TWISTS AND TURNS IN PEDAGOGIES IN A CATHOLIC UNIVERSITY: BASIS FOR PEDAGOGICAL FRAMEWORK FOR E-IFLEX LEARNING

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ABSTRACT

In the educational landscape, pedagogy is considered as one of the pillars of education for it shapes the teaching and learning process, ensuring that learners acquire the knowledge, skills, and values necessary for their personal and professional development. The study aimed to assess the utilization of various pedagogies, specifically instructional strategies as a basis in the development of a pedagogical framework. The study utilized a mixed method employing both quantitative and qualitative approaches among two hundred twenty-seven (227) respondents. The findings revealed that teachers practiced the following instructional strategies. However, there were pedagogical practices that were often practiced such as collaborative, reflective, and inquiry-based methods. There was a huge discrepancy as regards the instructional strategies utilized during limited face-to-face learning up to the present. There were strategies that were added, retained, and some were not applicable in the now normal. Teachers' pedagogical practices have a significant difference along the personal profile such as sex, department, field/ specialization, and number of years in teaching. Moreover, teachers' pedagogical practices have a significant difference along academic profile such as number of trainings attended related to instructional pedagogy, type of school from which bachelor's degree was obtained, subject taught, and type of education.

Lastly, it was revealed that teachers carefully prepared their instructions during the flexible learning through (1) full compliance to the curriculum, (2) instructional planning (3) Identification of learning objectives and learning outcomes, and (4) students' compliance to the class requirements and performance tasks. However, there were major shifts made by teachers to adopt in the flexible learning such as (1) creation of recorded video lectures, (2) technology integration in classroom, (3) utilization of differentiated teaching strategies, and (4) effectively reteaching the lesson. Learners have positive experiences with teachers' instructional strategies such as (1) achieving academic success, (2) providing feedback for class performance, (3) application

of knowledge and skills and (4) building confidence through communication. However, learners have negative experiences with teachers' instructional strategies such as: (1) intermittent internet connectivity, (2) lack of consideration, (3) non-completion of requirements, and (4) overwhelming workload. Lastly, there were best instructional strategies utilized by teachers such as (1) active learning, (2) collaborative learning, and (3) technology integration.

Keyword: *Pedagogical Practices, Catholic University, Flexible Learning, Teachers, Students*

INTRODUCTION

Teachers play a pivotal role in the educational process. Hence, teachers establish the tone and light in the teaching and learning process by employing a variety of pedagogies to promote active learning among learners. Thus, in order to achieve the intended targets and outcomes, implementers of pedagogies must carefully plan their instructions. In connection, pedagogy is crucial because it provides teachers with knowledge into the ideal procedures for a classroom environment. It enables them to comprehend how various learners learn in order to modify their lesson to meet these demands. Since the learners would find pedagogies engaging, this will enhance their teaching effectiveness in activating learners' knowledge and skills (Ali, Mondal & Das, 2018; Archambault, Leary, & Rice, 2022).

However, with the spread of COVID-19 which resulted to the closure of educational institutions worldwide (United Nations, 2020; UNESCO 2021). This closure has spurred the development of online learning environments within these schools, ensuring that learning is not disrupted. The coronavirus pandemic put the centers' abilities to deal with a crisis that required educational modification to cope with the challenges (Reimers, 2022; Courtney, Miller, & Gisondo, 2022). Moreover, to maintain the continuity of learning and to intensely promote learners' acquisition for the optimum of their abilities in the new normal of education, 21st century education is necessary. Thus, for both instructors and learners to succeed, they must be equipped with adequate information, skills, and competencies (Butola, 2021; De los Reyes, Blannin, Cohrssen, & Mahat, 2022). Hence, this can only be achieved if teachers are able to give quality instruction while employing suitable pedagogies to accelerate learning in the face of ambiguity (O'Keefe, Rafferty, Gunder, & Vignare, 2020).

Pedagogy comes from the Italian word *"pedagogia"* which means the art and knowledge of teaching learners (Putri & Elihami, 2021). Hence, pedagogy is the center of the educational reform movement. It has been the beginning point for integrating modern concepts about learning and teaching, as well as the relevance of ideas to twenty-first-century educators (Compayré & Payne, 2015; Pham & Philip, 2021; Ginsburg & Megahed, 2021). A teaching strategy known as pedagogy involves teachers instructing learners both in theory and in practice. Pedagogy is influenced by educators' teaching philosophies and includes their knowledge of cultural differences and various learning styles. In order to consolidate earlier knowledge, it is crucial for students to create meaningful classroom relationships (Brown, Boda, Lemmi, & Monroe, 2019; Rippé, Weisfeld-Spolter, Yurova, & Kemp, 2021).

In the 21st century educational parlance, pedagogy plays a very critical role in the success of teaching and learning. However, literatures suggest that one of the main reasons why there is a decline of the quality of education being provided to the students is the misuse and abuse of pedagogical techniques, especially on the utilization of different instructional strategies of teachers (Sato & Loewen, 2019; Usanov & Qayumov, 2020). Furthermore, there is also a need to revisit teachers' use of pedagogies in their classes especially during the implementation of distance learning and flexible learning which is brought by the COVID-19 pandemic. There are issues that were found in literature that teachers did not provide responsive online learning strategies and techniques to their students because of some external and internal factors and issues (Yates, et al., 2021; Serdyukov, 2015; Terenko & Ogienko, 2020). Moreover, teachers' teaching quality has deteriorated because of inappropriate use of instructional techniques, methods, and procedures. Learners became passive recipients and partakers of knowledge, which resulted to low academic performance (Ezra, Cohen, Bronshtein, Gabbay, & Baruth, 2021; LaTour & Noel, 2021).

The University of Saint Louis, a higher education institution in Northern Luzon, already embraced the use of flexible learning since 2016 with the use of its Learning Management System. However, the full implementation took place last March 2020 due to the effect of the COVID-19. During its full implementation, students and teachers were exposed to flexible learning with the use of online learning as its main learning modality. With the gradual implementation of the full face-to-face learning, USL shifted to Expanded-Inclusive Flexible Learning (E-IFLEX). With the implementation of these

learning modalities, it is important to assess the utilization of pedagogies, with emphasis on instructional strategies to ensure responsiveness of these to the needs of students. Hence, this study will be conducted to assess the use of different pedagogies since the implementation of flexible learning up to the present as a basis in the development of a pedagogical framework.

Research Objectives

The study aimed to assess the utilization of various pedagogies specifically instructional strategies during the pre-pandemic up to the present as a basis in the development of a pedagogical framework. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers along the following:
   A. Personal Profile
   a. Sex
   b. Age
   c. Civil Status
   d. Highest Educational Attainment
   e. Department
   f. Field/Specialization
   g. Number of Years of Teaching
   B. Academic Profile
   a. No. of trainings attended related to instructional pedagogy
   b. Type of school from which the teacher obtained his/her bachelor's degree
   c. Subjects previously taught
   d. Type of education
2. What are the pedagogical practices of teachers during the pre-pandemic up to the present along the following:
   a. Constructivist
   b. Collaborative
   c. Integrative
   d. Reflective
   e. Inquiry-Based Learning
3. Is there a significant difference on the pedagogical practices of the respondents when grouped according to their profile variables?
4. What are the experiences of students/ pupils in the utilization of pedagogies/ strategies during the pre-pandemic up to the present?

5. What proposed pedagogical framework will be developed to improve the adoption of flexible learning in the now normal?

Hypothesis

The hypothesis will be tested at .05 level:

a. There is no significant difference on the pedagogical practices of respondents when grouped according to their profile variables.

Significance of the Study

This study will be beneficial among USL teachers for successful delivery of flexible learning through appropriate utilization of instructional strategies. Thus, to let learners be engaged in a meaningful interaction with their Learning Management System (LMS) through varied and appropriate instructional strategies to optimize their learning.

Hence, the result of the study will help the teachers to deliver quality instruction in the now normal. Thus, as it serves as a basis for other institutions to implement a successful flexible learning. Moreover, to implement suitable programs for teachers that focus on instructional pedagogies for a purposeful teaching and learning experience. Thus, to develop a pedagogical framework which focuses on instructional strategies and techniques to be used by teachers in the delivery of E-IFLEX learning.

