fostering persistence and a growth mindset.	4.33	Always
14. Instructional materials and activities reflect the identities of the learners in the community and the diversity of the world.	4.37	Always
15. Engage every student in higher-order thinking throughout the learning process by using differentiated strategies that meet diverse learning needs, deepen understanding, and promote critical thinking while maintaining high expectations for all learners.	4.57	Always
16. Adjust time and adapt classroom structures to provide targeted interventions, extensions, and opportunities for reteaching, ensuring each student has the support needed to succeed.	4.60	Always
17. Guide students to think deeply and critically about complex and authentic problems throughout the learning process.	4.63	Always
<b>Sub-Mean</b>	<b>4.52</b>	<b>Always</b>

It is shown that overall, respondents are always implementing the practices with a mean rating of 4.52, classified as "Always". *Discuss lessons in increasing levels of complexity and difficulty* has the highest weighted mean of 4.67. This shows that teachers consistently apply strategies that gradually increase the complexity of teachings, which is critical for scaffolding student learning. Polikoff (2018) provided these obstacles that may be summed up in three ways: identifying high-quality resources, persuading districts and schools to use them, and assisting instructors in making good use of them.

Meanwhile, *Use technology to support instruction and enhance learning* has the lowest weighted mean of 4.23 emphasizing the usage of technology to support instruction and enhance learning. Numerous studies have really established that the reason why teachers' experience struggle in integrating technology is due to a lack of ICT assistance (Glasel, 2018) and technological anxiety (e.g., Fernandez-Batanero, 2021). However, connection between education and the digital world need to be established in order to integrate learners' cognitive abilities with technology, given the technological advancements in the new generation age of students (Tomaro, 2018).

Table 3.c shows the level of instructional practices in terms of Assessment.



Table 3.c. Level of Instructional Practices of Teachers Along Assessment

Indicators	Mean	DR
<b>C. Instructional Assessment Practices</b>		
1. Prepare TOS-based tests	4.40	Always
2. Keep and update class record	4.67	Always
3. Use rubrics in assessing students' performances and projects that need criteria in rating.	4.60	Always
4. Use written work, performance tasks, and term exams in evaluating learning outcomes.	4.73	Always
5. Give timely, specific, relevant, and actionable feedback that builds on students' strengths and drives their individual goals.	4.67	Always
6. Show relevance and connection between topic discussed vis-à-vis assessment strategy.	4.43	Always
7. Use multiple assessment methods, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities.	4.23	Always
8. Provide multiple assessment strategies for the differentiation and accommodation of individual differences.	4.37	Always
9. Provide assessment that allows students to work individually or in groups through independent/cooperative learning.	4.67	Always
10. Use learning materials like activity/work sheets, etc. in evaluating learning inside and outside the school.	4.43	Always
11. Create and utilize suitable assessment methods regularly to trace behavioral and cognitive development of students.	4.50	Always
12. Model and support students in setting goals, interpreting feedback, and using feedback effectively to refine their work and grow as students.	4.27	Always
13. Use instructional and assessment practices that encourage students to apply complex skills across subjects and over time, preparing them for authentic and meaningful challenges.	4.63	Always
<b>Sub-Mean</b>	<b>4.51</b>	<b>Always</b>

It is shown that overall, respondents are “always” observing the assessment practices (4.51). *Use written work, performance tasks, and term exams in evaluating learning outcomes* has the highest weighted mean of 4.73 which highlighted the usage of written work, performance tasks, and term exams in evaluating learning outcomes. It implies that balanced assessment system that is in line with best practices in education is represented by the combination of written works, performance tasks, and term examinations. These three elements cover all facets of student learning and offer a thorough picture of the development and success of students. On the other hand, *Use multiple assessment methods, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities* has the lowest weighted mean of 4.27 but still has a descriptive rating of “always.” However, instructors need improvement in terms of this indicator.

Shute and Rahimi (2023), underscore that in order to fully capture the range of student skills, they should consider the significance of utilizing several evaluation methods. In order to provide equitable, legitimate, and trustworthy measurements of learning outcomes—especially in inclusive and diverse classrooms—they support the thoughtful blending of written, performative, and exam-based assessments. Uluçınar and Dinç (2021) also emphasized that performance tasks help students and instructors grow professionally by improving their communication, self-efficacy, and self-confidence.

Table 3.d. presents the summary of the level of instructional practices of teachers in CTE.

Table 3.d. Summary of the Level of instructional practices of teachers in CTE

Indicator	Mean	DR
Instructional Planning Practices	4.43	Always
Instructional Delivery Practices	4.52	Always
Instructional Assessment Practices	4.51	Always
<b>Overall Mean</b>	<b>4.49</b>	<b>Always</b>

**Legend:** 4.21 – 5.00      Always      Very High

Table 3.d shows the overall level of instructional practices of faculty members across the three areas (planning, delivery, and assessment) with an overall mean of 4.49 which is classified as “always.” According to this, instructors at the College of Teacher Education (CTE) in ISPSC continuously demonstrate extremely high levels of instructional practices. This shows a strong dedication to successful teaching strategies.