Underpinning Theory

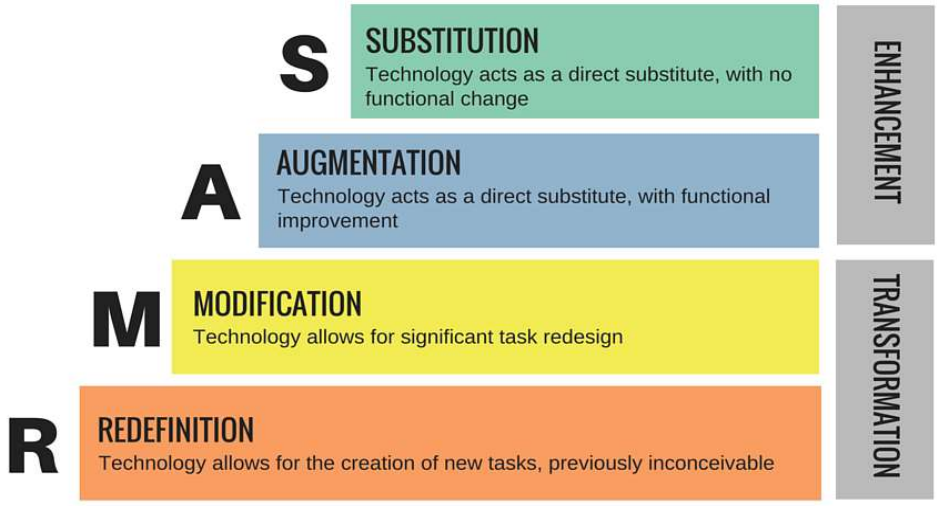

Figure 1. Peuntedura's SAMR Model (2010)

SAMR is a research-based model for facilitating technology integration. This paradigm can assist instructors in thinking thoroughly about their instructional practices and making important decisions regarding the digital tools they employ in their classrooms.

The model's design is a tool for instructors to monitor technology usage in their classrooms. SAMR stands for Substitution, Augmentation, Modification, and Redefinition. The levels of technology integration are represented by SAMR. The levels are also useful in carrying out different instructional activities. The SAMR model is illustrated by a vertical diagram. The model allows teachers to go from the bottom to the top as they move from lower to higher levels of technology integration. The SAMR model considers each technological application to be a new task. Substitution and Augmentation tasks are classified as "Enhancement" because they employ technology to replace or improve the tools currently present in the learning activity. The remaining tasks of Modification and Redefinition are included in the subgroup "Transformation" because they create learning possibilities that would be difficult to perform without technology (HamiltonRosenberg, & Akcaoglu, 2016; Hilton 2016). Thus, in order to have a successful delivery of a lesson, it is necessary that teaching and learning should

be augmented through employing various pedagogical approaches such as: Constructivist, Collaborative, Integrative, Reflective, and Inquiry-based learning.

Research Paradigm

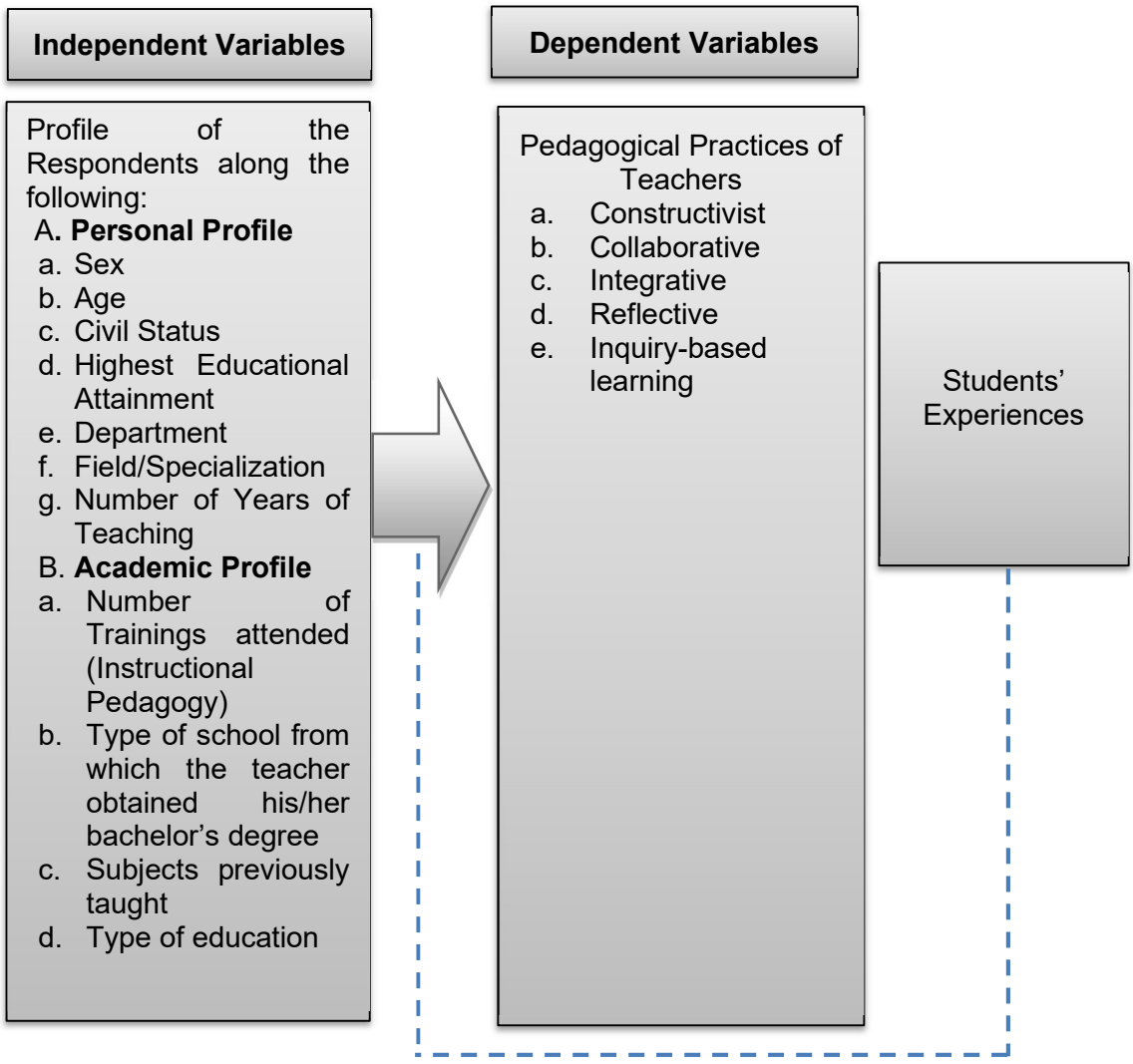

Figure 2. Research Paradigm of the Study

The Figure 2 presents the research paradigm of the study. The paradigm makes use of the IV-DV Model. The independent variables consist of the profile of the respondents while the dependent variables involve the different pedagogical practices of teachers. Moreover, the figure also shows the different profile variables of teachers that affect the pedagogical practices of teachers. Thus, broken lines that connect between the independent variables and dependent variables serve as mediating factor to further consolidate the study.

METHODS

Research Design

The study utilized mixed methods of research employing both quantitative and qualitative approaches to assess the utilization of various pedagogies specifically instructional strategies during the pre-pandemic up to the present.

Descriptive method was utilized to describe the profile of teachers and their pedagogical practices. Thus, descriptive method was used for the quantitative part which will determine the different instructional strategies utilized by teachers since the implementation of flexible learning up to the present.

For the qualitative method, the study utilized basic qualitative research by Merriam and Tisdell (2016) to document the different instructional strategies utilized by teachers and to describe the experiences of students/pupils in the implementation of instructional strategies during their flexible learning up to the present.

Locale of the Study

The study was conducted in a private institution specifically at University of Saint Louis in Northern Philippines. There are eight (8) academic departments in the university: Elementary; Junior High School (JHS); Senior High School (SHS); School of Accountancy, Business, and Hospitality (SABH); School of Engineering, Architecture, and Information Technology Education (SEAITE); School of Education, Arts, and Sciences (SEAS); School of Health and Allied Sciences (SHAS); School of Graduate School and Continuing Professional Development (SGSCPD).

Respondents of the Study

The respondents of the study were teachers across all departments, program chairs/ subject area coordinators, and students and pupils at University of Saint Louis in Northern Philippines. Hence, total enumeration was utilized among teachers as regards their pedagogical practices. Random sampling was utilized among students to get their experiences regarding the utilization of instructional strategies of their teachers during the implementation of flexible learning up to the present.

Research Instrument

Checklist

A checklist was used to gather the profile of the respondents along the following: sex, age, civil status, highest educational attainment, department, field/specialization, number of years of teaching, and number of trainings attended; type of school from which the teacher obtained his/her bachelor's degree; subjects previously taught; and type of education.

Questionnaire

A validated questionnaire was used to determine the pedagogical practices of teachers. The said questionnaire consists of 30 items and divided into five major dimensions which include the following: Constructivist method (6 items), Collaborative method (6 items); Integrative method (6 items); Reflective method (6 items); and Inquiry-based learning method (6 items).

The said tool had undergone content validation by three experts and reliability test to ten (10) teachers prior to its administration.

Focus Group Discussion

Focus-group discussion (FGD) was conducted among selected teachers to document the different instructional strategies utilized by teacher during the implementation of flexible learning and describe the students' / pupils' experiences in the implementation of instructional strategies during their flexible learning. Due to the current situations brought about by the COVID-19 pandemic, health protocols have been ensured by the researcher. A set of questions was prepared by the researcher. These questions prompted the respondents to consider their own viewpoints on the phenomenon under investigation.

Document Analysis

Document Analysis was utilized to get the available data through the Learning Management System (LMS) of the university or syllabus utilized by teachers. Thus, consent form was made to ensure the confidentiality of the data given by the respondents.

Data Gathering Procedures

The study followed a systematic process of data-gathering. Before the conduct of the study, the researcher sought an approval for the conduct of the study from the Vice-President for Academics. More so, letter of permission was given to the Dean of Graduate School, Research Director, Deans, and Principals. After seeking for approval, the researcher administered the questionnaire to the respondents via Google forms and face-to-face.

Ethical Consideration

Ethical considerations were employed by the researcher. Informed consent was accomplished by the respondents to ensure the compliance to ethical standards. The data that were provided by the respondents were treated with utmost confidentiality and anonymity.

Quantitative Data Analysis

The following statistical tools were used to analyze the data that were gathered:

Frequency and Percentage were used to describe the profile of the respondents as to the following: sex, age, civil status, highest educational attainment, department, field/specialization, number of years of teaching, and number of trainings attended, type of school from which the teacher obtained his/her bachelor's degree, subjects previously taught, and type of education.

Weighted Mean was used to determine the pedagogical practices of teachers using the following mean range and qualitative descriptions:

Mean Range	Qualitative Description
4.50 - 5.00	Always
3.50 – 4.49	Often
2.50 – 3.49	Sometimes
1.50 – 2.49	Rarely
1.00 - 1.49	Never

Independent sample t-test and Analysis of Variance (ANOVA) were utilized to determine the significant difference of teachers' pedagogical practices when grouped according to their profile variables.

Qualitative Data Analysis

The interview transcripts were analyzed following three major stages: open-coding, axial coding, and selective coding (Creswell et al., 2007). While reading the interview transcripts, open coding was done by literally underlining and highlighting significant statements and writing notes and comments on the margin. Initials codes were also identified based on the significant statements and marginal notes. Open coding was repeatedly done across all of the pages of the transcripts; interview transcripts had an average of thirty-three initial codes for the experiences of the informants. Axial coding was ensued by classifying and tabulating the identified initial codes, and similarity or identity of the meanings of the initial codes will be the basis for classification and tabulation. The initial categories were subjected to selective coding, the final stage of qualitative data analysis, whereby overlapping categories will be lumped together after a thorough analysis.

The number of categories was finalized using the CERES criteria for the determinations of categories (Ballena & Liwag, 2019): (1) Conceptual congruence, (2) Exclusivity, (3) Responsiveness, (4) Exhaustiveness, and (5) Sensitivity. Conceptual congruence of themes was observed when all of them belonged to the same conceptual level; in short parallelism is observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes were the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts. Fifth and last,

sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they have strong and material support from the data.

DISCUSSIONS

Pedagogical Practices of Teachers

The study intended to determine the pedagogical practices of teachers at University Saint Louis in Northern Philippines. The findings revealed that constructivist method in teaching was always practiced by teachers. This implies that teachers create a learning environment where learners can construct their knowledge and understanding through active participation. The teacher encourages students to explore and discover new concepts and ideas through hands-on activities (Apat, 2022; Cooper, 2023). The teacher also provides guidance and support to help learners make connections between their prior knowledge and the new information they are learning (Archambault, Leary, & Rice, 2022). Constructivist method of teaching emphasizes the importance of student-centered learning and encourages learners to take ownership of their learning (Searles, 2022, Alam, 2023). Constructivism has been a very strong paradigm for describing both how information is created in the environment and how students learn. Constructivist teaching approaches are becoming increasingly common in teacher education programs, and they have shown great success in promoting student learning (Charania, Bakshani, Paltiwale, Kaur, & Nasrin, 2021). A constructivist teacher equips students with the resources they need to formulate and test their ideas, come to conclusions, and make inferences, as well as to pool and communicate their knowledge in a collaborative learning environment. These resources include problem-solving and inquiry-based learning activities (Arioder, Arioder, Quintana, & Dagamac, 2020). Constructivist educator states that rather than passively absorbing information, learners generate knowledge. People develop their own representations of the world and incorporate new information into their pre-existing knowledge as they encounter it and reflect on it (schemas) (Akpan & Beard, 2016; Brau, 2020). Constructivist teachers foster social and communication skills among students by fostering a collaborative and idea-sharing atmosphere in the classroom. Students must learn how to accurately explain their thoughts as well as how to effectively cooperate on tasks by participating in group tasks (Mohammed & Kinyó, 2020). Thus, In a constructivist learning environment, students are encouraged to reflect thoughtfully on their experiences, learn to analyze real-world problems, learn how to conduct investigations, improve social skills, develop collaborative learning

and inquiry skills, develop communication skills, apply and integrate the content of various subjects, strengthen their learning strategies skills, and eventually come to a consensus (Arpentieva, Retnawati, Akhmetova, Azman, & Kassymova, 2021; Lam, Ng, Tse, Lu, & Wong, 2021).

Also, findings revealed that teachers often practiced collaborative methods in their teaching. This means that teachers frequently incorporate collaborative activities that allow them to share, connect, and brainstorm. A collaborative learning approach includes students cooperating on projects or learning tasks in a class size small enough to ensure everyone's participation. Students in the group may collaborate on a shared task or work independently on individual activities that contribute to a common final product. This is distinct from unstructured group work (England, Nagel, & Salter, 2020; Weinberger & Shonfeld, 2020). Teachers achieved the objectives of the topic when it is appropriately taught through effective strategies (Kastriti, Kalogiannakis, Psycharis, & Vavougios, 2022). Collaborative teachers differ in that they invite students to set specific goals within the framework of what is being taught, provide options for activities that capture different student interests and goals, and encourage students to assess what they learn (Wang, Charoenmuang, Knobloch, & Tormoehlen, 2020; Houghton, Soles, Vogelsang, Irvine, Prince, Prince, & Paskevicius, 2022). Educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning (Tiradentes Souto, Ramos Fragelli, & Henrique Veneziano, 2020; Oleksandr, 2022). Active collaboration is particularly important for creating a growth-based learning environment and for increasing student learning progress. Teachers who work together and learn from each other are more successful in improving student outcomes than those who work alone. Collaboration enhances the way your team works together and solves problems. This results in more innovation, more efficient procedures, more success, and better communication. You may assist each other achieve your goals by listening to and learning from team members (Moreno-Guerrero, Rondon Garcia, Martinez Heredia & Rodríguez-García, 2020).

Results revealed that teachers always practice integrative methods in their teaching. This means that teachers constantly practiced integrative teaching to provide students with comprehensive and inclusive learning experience to cater to the diverse needs and abilities of learners. It creates a holistic experience that connects various aspects of knowledge, skills, and discipline. An integrative teacher is characterized to be creative, adaptable, and critical in

reasoning (Bati, 2023; Aparicio-Herguedas, Fraile-Aranda, & Rodríguez-Medina, 2023). Without proper integration, learners will not be able to build the competency in skills that are necessary for enduring success. Integrated pedagogies provide learners a better knowledge of the course material and how to apply what they've learned in the classroom in real-world situations. This, in turn, helps students prepare for their future education, careers, and lives in general. The main characteristics of integrated learning include creativity, flexibility, critical thinking, and teamwork. The learning technique allows a wide range of learning styles, theories, and different intelligences (Anamova & Khvesyuk, 2020; Rizhniak, Pasichnyk, Zavitrenko, Akbash, & Zavitrenko, 2021; Khan & Soomro, 2022). Integrative learning is a method in which the learner uses existing information and experiences to supplement new knowledge and experiences. This allows learners to draw on existing talents and apply them to new, more difficult situations. Integrative learning develops the capacity to integrate concepts and experiences across the curriculum and co-curriculum in order to synthesis and transfer learning to new circumstances on and off campus (Ismailova, Khimmataliev. Khashimova,. Baybaeva, & Ergashev, 2020; Tangatov, 2022). Students must have the intellectual flexibility and agility to incorporate many sources of knowledge into their decision-making and understanding of the world in order to flourish in various, changing situations (Yuldasheva, 2021; Muhammadaliyevich, 2022).