Creating lessons that meet the requirements of a variety of learners while adhering to curricular standards is a key component of effective instructional planning. De Vera et al. (2022) give emphasis on careful preparation as essential tool in handling a variety

of learning environments, underscoring the need of developing instructional materials appropriate for students' skills and situations. Effective communication of planned lessons and active student participation are guaranteed by high-quality instructional delivery.

Bibon's (2022) research revealed a robust relationship between student academic accomplishment and the way instruction is delivered, suggesting that effective delivery strategies greatly improve learning results. Further, strong evaluation procedures are essential for gauging student comprehension and directing subsequent teaching. The necessity for flexible and efficient assessment techniques to preserve educational quality was highlighted by Clores and Nueva España (2023), who noted difficulties instructors have when putting different evaluation methodologies into practice.

In line with current educational research that highlights the interdependence of planning, delivery, and assessment in attaining successful instruction, the consistently high scores in all three categories demonstrate a thorough approach to teaching within the CTE. Sustaining educational quality and encouraging student achievement depend on maintaining this high standard.

Table 4 shows the mean scores of faculty members' instructional practices in the areas of planning, delivery and assessment.

Table 4 Instructional Practices Utilized by the Faculty Members

	Indicators	Mean	DR
Instructional Planning Practices	Select appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning.	4.67	Always
Instructional Delivery Practices	Discuss lessons in increasing levels of complexity and difficulty.	4.73	Always
Instructional Assessment Practices	Use written work, performance tasks, and term exams in evaluating learning outcomes.	4.73	Always

Legend: 4.21 – 5.00      Always      Very High

The instructional practice in the area of planning is *selecting appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning* with a mean score of 4.67. This shows the faculty's dedication to choosing relevant content and resources that meet the various requirements of their students. This is consistent with research by Francisco and Celon (2020), who highlighted that good instructional preparation has a favorable impact on academic achievement, especially when taking into account students' backgrounds and learning preferences. Faculty members consistently choose resources, tools, and content that are appropriate for the requirements and differentiation of their students. This implies a strong dedication to inclusive and flexible teaching, making sure that lessons are customized to meet the needs of different student skill levels and learning preferences.

Meanwhile, in the area of instructional delivery, the instructional practice is *discussing lessons in increasing levels of complexity and difficulty* with a mean score of 4.73. It appears that faculty successfully scaffold classes by presenting concepts with increasing complexity. Francisco and Celon's (2020) study lend credence to this strategy, showing that instructional strategies have a major impact on students' academic achievement in a range of topics. Teachers frequently scaffold their lessons, progressing from easier to more difficult concepts. This demonstrates successful teaching techniques that enhance students' comprehension and cognitive growth.

Moreover, the instructional practice in the category of instructional assessment is the *use of written work, performance tasks, and term exams in evaluating learning outcomes* with a mean score of 4.73. It means that in measuring student learning outcomes, faculty regularly employ a range of assessment techniques, such as written works, performance activities, and tests. This illustrates a thorough approach to evaluation that places equal weight on formative and summative instruments. Francisco and Celon's (2020) research emphasize the need of thorough evaluation procedures in assessing and improving student learning results.

The findings shows that the faculty is committed to using excellent planning, delivery, and assessment techniques in their education. Recent studies highlighting the beneficial effects of such methods on student learning and academic achievement support this commitment. The rating of "Always" for all practices indicates that faculty members apply them at very high levels. The faculty appears to have a strong and consistent approach to instructional quality, from planning to assessment, based on the consistency of high ratings. These outcomes could be the consequence of professional development initiatives that prioritize instructional quality or of long-standing institutional norms.

Table 5 shows the academic achievement of the students in the College of Teacher Education.

Table 5 Academic Achievement of The Students in The Course Subjects Based on Their General Weighted Average

CTE Courses	Students' General Weighted Average			
	Third Year 2 <sup>nd</sup> Semester 2023-2024	Fourth Year 2 <sup>nd</sup> Semester 2023-2024	Average	DR
BEED	1.95	1.85	1.91	Good



BSED English	1.73	1.90	1.83	Good
BSED Mathematics	1.46	1.53	1.49	Very Good
BSED Science	1.63	1.55	1.60	Good
BSED Social Studies	1.63	1.69	1.65	Good
BSED Filipino	1.61	1.93	1.81	Good
BTLED	1.79	1.70	1.76	Good
<b>Overall Mean</b>	<b>1.69</b>	<b>1.74</b>	<b>1.72</b>	<b>Good</b>

**Legend:** 1.1 – 1.5 Very Good

1.6 – 2.0 Good

Based on their General Weighted Average (GWA), students in a variety of CTE courses are classified as having "Good" or "Very Good" academic achievement. The average GWA for all courses is 1.72, which is classified as "Good". With the majority of the courses receiving "Good" ratings, the findings demonstrate stability in performance. However, BSED Mathematics stands out with a "Very Good" grade. The third and fourth students' GWA scores barely slightly differ, indicating that their performance is rather constant.

In most of the courses, the students' academic performance seems to be steady or even somewhat better than it was in their third or fourth year. As seen by the GWAs, which range from 1.95 to 1.85, 1.73 to 1.90, and 1.61 to 1.93, respectively, students have demonstrated progress or constant performance in courses such as BEED, BSED English, and BSED Filipino. With a "Very Good" average of 1.49, BSED Mathematics, on the other hand, maintains a consistently high performance across the two years. This is noteworthy since it indicates greater academic success in this subject than the others.

With a mean GWA of 1.72 overall, the students fall into the "Good" category, which denotes strong academic achievement but is not necessarily exceptional. This implies that although students may not be surpassing expectations, they are at least meeting them. Although there may be opportunity for improvement in terms of encouraging higher levels of academic achievement (i.e., moving more students into the "Very Good" category), the consistency of results indicates that the curriculum and instructional methods in these courses are probably effective in maintaining academic standards.

Clarke et al. (2023) highlighted that consistent or steadily increasing GWA has a favorable impact on student learning and instructional quality. Smith & Johnson (2022) also asserted that due to more concentrated learning and workforce readiness, studies have indicated that academic performance tends to stabilize or increase in the last years of a degree program. As students acquire more specialized knowledge and abilities, technical and vocational education programs may experience greater accomplishment rates. This is demonstrated by the "Very Good" outcomes in courses like BSED Mathematics. This may be consistent with research showing that specialized education frequently results in increased engagement and improved academic achievement (Jones & Williams, 2023).

Table 6 presents the relationship of the profile of the respondents and their level of instructional practices.

Table 6 Relationship Between the Profile of The Respondents and Their Level of Instructional Practices

Instructional Practices	Profile of the Respondents				
	Sex	Highest Educational Attainment	Length of Service	Specialization	Number of Trainings Attended
Instructional Planning Practices	0.117	-0.329	-0.125	-0.088	0.412*
Instructional Delivery Practices	0.015	-0.294	-0.255	-0.142	0.318
Instructional Assessment Practices	0.099	-0.407*	-0.169	-0.117	0.026
Level of Instructional Practices	0.082	-0.361*	-0.195	-0.121	0.264

\* Correlation is significant at 0.05 level

The study indicates some significant relationships between demographic profiles and instructional practices. The negative correlation of -0.361 with a significance level of 0.05 suggests a negative significant correlation between the highest educational attainment and the level of instructional practices. This shows that as the educational attainment of teachers grows, their degree of instructional practices may decrease, which is contradictory and deserves additional examination. Additionally, the positive correlation of 0.412 with instructional planning approaches reveals a meaningful association at the 0.05 level. This shows that teachers who attend more training sessions are likely to engage in better instructional planning methods.

The findings imply that while some features of teacher profiles, such as the number of trainings attended, positively influence instructional practices, others, such as educational attainment, may have an unanticipated negative link. This could imply that better educational levels do not necessarily convert into effective instructional practices, potentially due to a gap between theoretical understanding and practical application in the classroom.

Moreover, the significant association between the number of trainings attended and instructional planning techniques highlighted the need of continual professional development in improving teaching efficacy (Darling-Hammond et al., 2017; Desimone, 2016).

Meanwhile, other respondents profile variables did not reveal a relationship with the instructional practices of the teachers. Particularly, sex and different teaching approaches had low and non-significant connections, according to the data. This is in accordance with a study published in the International Journal of Research and Innovation in Social Science that revealed no connection between instructors' self-efficacy in classroom management, instructional techniques, and student engagement with their sex. These data imply that teaching efficiency is not greatly influenced by gender.

The results demonstrate a considerable negative link between the total level of instructional practices ( $r = -0.361$ ,  $p < 0.05$ ) and the highest educational attainment of instructors and their instructional assessment practices ( $r = -0.407$ ,  $p < 0.05$ ). In line with research by Balanquit, Ladia, and Nool (2023), which found an inverse relationship between the percentage of faculty with bachelor's degrees and licensure examination performance among state universities and colleges in the Philippines, this suggests that higher educational qualifications may not always translate into more effective instructional practices. On the other side, better performance was connected to a bigger share of people obtaining doctorates. This suggests that although additional degrees could improve certain results, their direct influence on teaching methods may differ.

More seasoned teachers may not always apply the greatest teaching strategies, as indicated by the minor negative connections identified between tenure of service and instructional methods. This could be the result of ingrained patterns or unwillingness to embrace fresh approaches. Years of teaching experience had no discernable impact on the frequency of adopting outstanding instructional strategies, according to research published in Frontiers in Education. This underlines the need of continual professional development for all educators, regardless of tenure.