It was shown that teachers often practiced reflective methods in their teaching. This implies that teachers frequently employ reflective teaching among learners. Thus, it encourages learners to understand their own learning process, reflect on their experiences, and identify areas for improvement. Teachers help learners to become more self-aware and to have a deeper understanding of the subject matter. Reflectivelearning often entails reviewing something from the past, such as an idea or experience, and critically analyzing it. Reflection will assist students in learning from their prior experiences and transforming surface learning into deep learning by examining both good and failed parts of an experience (Körkkö, 2021; Medic,2022). Reflective activities are frequently regarded as the link between theory and action. This sort of exercise is particularly beneficial in situations when students are asked to reflect on previous learning, analyze real-world consequences, and use this reflection to influence future actions and activities. Journaling, getting input from pupils and colleagues, and recording classes are a few examples of reflective teaching. These techniques can support a teacher's reflection on how the lesson went, what worked or didn't, and what changes could be done to enhance student results

(Bawaneh, A. K., Moumene, & Aldalalah, 2020; Erdemir, & Yeşilçınar, 2021). Reflective learning is an essential process for learners because it allows them to gain a deeper understanding of their own learning process and experiences (Colomer, Serra, Cañabate, & Bubnys, 2020; Veine, Anderson, Andersen, Espenes, Søyland, Wallin, & Reams, 2020). By reflecting on their learning, learners can identify what works best for them, what challenges they face, and what strategies they can use to improve their learning. Reflective learning also promotes critical thinking, self-awareness, and self-evaluation, which are important skills for lifelong learning and personal growth (Lyz, Lyz, Neshchadim, & Kompaniets, 2020; Dattathreya, 2022). Reflective learning supports learners in developing metacognitive skills, such as planning, monitoring, and evaluating their own learning, which can help them become more effective and efficient learners (Jang, 2022). Hence, reflective learning is an important tool for learners to enhance their learning experience and achieve their educational goals (Boholano, Sanchez, Balo, & Navarro, 2022; Zain, Sailin, & Mahmor, 2022).

Lastly, it was revealed that teachers often practiced inquiry-based methods in their teaching. This means that teachers frequently utilized inquiry-based teaching among learners. Thus, teachers encourage their students to ask questions and investigate topics through independent exploration and discovery. It allows students to develop critical thinking and problem-solving skills. An inquisitive teacher teaches and learns with purpose and depth. In an Inquisitive classroom, a lesson begins with curiosity, goes from surface to deeper learning, and culminates with evidence of learning (Gholam, 2019; Aksa, 2022). Inquiry is an important condition for language learning and plays a vital role in learner engagement. Inquiry prepares the brain for learning and makes future learning more fun and rewarding (Jacobs, 2022). Inquiry-based learning is important among learners because it promotes critical thinking, problem-solving, and a deeper understanding of the subject matter (Chengay, 2023;.Kousloglou, Petridou, Molohidis, & Hatzikraniotis, 2023; Abdul Rabu, MohamadAwwad, Ismail, & Yeen, 2023). It encourages learners to ask questions, gather information, analyze data, and draw conclusions. This approach to learning also fosters creativity, collaboration, and communication skills (Parsaiyan & Gholami, 2023; DeCoito & Briona, 2023). It helps learners become active participants in their own learning process, rather than passive recipients of information. By engaging in inquiry-based learning, learners develop skills that are important for success in both academic and real-world settings (Agbi, Sengsri, Teeraputon, & Natakuatoog, 2022; Farrow, Schneider Kavanagh, & Samudra, 2022). Inquiry-based learning is a sort of active learning in which students are encouraged to

ask questions, undertake research, and experiment with new concepts. This kind of instruction assists students in developing critical thinking, problem-solving, and research abilities. Inquiry-based learning allows students to take an active role in their studies at a high level while also teaching skills that will help them achieve their long-term goals. It changes the emphasis from the teacher's words and lectures to an approach that piques student interest, which is critical to the objective of meaningful learning (Ruzaman, 2020; Wale & Bishaw, 2020; Karimova, 2022). Inquiry-based learning is a type of learning that engages students by allowing them to make real-world connections via investigation and high-level questions. It is a learning strategy that encourages pupils to participate in problem-solving and experiential learning. Inquiry-based teaching and learning is a way of assisting students in developing their knowledge and understanding via investigation and discovery activities based on prior information. To reach conclusions, the inquiry approach necessitates higher-order thinking abilities and critical thinking (Singh,2020; Husni, 2020).

Documented Instructional Strategies of Teachers

The study documented several instructional strategies during the limited face-to-face up to the present. It was shown that there was a huge discrepancy as regards the instructional strategies utilized. There were methods that were added, retained, and some were not applicable in the now normal especially that learners are in the full face-to-face learning. Thus, teachers need to shift their strategies just to meet their objectives and to achieve the desired competency for their learners (Núñez-Canal, de Obesso, & Pérez-Rivero, 2022; Ross, Pirraglia, Aquilina, & Zulla, 2022).

In connection, strategies that were retained, can be flexibly utilized for which can endure throughout time. On the other hand, there were strategies that can solely cater to a certain subject/topic. These strategies are relatively dependent on the teacher’s objectives, subject and topic being taught, and the skill that teachers want to amplify and develop among learners. This implies that using appropriate strategies in teaching is crucial as it directly impacts student learning and engagement. Teachers who utilize effective strategies are better able to engage students and create a positive learning environment. This, in turn, helps students to develop a deeper understanding of the subject matter being taught (Archambault, Leary, & Rice, 2022; Salas-Pilco, Yang, & Zhang, 2022 Mundiri & Hamimah, 2022).

Appropriate teaching strategies also help to cater to different learning styles and abilities. By using a variety of strategies, teachers can ensure that all students are able to learn and participate in the classroom (Singh, Steele, & Singh, 2021; Rocque, 2022). Moreover, appropriate teaching strategies can help to improve student motivation and self-esteem. When students are engaged and feel successful in their learning, learners are more likely to be motivated to continue learning and develop a positive attitude towards education (Tran, 2019; Tus, 2020; Bassiri, Mazouak, Belaaouad, Jammoukh, & Mansouri, 2022). Using appropriate teaching strategies is essential for creating an effective and engaging learning environment. This can lead to improved student learning outcomes, increased motivation, and a positive attitude towards education (Martins & Gresse Von Wangenheim, 2022; Marini, Nafisah, Sekaringtyas, Safitri, Lestari, Suntari, & Iskandar, 2022) .

Lastly, these methods had helped to sustain learners' engagement during the limited face to face despite the constraints. Letting learners be engaged in flexible teaching and learning has aided learners to be technology abreast and explore various resources available (Carroll, Faruque, Hewage, Bentotahewa, & Meace, 2023; Swartz, Valentine, & Jaftha, 2022).However, this has been so challenging for teachers since teachers need to double their time just to prepare their instructions and sustain learning despite the limitations and restrictions (Treceñe, 2022; Khan, Kambris, & Alfalahi, 2022). As such, these have been made possible due to teachers' flexibility and resiliency to embrace the now normal of teaching and learning and just to ensure that the learning environment is safe and conducive for learning (Amin, Nuriadi, Soepriyanti, & Thohir, 2022; Chatzipanagiotou & Katsarou, 2023).

Significant Difference on Teachers' Pedagogical Practices When Grouped by Personal Profile

The study is intended to determine the significant difference on teachers' pedagogical practices when grouped by personal profile. It was revealed that there is a significant difference on teachers' pedagogical practices when grouped by sex along constructivist, collaborative, and integrative method. Female teachers more often practiced both constructivist and collaborative method than male teachers. Conversely, female teachers always practiced integrative method while male teachers often practiced integrative method. This is highly supported with the study of Ecevit & Kingir (2022) concluded that females were more dominant than males in terms of the teaching-learning approach. Female

teachers adopted constructivist teaching-learning approach more than males. Moreover, female teachers are more creative in their teaching methods than male teachers, teach more empathy and employ more collaborative work than male teachers (Amzaleg & Masry-Herzallah, 2022). In contrary, male teachers use more multidisciplinary teaching than female teachers (Amzaleg & Masry-Herzallah, 2022).

it was revealed that there is a significant difference on teachers' pedagogical practices when grouped by department along constructivist method. It implies that basic education teachers always practiced constructivist method because the basic education curriculum content is designed to be more exploratory which lends itself to the constructivist teaching. Conversely, college and graduate school curriculum are more specialized and focused which require more structured and conventional approach to teaching. Basic education teachers are trained to use constructivist methods of teaching as part of their professional development. On the other hand, college and graduate schoolteachers are more focused on specialized contents. It was stated that constructivist teaching approaches are becoming increasingly common in teacher education programs, and they have shown great success in promoting student learning (Charania, Bakshani, Paltiwale, Kaur, & Nasrin, 2021). Moreover, a constructivist teacher equips students with the resources they need to formulate and test their ideas, come to conclusions, and make inferences, as well as to pool and communicate their knowledge in a collaborative learning environment (Arioder, Arioder, Quintana, & Dagamac, 2020).

Findings revealed that there is a significant difference on teachers' pedagogical practices when grouped by department along collaborative method. This implies that basic education and graduate schoolteachers always practiced collaborative method because basic education and graduate school classrooms tend to be smaller and intimate, which can make collaborative teaching methods easier to implement. In college classrooms, collaborative teaching method maybe difficult to manage due to the larger number of students. A collaborative learning approach includes students cooperating on projects or learning tasks in a class size small enough to ensure everyone's participation. Students in the group may collaborate on a shared task or work independently on individual activities that contribute to a common final product. This is distinct from unstructured group work (England, Nagel, & Salter, 2020; Weinberger & Shonfeld, 2020)

Along integrative method, a significant difference was found on teachers' pedagogical practices when grouped by department. This basic education and graduate schoolteachers are more focused on developing students' foundational knowledge and critical thinking skills. Integrative teaching methods, which incorporate different subjects and perspectives, can help students make connections between different concepts and develop a more comprehensive understanding of the topic. College teachers, on the other hand, may be more focused on preparing students for specific careers or advanced study in a particular field. Thus, they may prioritize more specialized knowledge and skills over a broader integrated approach. Integrative learning is the process of connecting ideas and experiences so that knowledge and skills may be applied to new and complicated problems or situations. Students must have the intellectual flexibility and agility to incorporate many sources of knowledge into their decision-making and understanding of the world in order to flourish in various, changing situations (Yuldasheva, 2021; Muhammadaliyevich, 2022). Integrative learning develops the capacity to integrate concepts and experiences across the curriculum and co-curriculum in order to synthesis and transfer learning to new circumstances on and off campus (Ismailova, Khimmataliev. Khashimova,. Baybaeva, & Ergashev, 2020; Tangatov, 2022). Integrated pedagogies provide pupils a better knowledge of the course material and how to apply what they've learned in the classroom in real-world situations. This, in turn, helps students prepare for their future education, careers, and lives in general. The main characteristics of integrated learning include creativity, flexibility, critical thinking, and teamwork. The learning technique allows a wide range of learning styles, theories, and different intelligences (Anamova & Khvesyuk, 2020; Rizhniak, Pasichnyk, Zavitrenko, Akbash, & Zavitrenko, 2021; Khan & Soomro, 2022).

Findings also revealed that there is a significant difference on teachers' pedagogical practices when grouped by department along reflective method. This implies that reflective method of teaching is often seen as the most practiced method in the education field for it continually improves teaching and learning process. On the other hand, accountancy, business, and hospitality management teachers give emphasis on technical knowledge and skills rather than developing reflective practice. Reflective learning often entails reviewing something from the past, such as an idea or experience, and critically analyzing it. Reflection will assist students in learning from their prior experiences and transforming surface learning into deep learning by examining both good and failed parts of an experience (Körkkö, 2021; Medic,2022). Reflective activities are

frequently regarded as the link between theory and action. This sort of exercise is particularly beneficial in situations when students are asked to reflect on previous learning, analyze real-world consequences, and use this reflection to influence future actions and activities. Journaling, getting input from pupils and colleagues, and recording classes are a few examples of reflective teaching. These techniques can support a teacher's reflection on how the lesson went, what worked or didn't, and what changes could be done to enhance student results (Bawaneh, A. K., Moumene, & Aldalalah, 2020; Erdemir, & Yeşilçınar, 2021).

Results shown that there is a significant difference on teachers' pedagogical practices when grouped by department along inquiry-based method. This implies that teachers in basic education, allied health, and graduate school employ active learning, hands-on activities, and research. However, this depends on the nature of the subject being taught. Inquiry-based learning is a type of learning that engages students by allowing them to make real-world connections via investigation and high-level questions. It is a learning strategy that encourages pupils to participate in problem-solving and experiential learning. Inquiry-based teaching and learning is a way of assisting students in developing their knowledge and understanding via investigation and discovery activities based on prior information. To reach conclusions, the inquiry approach necessitates higher-order thinking abilities and critical thinking (Singh,2020; Husni, 2020).

It was revealed that there is a significant difference on teacher's pedagogical practices when grouped by field/specialization along constructivist method. It implies that teacher education and information technology teachers may practice constructivist teaching more frequently than other disciplines that their subject matter and pedagogy lend themselves to this approach. Teacher education focuses on preparing future educators to teach effectively, which requires them to understand how students learn and how to create engaging and meaningful learning experiences. Information technology is a dynamic and rapidly evolving field that requires students to keep up with new technologies, solve complex problems, and collaborate with others. Therefore, constructivist teaching can help students develop the skills and mindset needed to succeed in these areas. On the other hand, other fields may have more content-driven curricula that emphasize the acquisition of knowledge and skills that are essential for their respective fields. These disciplines may also have more professional standards that require students to demonstrate mastery of specific competencies. While constructivist teaching can still be effective in these areas, it

may require more careful planning and adaptation to the content and context of the subject matter. This is highly supported with the study of Suhendi,, Purwarno, & Chairani, (2021) stated that constructivist learning is important in any field or specialization as it emphasizes the learner's active participation in constructing their own knowledge and understanding. Instead of passively receiving information from a teacher or a textbook, learners are encouraged to explore, experiment, and make connections between their prior knowledge and the new information. This approach fosters critical thinking, problem-solving skills, and creativity. Moreover, constructivist teaching approaches are becoming increasingly common in teacher education programs, and they have shown great success in promoting student learning (Charania, Bakshani, Paltiwale, Kaur, & Nasrin, 2021). However, the study of Moh'd, Uwamahoro, Joachim, & Orodho, (2021) concluded that teachers' specialization showed no significant differences in instructional practices. Same result was also revealed that instructional practices of teachers have no significant difference along specialization (Cabual, 2021).

Along collaborative method, a significant difference was revealed on teacher's pedagogical practices when grouped by field/specialization. This implies that teacher education teachers may practice collaborative teaching methods more frequently because collaboration and teamwork are essential skills for future educators to model and teach their students. Teacher education courses often emphasize the importance of collaboration, and teacher education teachers may have more experience and training in collaborative teaching methods. Other fields may also value collaboration, but it may not be as central to their curriculum or training. This is highly supported with the study of Haugland, Rosenberg, & Aasekjær (2022) that collaborative learning is significantly essential in many fields and specializations because it allows individuals to share their knowledge, skills, and experiences with each other. Collaborative learning can expose individuals to diverse perspectives and ideas, leading to a more well-rounded education and a better understanding of the world around us (Kalmar, Aarts, Bosman, Ford, de Kluijver, Beets,.& van der Sanden, 2022)

Findings revealed that there is significant difference on teacher's pedagogical practices when grouped by field/specialization along integrative method. This implies that teacher education, social science and humanities, and information technology are typically interdisciplinary fields that require students to integrate different concepts, theories, and methods. Integrative teaching methods

can help students connect different ideas and apply them to real-world situations, which is essential for these fields. On the other hand, other fields may have more specialized and technical knowledge, which may not require as much integration. This is highly supported with the study of Achugar & Tardio (2023) states that integrative learning is significantly important in any specialization or field because it helps individuals develop a more holistic understanding of their area of expertise. It involves combining knowledge, skills, and experiences from various disciplines or areas of study to solve complex problems and make informed decisions. Integrative learning is an essential aspect of any specialization or field, as it enables individuals to become more well-rounded and effective professionals (Akib, Imran, Mahtari, Mahmud, Prawiyogy, Supriatna, & Ikhsan, 2020).