A teacher's subject area may not have a substantial influence on their teaching practices, as evidenced by the moderate negative correlations discovered between specialty and instructional techniques. This underlines the value of educational instruction that goes beyond particular topic areas and focusses on teaching strategies that are generally successful.

Table 7 reveals the relationship between the level of instructional practices and students' academic achievement.

Table 7 Relationship between the Level of Instructional Practices and Students' Academic Achievement

	Instructional Practices			
	Planning Practices	Delivery Practices	Assessment Practices	Level of Instructional Practices
Students' Academic Achievement	0.709*	0.848**	0.978**	0.982**

\* Significant at 0.05 level

\*\* Highly Significant at 0.01 Level

The correlation table displayed that students' academic achievement is directly influence by the instructional strategies used by their teachers. In the area of planning, the level of instructional practices and academic achievement are positively connected (0.709) in a moderate to strong way. In the delivery practices, there is a strong positive correlation that is very significant (0.848). Moreover, in the field of assessment, reveals a very strong positive connection (0.978), demonstrating that academic accomplishment and assessment techniques are significantly associated. Overall (0.982), indicating a high level of significance between student academic progress and the level of instructional methods. The findings imply that, increased academic performance is closely linked to enhanced instructional strategies, notably in delivery and assessment. The most substantial influence seems to come from assessment techniques.

The strong influence of teaching styles on students' academic achievement has been verified by current studies. According to a 2023 research that was published in the Economics of Education Review, for instance, pupils in English secondary schools performed better in mathematics when their teachers allocated more class time to individual practice and evaluation. On the other hand, improved student performance in English courses were connected with more time spent on group projects and discussions. This means that enhancing student performance may be achieved by changing instructional approaches to the topic matter.

Comparably, 156 instructors in El Salvador City engaged in a 2024 research that was published in the European Modern Studies Journal and looked at their various teaching styles. The study demonstrated a high association between students' academic progress in mathematics and these tailored teaching tactics, underscoring the benefits of changing education to accommodate a range of student expectations.

Additionally, a 2021 research that was published in the International Journal of Academic Multidisciplinary Research analyzed the connection between students' academic progress in English during the COVID-19 outbreak and the instructional strategies

utilized by instructors. The results showed a substantial positive connection ( $r = 0.853$ ), showing that greater student performance in English is a result of teachers utilizing more effective teaching tactics.

## **CHAPTER FOUR**

### **CONCLUSIONS**

➤ *Based on the Findings of the Study, the Following Conclusions were drawn:*

- The respondents' demographic profile varies depending on a number of criteria, such as sex, level of educational attainment, length of service, and participation in training programs.
- Faculty members of the College of Teacher Education demonstrate very high observance of the instructional practices along planning, delivery, and assessment.
- Teachers effectively enhance instructional planning, delivery, and assessment by selecting suitable content and resources tailored to student needs, progressively increasing lesson complexity, and utilizing varied assessment methods such as written work, performance tasks, and exams to evaluate learning outcomes.
- The academic achievement of the students in the course subjects based on their General Weighted Average is classified as good.
- Some of the profile variables of the respondents had a direct influence on their instructional practices and teachers' instructional practices had a significant relationship with students' academic achievement.

## RECOMMENDATIONS

➤ *Based on the Conclusions, the Following Recommendations were drawn:*

- Design and implement inclusive professional development programs which consider faculty members' different backgrounds to enable equal access to training and advancement opportunities.
- Maintain a high level of instructional practice through ongoing support, regular peer cooperation, and the recognition of good teaching practices.
- Improve training on differentiated instruction and assessment approaches to help teachers choose better content, materials, and evaluation strategies.
- Implement enrichment and remedial programs to help students go from good to excellent academic achievement.
- Strengthen faculty development programs by expanding training options, with a focus on elements that have a major impact on teaching effectiveness and student outcomes.

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## APPENDIX A LETTER REQUESTS



Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
[www.ispsc.edu.ph](http://www.ispsc.edu.ph) | [op@ispsc.edu.ph](mailto:op@ispsc.edu.ph)

COMMUNICATION (Info)  
ISPSC-QAD-F032a  
Rev 3-02-07-2025  
Page 1 of 1

### Office of the Graduate School

March 31, 2025

**DR. FRANCISCO N. DIVINA**  
Campus Director  
ISPSC – Sta. Maria Campus

Attention: **DR. JEANNO M. MANZANO**  
Dean, College of Teacher Education

Sir,

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus is presently conducting research entitled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request your good office to administer questionnaires to the faculty members of the College of Teacher Education in your campus. Rest assured that the data will be treated with utmost confidentiality.

Your approval of this request will greatly contribute to the success and fulfillment of my research and my degree. Thank you very much, and God bless.

Sincerely,

**ANNA ROSE B. DOMINE**  
Researcher

Noted:

**MARIA TERESA T. GARCIA, EdD**  
Research Adviser

Endorsed:

**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

**FRANCISCO N. DIVINA, PhD**  
Campus Director

Dr. Jeanne Manzano  
For your  
consideration. Thank  
you!





Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
[www.ispsc.edu.ph](http://www.ispsc.edu.ph) | [op@ispsc.edu.ph](mailto:op@ispsc.edu.ph)

COMMUNICATION (Intr)  
 ISPSC-QAD-F032a  
 Rev 3-02-07-2025  
 Page 1 of 1

### Office of the Graduate School

March 31, 2025

**MR. ALEXANDER C. LIGAWAD**  
 College Registrar III  
 ISPSC – Sta. Maria Campus

Sir:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus is presently conducting research entitled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** One of the needed data for my study is the official grades of the students, along the three programs, in the College of Teacher Education for the Academic Year 2023-2024. In view of this, may I respectfully request your good office to have a copy of the said document. Rest assured that it will be treated with utmost confidentiality.

Your approval of this request will greatly contribute to the success and fulfillment of my research and my degree. Thank you very much, and God bless.

Sincerely,

**ANNA ROSE B. DOMINE**  
 Researcher

Noted:

**MARIA TERESA T. GARCIA, EdD**  
 Research Adviser

Endorsed:

**JOCELYN L. ABSOLOR, EdD**  
 Dean, Graduate School

Approved:

**MR. ALEXANDER LIGAWAD**  
 College Registrar III





Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



March 17, 2025

**DR. JAIME G. RARAS**  
Campus Director  
ISPSC Main Campus




Sir:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus is presently conducting research entitled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** One of the requirements for the completion of my study is the reliability test. In view of this, may I respectfully request your good office to administer questionnaires to the faculty members of the College of Teacher Education in your campus.

Your approval of this request will greatly contribute to the success and fulfillment of my research and my degree. Thank you very much, and God bless!

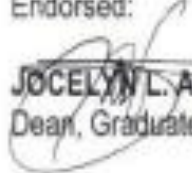
Sincerely,

  
**ANNA ROSE B. DOMINE**  
Researcher

Noted:

  
**MARIA TERESA T. GARCIA, EdD**  
Research Adviser

Endorsed:

  
**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

  
**DR. JAIME G. RARAS**  
Campus Director





Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



February 12, 2025

**DR. MARITES J. YACAP**  
Associate Professor V  
ISPSC Sta. Maria Campus

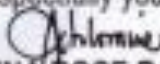
Madam:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus will conduct a study titled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request you to be one of the experts who will validate my questionnaire that I will use in gathering the needed data for my study.

Your approval to this request will contribute significantly to the success and completion of my research and my degree. Thank you very much and God bless!

Respectfully yours,

  
**ANNA ROSE B. DOMINE**  
Researcher

Noted:

  
**MARIA TERESA T. GARCIA, EdD**  
Research Adviser

  
**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

  
**MARITES J. YACAP, PhD**  
Associate Professor V



Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



February 14, 2025

**DR. ARLENE P. ABLOG**  
Principal, Laboratory High School  
ISPSC Sta. Maria Campus

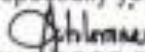
Madam:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus will conduct a study titled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request you to be one of the experts who will validate my questionnaire that I will use in gathering the needed data for my study.

Your approval to this request will contribute significantly to the success and completion of my research and my degree. Thank you very much and God bless!

Respectfully yours,


  
**ANNA ROSE B. DOMINE**  
Researcher

Noted:

  
**MARIA TERESA T. GARCIA, EdD**  
Research Adviser

  
**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

  
**ARLENE P. ABLOG, EdD**  
Principal, Laboratory High School



Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



February 14, 2025

**DR. ANNA MARIE D. BARROGA**  
Vice President for Academic Affairs  
Ilocos Sur Polytechnic State College


Madam:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus will conduct a study titled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request you to be one of the experts who will validate my questionnaire that I will use in gathering the needed data for my study.

Your approval to this request will contribute significantly to the success and completion of my research and my degree. Thank you very much and God bless!

Respectfully yours,


  
**ANNA ROSE B. DOMINE**  
Researcher

Noted:

  
**MARIA TERESA V. GARCIA, EdD**  
Research Adviser

  
**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

  
**ANNA MARIE D. BARROGA, EdD**  
~~Associate~~ Professor V



Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



February 14, 2025

**DR. CYNTHIA M. CARIÑO**  
Associate Professor V  
Ilocos Sur Polytechnic State College

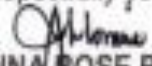
Madam:

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus will conduct a study titled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request you to be one of the experts who will validate my questionnaire that I will use in gathering the needed data for my study.

Your approval to this request will contribute significantly to the success and completion of my research and my degree. Thank you very much and God bless!