It was revealed that there is a significant difference on teacher's pedagogical practices when grouped by field/specialization along reflective method. It implies that reflective method of teaching emphasizes self-reflection and critical analysis of one's experiences for which learners can meaningfully relate. Thus, this is more relevant to teacher education, social science, and humanities, where the focus is on understanding human behavior, society, and culture. On the other hand, other fields are more technical and practical subjects that require a different set of skills and knowledge. These subjects require teachers to focus more on the application of theories and concepts, rather than self-reflection. The reflective method may not be as relevant in these subjects, and other teaching methods may be more effective. Hence, it states that reflective method of teaching is significantly important in any specialization or field because it allows both educators and learners identify areas of improvement and make necessary adjustments to enhance student learning outcomes. Reflective teaching also helps instructors to develop a deeper understanding of their students' learning styles, needs, and abilities, which enables them to tailor their teaching methods accordingly (Gracia,., Rodríguez, & Pedrajas, 2019; Colomer, Serra, Cañabate, & Bubnys, 2020; Al Adawi & Al Ajmi, 2023).

Along inquiry-based method, a significant difference was found on teacher's pedagogical practices when grouped by field/specialization. It implies that the nature of the content taught in teacher education may lend itself more easily to inquiry-based teaching. Teacher education courses often focus on pedagogy and methods of teaching, which are inherently more open-ended and exploratory than more technical or specialized fields. This is highly supported with the study of Attard, Berger, & Mackenzie, (2021) stated that inquiry-based

method of teaching is significantly beneficial because it can be tailored to any subject or content area. It is adaptable to different learning styles and can be used in a variety of settings, from conventional classrooms to online learning environments. Inquiry-based method of teaching is important because it promotes lifelong learning and helps students become critical thinkers and problem solvers, which are valuable skills in any specialization or field (Smagorinsky, 2019; Laursen & Rasmussen, 2019).Findings revealed that there is a significant difference on teacher's pedagogical practices when grouped by number of years in teaching along constructivist method and inquiry-based method. It implies that teachers who taught less than a year and more than 4 to 10 years always practiced constructivist method than teachers who taught 1 to 3 years could be due to the level of experience and training. New teachers may not have enough experience or exposure to various teaching methods and may rely on conventional methods they learned in their teacher preparation programs. On the other hand, seasoned teachers may have had more opportunities for professional development, allowing them to explore and adopt constructivist methods in their teaching practices. Another explanation could be the influence of school culture and leadership. Schools that promote constructivist approaches to teaching and learning may attract and retain teachers who are more inclined to use such methods. In contrast, schools that prioritize traditional teaching methods may discourage or limit the use of constructivist approaches, leading to fewer teachers using them. This is highly supported with the study of Shah (2019) constructivist method is significantly important regardless of the number of years in teaching because it is a student-centered approach that emphasizes the active participation of learners in the learning process. It encourages students to construct their own understanding of concepts and ideas by engaging in hands-on activities, problem-solving, and critical thinking. This method is particularly effective in promoting deeper learning and long-term retention of information. The constructivist approach helps teachers create a supportive learning environment where students feel valued and encouraged to take risks and explore their own ideas. Regardless of their years of experience, teachers who use the constructivist method can help their students develop essential skills and knowledge needed to succeed in today's complex and dynamic world (Dziubaniuk & Nyholm, 2021; Suhendi, Purwarno, & Chairani, 2021).

Along inquiry-based method, a significant difference was found on teacher's pedagogical practices when grouped by number of years in teaching. It implies that teachers who are newer to the profession are more likely to be trained in and encouraged to use inquiry-based methods, as this approach is

becoming increasingly popular in education. Thus, teachers who have been teaching for a longer period of time may have developed their own preferred teaching methods and may be less likely to try new approaches. This is highly supported with the study of Onyema, Ogechukwu, Anthonia, & Deborah (2019) stated that inquiry-based method is important regardless of the number of years in teaching because it promotes active learning and critical thinking. It encourages students to ask questions, investigate, and analyze information, rather than just memorizing facts. This approach allows students to develop a deeper understanding of the subject matter and helps them to retain knowledge better. Furthermore, inquiry-based learning prepares students for real-world problem-solving and fosters creativity and curiosity, enabling students to become independent learners. For teachers, using an inquiry-based approach provides a more engaging and enjoyable teaching experience, as they can facilitate learning rather than just delivering information (Swendseid, 2022; Sachyani, Waxman., Sadeh, Herman, Levi Ferber, Yaacobi, & Zion, 2023).

Lastly, there is no significant difference on teachers' pedagogical practices when grouped by age, civil status, and highest educational attainment. This implies that teachers still practiced the following methods such as constructivist, collaborative, integrative, reflective, and inquiry-based method regardless of age, civil status, and highest educational attainment. States that the following personal profile has no significant difference on their instructional practices (Pandya, Patterson, & Cho, 2022; Mohamed Abobaker, Sulaiman Alamri, Alshaery, & M Hamdan-Mansour, 2023). Meanwhile, there is no significant difference on teachers' pedagogical practices when grouped by sex along reflective method and inquiry-based method. This implies that teachers still practiced reflective and inquiry-based method regardless of sex (Lindner, Alnahdi, Wahl, & Schwab, 2019; de la Rama, Sabases, Antonion, Ricohermoso, Torres, Devanadera, & Alieto, 2020)

Significant Difference on Teachers' Pedagogical Practices When Grouped by Academic Profile

The study is intended to determine the significant difference on teachers' pedagogical practices when grouped by academic profile. It can be gleaned that there is a significant difference on teachers' pedagogical practices when grouped by number of trainings attended related to instructional pedagogy along constructivist method. This implies that teachers who attended six (6) to ten (10) trainings may have found the constructivist method to be the most effective

teaching approach and therefore, teachers consistently applied it. Teachers who attended less than five (5) trainings may not have had enough exposure to the constructivist method to fully understand and implement it, while teachers who attended more than eleven (11) to twenty-one (21) trainings may have been exposed to a variety of teaching approaches and may not have focused specifically on constructivist method. Berry, Merkel, & Uerkwitz, (2023) stated that attending trainings and workshops found to be significant in helping teachers to learn different approaches to teaching. Training of pedagogues for new knowledge and competences, innovative-interactive technologies and modern trends in the field, serving to effectively solve professional and pedagogical tasks, is gaining importance for effective teaching and learning experience (Ishbaeva, 2023; Casanova, Huet, & Garcia, 2023).

Findings revealed that there is a significant difference on teachers' pedagogical practices when grouped by type of school from which bachelor's degree was obtained along constructivist method. Teachers who obtained their bachelor's degree in State Universities and Colleges/Local Universities and Colleges (SUCs/LUCs) and Private Higher Institutions always practiced constructivist method in teaching while Catholic Higher Institutions often practiced constructivist method. This implies that the teaching approach and methods used by teachers depend on various factors, such as the curriculum, school policies, and the teacher's personal teaching philosophy. Many Catholic schools and universities have also embraced constructivist teaching methods and integrate them into their curriculum. It is essential to recognize that there is no one-size-fits-all approach to teaching, and teachers should be open to adapting their methods to suit their students' needs and their educational institution's values and goals. Hence, Mifsud (2023) stated teachers' art of teaching depends on their educational philosophy, school's policies, and the curriculum. Thus, this is highly supported with the study of Choi & Poudel, (2023) concluded that school's policies and curriculum should be relevant and purposeful. More so, curriculum is crucial because it provides structure and direction and ensures consistency to ensure that learners receive a quality education that prepares them for the future (Elvey & Burke, 2023).

It was shown that there is a significant difference on teachers' pedagogical practices when grouped by subject previously taught along constructivist, collaborative, integrative, reflective, and inquiry-based method. It implies that this depends on the curriculum standards whether it may explicitly encourage or require the use of constructivist methods in certain subjects or at

certain educational levels. Dziubaniuk & Nyholm, (2021) stated that sustainability in teaching depends on curriculum and the pedagogy utilized. The study of Ismajli & Krasniqi, (2022) concluded the constructivist approach can also be used in crafting curriculum. Thus, teaching method(s) depends on educational philosophy, classroom demographic, and subject taught (Kayii, & Akpomi, 2022).