Respectfully yours,

  
**ANNA ROSE B. DOMINE**  
Researcher

Noted:

  
**MARIA TERESA J. GARCIA, EdD**  
Research Adviser

  
**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

  
**CYNTHIA M. CARIÑO, EdD**  
Associate Professor V





Republic of the Philippines  
**ILOCOS SUR POLYTECHNIC STATE COLLEGE**  
**GRADUATE SCHOOL**  
Santa Maria Campus, Sta. Maria, Ilocos Sur



February 14, 2025

**DR. JOEL C. FERRER**

Associate Professor V

ISPSC Sta. Maria Campus

Sir,

Greetings!

I, Anna Rose B. Domine, a student of Master of Arts in Education major in Educational Management of Ilocos Sur Polytechnic State College – Santa Maria Campus will conduct a study titled **"INSTRUCTIONAL PRACTICES AND STUDENT ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION."** In view of this, may I respectfully request you to be one of the experts who will validate my questionnaire that I will use in gathering the needed data for my study.

Your approval to this request will contribute significantly to the success and completion of my research and my degree. Thank you very much and God bless!

Respectfully yours,

**ANNA ROSE B. DOMINE**

Researcher

Noted:

**MARIA TERESA T. GARCIA, EdD**

Research Adviser

**JOCELYN L. ABSOLOR, EdD**  
Dean, Graduate School

Approved:

**JOEL C. FERRER, EdD**  
Associate Professor V

## **APPENDIX B**

### **PROFILE OF THE VALIDATORS**

Name: **DR. MARITES J. YACAP**

Position: Associate Professor V

Years of Teaching Practices: 37 years

Post Grad/Grad Degree: Doctor of Education

Name: **DR. ARLENE P. ABLOG**

Position: Associate Professor V

Years of Teaching Practices: 28 years

Post Grad/Grad Degree: Doctor of Education

Name: **DR. ANNA MARIE D. BARROGA**

Position: Professor V

Years of Teaching Practices:

Post Grad/Grad Degree: Doctor of Education

Name: **DR. CYNTHIA M. CARIÑO**

Position: Associate Professor V

Years of Teaching Practices: 15 years

Post Grad/Grad Degree: Doctor of Education

Name: **DR. JOEL C. FERRER**

Position: Associate Professor V

Years of Teaching Practices: 25 years

Post Grad/Grad Degree: Doctor of Education

## APPENDIX C QUESTIONNAIRE

### INSTRUCTIONAL PRACTICES AND STUDENTS' ACADEMIC ACHIEVEMENT IN THE COLLEGE OF TEACHER EDUCATION OF ISPSC

➤ *Part I. Background Information*

Direction: Please provide the needed data by filling in or checking (/) the appropriate information.

**Name (optional):** \_\_\_\_\_

**Sex:** \_\_\_\_ Male \_\_\_\_ Female

**Educational Attainment:**

\_\_\_\_ College Graduate

\_\_\_\_ With units in Master's Degree

\_\_\_\_ Master's Degree Holder

\_\_\_\_ Doctorate Degree Holder

**Length of Service:**

\_\_\_\_ 0-5 yr

\_\_\_\_ 5-10 yrs

\_\_\_\_ 11-15 yrs

\_\_\_\_ 16 and above

**Specialization:** \_\_\_\_\_

- *Number of trainings attended related to instructional practices (for the last 5 years):*

Provincial	Regional	National	International
____ 0-2	____ 0-2	____ 0-2	____ 0-2
____ 3-4	____ 3-4	____ 3-4	____ 3-4
____ 5 and above	____ 5 and above	____ 5 and above	____ 5 and above

➤ *Part II. Level of Teachers' Instructional Practices*

**Name (optional):** \_\_\_\_\_

Directions: Below are indicators that describe instructional practices of teachers on students' learning. Please read each item carefully and check (/) the box that suits your answer for each indicator using the given scale.

**Rating Scale:**

5 – Always

4 – Often

3 – Sometimes

2 – Rarely

1 – Never

	5	4	3	2	1
<b>Instructional Planning Practices</b>					
1. Develop clear, consistent, and respectful routines, procedures, and expectations with students, allowing for a shared understanding of what is expected, when, and why.					
2. Prepare lessons that stimulate and challenge students.					
3. Use and analyze information about students to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement.					
4. Assess teaching materials for their relevance to the learning competency attainment and needs of students.					
5. Use present data of students to design instruction suited to their individual learning needs.					
6. Create and plan strategies that allow multiple learning areas to be integrated in the lesson.					

7. Access and use ICT in designing instruction that engages students' attention and improves the caliber of teaching.					
8. Select appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning.					
9. Use formative data to respond promptly to students' learning needs by identifying gaps, removing barriers to learning, and providing targeted support and strategies within the classroom to help them progress toward identified outcomes.					
10. Adapt the physical learning environment to the tasks and to meet the diverse needs of students, allowing for different groupings and/or configurations that support collaboration, independence, and engagement.					
11. Develop lessons based on previous responses and feedback of students to further improve the teaching-learning process.					
12. Establish shared, explicit, meaningful learning outcomes with students, presenting both short-term learning targets and long-term goals in student-friendly language to ensure clarity and accessibility.					
13. Design practice opportunities that are universally accessible, allowing students to work independently, collaboratively, and with guidance to develop their understanding and skills.					
14. Provide students with multiple, structured opportunities to practice applying essential skills and knowledge in ways that are aligned to standards and build their capacity for authentic challenges.					
15. Design learning experiences that include opportunities for students to tackle culturally relevant and authentic challenges, promoting the transfer and application of knowledge.					
<b>Instructional Delivery Practices</b>					
1. Help students make meaningful learning choices by providing space and opportunities.					
2. Use standards-aligned materials with multiple entry points for activities to meet the needs of a variety of students, providing equitable access to rigorous content.					
3. Discuss lessons in increasing levels of complexity and difficulty.					
4. Connect prior knowledge of the students to new information about the lesson.					
5. Facilitate a learning environment where a sense of belongingness through individual differences is respected.					
6. Use varying perspectives, theories, and methods of investigation and inquiry in delivering instruction.					
7. Provide opportunities for students to engage in inquiry and critical thinking activities.					
8. Use technology to support instruction and enhance learning.					
9. Design learning experiences to develop learners' skills in the application of technology appropriate to the discipline.					
10. Employ various ways of explaining concepts to scaffold learning while correcting misconceptions and misunderstandings.					
11. Ensure that learning experiences of the students are relevant and related to other curriculum content areas.					
12. Incorporate experiences into instructional practices that relate to students' current life.					
13. Mistakes and multiple attempts are embraced as essential parts of the learning process, fostering persistence and a growth mindset.					
14. Instructional materials and activities reflect the identities of the learners in the community and the diversity of the world.					
15. Engage every student in higher-order thinking throughout the learning process by using differentiated strategies that meet diverse learning needs, deepen understanding, and promote critical thinking while maintaining high expectations for all learners.					
16. Adjust time and adapt classroom structures to provide targeted interventions, extensions, and opportunities for reteaching, ensuring each student has the support needed to succeed.					
17. Guide students to think deeply and critically about complex and authentic problems throughout the learning process.					
<b>Instructional Assessment Practices</b>					
1. Prepare TOS-based tests					
2. Keep and update class record					
3. Use rubrics in assessing students' performances and projects that need criteria in rating.					
4. Use written work, performance tasks, and term exams in evaluating learning outcomes.					

5.	Give timely, specific, relevant, and actionable feedback that builds on students' strengths and drives their individual goals.					
6.	Show relevance and connection between topic discussed vis-à-vis assessment strategy.					
7.	Use multiple assessment methods, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities.					
8.	Provide multiple assessment strategies for the differentiation and accommodation of individual differences.					
9.	Provide assessment that allows students to work individually or in groups through independent/cooperative learning.					
10.	Use learning materials like activity/work sheets, etc. in evaluating learning inside and outside the school.					
11.	Create and utilize suitable assessment methods regularly to trace behavioral and cognitive development of students.					
12.	Model and support students in setting goals, interpreting feedback, and using feedback effectively to refine their work and grow as students.					
13.	Use instructional and assessment practices that encourage students to apply complex skills across subjects and over time, preparing them for authentic and meaningful challenges.					

*Adopted and modified from Bibon, Michael (2022). Teachers' Instructional Practices and Learners' Academic Achievement in Science and The Great School Partnership on Elements of Effective Instruction*

## APPENDIX D STATISTICAL TABLE

### ➤ Validity of the Questionnaire

	1	2	3	4	5		
<b>I. Content Validity</b>							<b>Mean</b>
1. The questionnaire includes a sufficient number of questions to effectively evaluate the study's objectives.	5	5	5	4	4		4.60
2. The questions are appropriate in attaining the objective of the study.	5	5	5	4	4		4.60
3. The questionnaire is well-organized and clearly stated, making it easy to understand.	5	5	5	4	4		4.60
4. The questionnaire is designed to be respectful and sensitive to the feelings of the respondents.	5	5	5	4	4		4.60
5. The questionnaire effectively meets the objectives of the study.	5	5	5	4	4		4.60
							<b>4.60</b>
<b>II. Face Validity</b>							
1. The questionnaire is printed clearly and neatly.	5	5	5	4	5		4.80
2. Proper font size and text spacing are observed, enabling the respondents to understand every word.	5	5	5	4	5		4.80
3. The language used is suitable regarding vocabulary and technical accuracy.	5	5	5	4	4		4.60
4. Sentences are grammatically correct.	5	5	5	4	4		4.60
5. The instructions for answering the questionnaires are clear.	5	4	5	4	4		4.40
							<b>4.64</b>
<b>Overall</b>	<b>5.00</b>	<b>4.90</b>	<b>5.00</b>	<b>4.00</b>	<b>4.20</b>		<b>4.62</b>