Along collaborative method, a significant difference was found on teachers' pedagogical practices when grouped by subject previously taught. This implies that the nature of subject matter is an indicator to let teachers practice collaborative methods which may require hands-on activities and collaboration. On the other hand, teachers primarily focus on the content that will highly benefit learners' field since these subjects are highly specialized and may not always require collaboration. Hsiao, Chen, Chen, & Lin, (2022) stated that learners collaborate and mutually generate new information that goes beyond the learning when they actively participate to hands-on activities and interactive lectures for a dynamic learning experience. Another impact is on the experience of teamwork among students. Teamwork is one of the primary personal skills that are developed from collaborative learning and deemed of high value for future employment. Social interaction/cohesion is facilitated by students working in groups and benefits the active learning experience (Cardona, Buan, & Inutan, 2022; Li, Krause, McLendon, & Jo, 2023).

Results revealed that there is a significant difference on teachers' pedagogical practices when grouped by subject previously taught along integrative method. It implies that teachers may use integrative methods in Language and Literature, Music, Arts, P.E., and Health, Economics and Livelihood Education, Christian Formation Education, Social Science Discipline and General Education, Information Communications Technology, Psychology, and Hospitality Management because these subjects often involve multiple perspectives, skills, and knowledge areas. In contrast, Mathematics, Allied Health Sciences, Business and Accounting, Professional Education, Research Discipline, Law, Engineering and Applied Sciences, and Architecture may have more specialized and structured content that may require more focused and analytical approaches. However, this may vary depending on the specific curriculum, teaching methods, and goals of the subjects and teachers involved. Spikic, Van Passel, Deprez, & De Meester, (2022) stated that an integrated, multidisciplinary approach with more hands-on experience could improve the ability to teach an integrated course. Involving teachers in the design process of the curriculum is also beneficial to the realization of that curriculum in the

classroom. Thus, students gained more educational benefits when teachers integrate learning (Cui, Zhao, & Zhang, 2022). Integrated approach helps to cultivate psychosocial and interpersonal skills, the Multidisciplinary education enables the learners to think critically, have practical attitude and ideas to select subjects. This paves way for opening up to various career opportunities, transcending barriers (Shukla, Joshi, Sujatha, Beena, & Kumar, 2022).

Along reflective method, a significant difference was revealed on teachers' pedagogical practices when grouped by subject previously taught. This implies that teachers who taught Language and Literature, Music, Arts, P.E., and Health, Economics and Livelihood Education, Mathematics, Allied Health Sciences, Christian Formation Education, Business and Accounting, Professional Education, Social Science Discipline and General Education, Research Discipline, Information Communications Technology, Law, Psychology, Engineering and Applied Sciences, and Hospitality Management may use reflective method because these subjects often involve personal experiences, emotions, and values, and require critical thinking and analysis. On the other hand, research discipline involves following a systematic and rigorous process of collecting and analyzing data to answer research questions or test hypotheses where empirical evidence and quantitative data are important. This may not always require a reflection method of teaching. Hence, Salih & Omar, (2022) stated that practicing reflection has become an indispensable requirement in academic institutions worldwide to raise educational standards and improve the quality of teaching and learning. This is why it needs to be incorporated in the discourse of teacher professional development to promote the professional experience of teachers by integrating theory with practice. Hence, reflective practices should be contextualized and integrated in instruction to improve learning that allows both teachers and leaners to reflect actively and critically. Moreso, to promote reflective practice is part of teachers' training (Pineda, Villanueva, & Tolentino, 2022).

It was shown that along inquiry-based method, there is a significant difference on teachers' pedagogical practices when grouped by subject previously taught. This implies that teachers who taught Language and Literature, Music, Arts, P.E., and Health, Economics and Livelihood Education, Social Science Discipline and General Education, and Psychology practice inquiry-based learning because these subjects involve critical thinking, analysis, and interpretation. Inquiry-based learning allows students to explore and discover concepts and ideas, which is important in these subjects where students are

required to develop their own interpretations and perspectives. On the other hand, subjects like Mathematics, Allied Health Sciences, Christian Formation Education, Business and Accounting, Professional Education, Research Discipline, Information Communications Technology, Law, Engineering and Applied Sciences, and Hospitality Management, and Architecture may require more structured, highly specialized, and content-focused, and therefore may not lend themselves as easily to inquiry-based learning. However, this does not mean that inquiry-based learning cannot be effective in these subjects as well. Kang (2022) stated that inquiry-based learning is a less teacher-directed step-by-step instruction, rather, a more student-centered way of learning, which encourages to use learners' own experiences. Inquiry based learning has been recognized as a salient pedagogical method not only enhancing students' interest and achievement but also providing students with a chance to discover how scientific knowledge has been constructed and developed. Students can learn and develop higher-order thinking skills consisting of problem-solving, inferring, estimating, predicting, generalizing, and creative thinking skills, so that they are prepared as lifelong learners and scientifically literate citizen armed with a comprehensive understanding (Li, Muñiz, Chun, Tai, Guerra, & York, 2022; Long, Gao, Yang, & Chen, 2022).

It can be gleaned that there is a significant difference on teachers' pedagogical practices when grouped by type of education along constructivist. This implies that teacher education graduates are more likely to practice the constructivist method because of their comprehensive training in teaching methods and pedagogy, which includes the constructivist approach. Non-education graduates with LET may have some knowledge of the constructivist approach but may not have the same level of understanding and training as teacher education graduates. Non-education graduates without LET may have limited knowledge of teaching methods and may not be familiar with the constructivist approach. Hence, constructivism has been a very strong paradigm for describing both how information is created in the environment and how students learn. Furthermore, constructivist teaching approaches are becoming increasingly common in teacher education programs, and they have shown great success in promoting student learning (Charania, Bakshani, Paltiwale, Kaur, & Nasrin, 2021;Ismajli, & Krasniqi, 2022).

Along collaborative method, there is a significant difference on teachers' pedagogical practices when grouped by type of education. This implies that teachers who are education graduates and non-education graduates with LET

may be more likely to practice collaborative methods because they have received training and experience with this approach. Education programs often emphasize the importance of teamwork and collaboration in teaching. In contrast, non-education graduates who have not taken the LET may not have received enough training but still they often practiced it. It has been stated that collaborative learning in teacher education has grown rapidly throughout the 21st century. Furthermore, “education is seen as an important context for students to acquire collaborative skills”. Teachers involved in the collaboration may adopt practices that are less teacher-driven, and instead, follow conventions that are increasingly more student-driven (Houghton, Soles, Vogelsang, Irvine, Prince, Prince, & Paskevicius, 2022). Teaching strategies geared multiple intelligence are important whether the teacher has a pedagogical background or an industry professional (non-education background) (Salcedo, 2022).

It was shown that along integrative method, there is a significant difference on teachers’ pedagogical practices when grouped by type of education. It implies that teachers who are education graduates and non-education graduates with LET have undergone comprehensive training in teaching methodologies and educational theories. As a result, they have a better understanding of how to create effective lesson plans and incorporate various teaching strategies that cater to different learning styles in which these teachers are more likely to employ inquiry-based method as compared to non-education graduate without LET. Hence, Villabona, & Cenoz, (2022) stated thar integration of content can be influenced by the specific content subjects, teachers’ beliefs, practices. However, there are teachers who struggle in integration specifically with the use of technology in their teaching practice (Bice & Tang, 2022). Interdisciplinary learning equips with technological advancement in the increased roles and functions of the learning process in the area of teacher as adaptable, shows that teaching empowers the opinion and ideas that express unique ways in teaching and active learning relevant for student learners in the area of teacher as creative (Mallillin, 2022).

Findings revealed that along reflective method, there is a significant difference on teachers’ pedagogical practices when grouped by type of education. This implies that teacher education programs often emphasize the importance of reflective practice as a key component of effective teaching. Graduates of these programs have been a formal training since pedagogy is part of teachers’ curriculum. Non-education graduates without LET may have also developed reflective habits through their own experiences as learners or through

other professional contexts. On the other hand, non-education graduates with LET may have received less training or exposure to reflective practice in their formal education that led these teachers not to apply reflective method. Hence, teacher education cultivates a good habit of reflective teaching (Yang, 2022). Thus, learners are more likely to develop a culture of reflection if they see their faculty reflecting regularly and benefiting from this work practice daily (Gathu, 2022).