### ➤ Profile of the Teacher Respondents

<b>A. Sex</b>	<b>F</b>	<b>%</b>
Male	12	40.00
Female	18	60.00
Total	30	100
<b>B. Highest Educational Attainment</b>	<b>F</b>	<b>%</b>
College Graduate	1	3.33
With units in Master's Degree	5	16.67
Master's Degree Holder	11	36.67
Doctorate Degree Holder	13	43.33
Total	30	100.00
<b>C. Length of Service</b>	<b>F</b>	<b>%</b>
0-5 Years	6	20.00
5-10 Years	8	26.67
11-15 Years	9	30.00
16 and above	7	23.33
Total	30	100.00
<b>D. Specialization</b>	<b>F</b>	<b>%</b>
BEEEd	2	6.67
English	2	6.67
Filipino	3	10.00
MAPEH	2	6.67
Mathematics	3	10.00
Science	7	23.33
Social Studies	3	10.00
TLE	8	26.67
Total	30	100.00
<b>Profile of The Teacher Respondents</b>		
<b>E. Number of Trainings Attended</b>		
<b>Provincial</b>	<b>F</b>	<b>%</b>
0-2	15	50.00
3-4	4	13.33
5 and above	11	36.67
Total	30	100.00

<b>Regional</b>	<b>F</b>	<b>%</b>
0-2	15	50.00
3-4	3	10.00
5 and above	12	40.00
Total	30	100.00
<b>National</b>	<b>F</b>	<b>%</b>
0-2	16	53.33
3-4	5	16.67
5 and above	9	30.00
Total	30	100.00
<b>International</b>		
0-2	23	76.67
3-4	7	23.33
5 and above	0	0
Total	30	100.00

f- frequency %- Rate

## Summary of the Level of instructional practices of teachers in CTE

<b>Indicator</b>	<b>Mean</b>	<b>DR</b>
Instructional Planning Practices	4.43	Always
Instructional Delivery Practices	4.52	Always
Instructional Assessment Practices	4.51	Always
<b>Overall Mean</b>	<b>4.49</b>	<b>Always</b>

Legend: 4.21 – 5.00 Always Very High

## Instructional Practices Utilized by The Faculty Members

	<b>Indicators</b>	<b>Mean</b>	<b>DR</b>
Instructional Planning Practices	Select appropriate content for instruction, resources, and materials that are known and suited to the students for differentiated learning.	4.67	Always
Instructional Delivery Practices	Discuss lessons in increasing levels of complexity and difficulty.	4.73	Always
Instructional Assessment Practices	Use written work, performance tasks, and term exams in evaluating learning outcomes.	4.73	Always

Legend: 4.21 – 5.00 Always Very High

## Academic Achievement of The Students in the Course Subjects Based on their General Weighted Average

	<b>Students' General Weighted Average</b>			
<b>CTE Courses</b>	<b>Third Year 2<sup>nd</sup> Semester 2023-2024</b>	<b>Fourth Year 2<sup>nd</sup> Semester 2023-2024</b>	<b>Average</b>	<b>DR</b>
BEED	1.95	1.85	1.91	Good
BSed English	1.73	1.90	1.83	Good
BSed Mathematics	1.46	1.53	1.49	Very Good
BSed Science	1.63	1.55	1.60	Good
BSed Social Studies	1.63	1.69	1.65	Good
BSed Filipino	1.61	1.93	1.81	Good
BTLED	1.79	1.70	1.76	Good
<b>Overall Mean</b>	<b>1.69</b>	<b>1.74</b>	<b>1.72</b>	<b>Good</b>

Legend: 1.1 – 1.5 Very Good 1.6 – 2.0 Good

## Relationship between the Profile of the Respondents and their Level of Instructional Practices

<b>Instructional Practices</b>	<b>Profile of the Respondents</b>				
	<b>Sex</b>	<b>Highest Educational Attainment</b>	<b>Length of Service</b>	<b>Specialization</b>	<b>Number of Trainings Attended</b>
Instructional Planning Practices	0.117	-0.329	-0.125	-0.088	0.412*
Instructional Delivery Practices	0.015	-0.294	-0.255	-0.142	0.318
Instructional Assessment Practices	0.099	-0.407*	-0.169	-0.117	0.026



Level of Instructional Practices	0.082	-0.361*	-0.195	-0.121	0.264
----------------------------------	-------	---------	--------	--------	-------

\* Correlation is Significant at 0.05 level

Spearman Rho- used in determining the relationship between the profile variables (**highest educ. Attainment, length of service, and number of trainings attended**) and the level of instructional practices.

Point Biserial Correlation- used in determining the relationship between the profile variables (**sex, and specialization**) and the level of instructional practices.

Profile of the Respondents and their Level of Instructional Practices

	Instructional Practices			
	Planning Practices	Delivery Practices	Assessment Practices	Level of Instructional Practices
Students' Academic Achievement	0.709*	0.848**	0.978**	0.982**

\* Significant at 0.05 level

\*\* Highly Significant at 0.01 Level