Along inquiry-based method, there is a significant difference on teachers' pedagogical practices when grouped by type of education. This implies that teacher education graduates are trained and equipped with the necessary knowledge and skills to implement inquiry-based teaching methods. Teachers have undergone a rigorous training program that includes teaching strategies, classroom management techniques, and pedagogical theories that emphasize the importance of inquiry-based learning. Teachers also have a deeper understanding of the educational system and the student's learning process, which enables them to design lessons that cater to different learning styles and abilities. On the other hand, non-education graduates with LET and non-education graduates without LET may have a basic understanding of teaching methodologies, but they do not have the same level of training and expertise as teacher education graduates. Zion, Schwartz, Rimerman-Shmueli, & Adler, (2020) stated that identifying teachers' understanding of inquiry-based teaching is the first step towards guiding appropriate teachers' professional development programs, that emphasize improving teachers' knowledge and attitudes towards an inquiry-based teaching method. This is to ensure students achieve meaningful learning with high levels of inquiry. However, previous studies indicate that teachers who lack knowledge and skills about inquiry-based teaching will reduce inquiry-based activities in a class and have a limitation in engaging students to learn, especially in a real-world situation (Soonjan & Kaewkhong, 2022)

Lastly, it can be gleaned that there is no significant difference on teachers' pedagogical practices when grouped by number of trainings attended related to instructional pedagogy along collaborative, integrative, reflective, and inquiry-based method. This implies that regardless of the number of trainings attended, teachers still practiced the different instructional methods such as collaborative, integrative, reflective, and inquiry-based method. Calavia, Blanco, Casas, & Dieste, (2023) concluded that training attended has no significant difference on the instructional practices of teachers. In contrary, it was found that number of trainings attended has a significant difference on the number of

trainings attended (Lee & Chao, 2023). It was also revealed that there is no significant difference on teachers' pedagogical practices when grouped by type of school from which bachelor's degree was obtained along collaborative, integrative, reflective, and inquiry-based method. It implies that regardless of the type of school from which bachelor's degree was obtained, teachers still practiced the different instructional methods such as collaborative, integrative, reflective, and inquiry-based method. Merle, Cook, Locke, Ehrhart, Brown, Davis, & Lyon, (2023) found that type of school has no significant difference on teachers' instructional practices. Moreover, Yousaf (2023) concluded there was no significant difference on teachers' practices when grouped according to type of school.

Learners' Experiences with Teachers' Instructional Strategies

4.a Teachers' Instructional Preparation for Flexible Learning

At present, the big ideas used in curriculum design are differentiated in a broad sense and in a narrow sense with different categories and levels and are of great significance to the development of students' transferable skills. With the "unit" being an important carrier, important elements of big idea-based teaching include the goal of concept understanding, potential learning materials, situation creation, and independent construction (Lv, 2023). A well-designed curriculum acts as a guide to guarantee learners on the proper route. Its components are intended to help students go from fundamental concepts to more complicated topics or abilities. The curriculum specifies the learning goals, criteria, and key competencies that students must show before progressing to the next level (Fitzsimons, Coleman, Greatorex, Salem, & Johnson, 2020). Teachers have an important role in planning, implementing, assessing, and adjusting curricula (Nurtanto, Kholifah, Masek, A Sudira, & Samsudin, 2021). A curriculum serves as a road map for instructors and students to follow on the route to academic (Markowitz & Bouffard, 2022). Curriculum is a standards-based series of planned experiences through which students practice and master subjects and applied learning abilities (Limon, Vallente, Chua, & Rustia, 2022). The curriculum serves as a common guide for all educators in terms of what is required for teaching and learning in order for every student to have access to strong academic experiences (Su, Zhong, & Ng, 2022). A curriculum's structure, organization, and concerns are designed to improve student learning and facilitate instruction (Grimus, 2020).To successfully support instruction and learning, curriculum must

include the essential goals, techniques, resources, and assessments (Shepard, 2019).

An instructional plan is a guide that a teacher uses on a daily basis to establish what students will learn, how the lesson will be presented, and how learning will be assessed (König, Bremerich-Vos, Buchholtz, & Glutsch, 2020). Instructional plan helps teachers work more efficiently in the classroom by providing a thorough blueprint that they follow during each lesson. This ensures that every second spent in class is spent teaching relevant topics and having useful debates, rather than finding out what you are expected to do as time passes (Boukhechba & Bouhania, 2019). Instructional plan often includes crucial components such as objectives, requirements, resources, processes, and evaluation strategies. Because each component of an effective lesson plan has an impact on students' learning, it is critical to handle them strategically (Sahu, Dalcik, Dalcik, C., Gupta, Chattu, & Umakanthan, 2022). An instructional plan is an essential step in developing a comprehensive curriculum. It goes further into the specifics to ensure that you offer the proper knowledge to your pupils at the right time, while also making your job easier by providing you with a clear sense of direction that you can follow every day (Supriani, Meliani, Supriyadi, Supiana, & Zaqiah, 2022). The objectives of learning and providing learners with opportunities to investigate, establish, and show what they are taught serve as the foundation for developing a lesson plan. It promotes a learning atmosphere that focuses on the entire class rather than the teacher (Wu, Y. & Yezierski, 2022).

Learning objectives should ideally indicate a path for the learner to take in order to acquire new information, abilities, and attitudes (Khassawneh, Mohammad, Ben-Abdallah, & Alabidi, 2022). A good learning objective is a statement that is clear, concise, and detailed about a student's actions (Mandouit & Hattie, 2023). Effective learning requires learning objectives (also known as learning outcomes). It allows for the creation of more effective instruction planning, activities, and assessments by helping to explain what students should be able to perform as a consequence of the teaching. Consider what students should understand and be able to do from the lesson when setting learning objectives (Yansyah, 2022). Teaching materials come in many shapes and sizes, but they all have in common the ability to support learning. The purpose and significance of teaching and learning materials are to make classes exciting, learning simple, and enable teachers to effortlessly communicate idea (Hasanah, Syaifuddin, & Darmayanti, 2022). Instructional resources are those that a teacher

uses to supplement their instruction (Silver, 2022).. Hence, these learning materials should be aligned and appropriate with the learning objectives (Hailikari, Virtanen, Vesalainen, & Postareff, 2022). Thus, teachers incorporate visual and audio-visual assistance and can be tangible or intangible. Resource materials provide learners with hands-on experiences that help them acquire skills and concepts and work in several ways (Labrie, Mok, Tang, Lui, Oehlberg, & Poretski, 2022).

Students' compliance to class requirements and performance tasks is important in teaching because it helps students stay organized and on track (Agayon, Agayon, & Pentang, 2022). A well-planned schedule ensures that all the necessary topics are covered within a specific timeframe, allowing teachers to allocate sufficient time to each topic. This helps students to learn more effectively and efficiently, as they are not rushed through the material, and can spend enough time practicing and reviewing the concepts taught (Silén-Lipponen, Äijö, & Aura, 2022). Schedules also help teachers to plan their lessons and assessments, ensuring that they are aligned with the curriculum and meet the learning objectives. This helps to ensure that students are adequately prepared for exams and other assessments (Lazarus, Brookhart, Ghere, & Liu, 2022). Schedules and time frames also help to establish a routine and structure in the classroom, which can be beneficial for students' learning and behavior (Mundiri & Hamimah, 2022).. Having a consistent schedule can help students to feel more comfortable and confident in the classroom, as they know what to expect and when. Schedules and time frames are crucial in teaching as they help to promote effective learning, organization, and structure in the classroom (Ionescu, Paschia, Gudanescu Nicolau, Stanescu, Neacsu Stancescu, Coman, .& Uzlau, 2020).

4.b Teachers' Adaptability to Flexible Learning

One of the major shifts of teachers during flexible learning is creating recorded video lectures. This is because recorded video lectures provide teachers with the opportunity to deliver their lessons and instructions to their students without the need for face-to-face interaction (Singh, Steele& Singh, 2021). With recorded video lectures, teachers can provide their students with a pre-recorded video that leaners can watch and review at their own pace and time. This allows students to learn at their own pace and in a way that suits their learning style (Zainuddin, Haruna, Li, Zhang, & Chu, 2019; Islam, Kim, & Kwon, 2020). Additionally, recorded video lectures also enable teachers to reach a

wider audience, especially those who may have difficulty attending live classes due to time constraints or geographical limitations (Das, 2021).Furthermore, recorded video lectures can be used as a teaching resource and can be shared with other teachers to help them prepare their lessons (Sablić, Mirosavljević, & Škugor,2021; Nguyen, Tran, Nguyen, Nguyen, & Nguyen, 2022). Hence, recorded video lectures have become an essential tool for teachers in the flexible learning environment, providing a convenient and effective way to deliver instruction to their students (Khan & Abid, 2021).

Technology integration in classroom was one of the major shifts of teachers during the flexible learning because it required a significant change in their teaching methods and approaches (Korkmaz & Toraman, 2020; Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2021). Teachers have had to familiarize themselves with different online learning platforms, apps, and tools to facilitate their students' learning. These technologies have allowed teachers to create engaging and interactive learning environments, provide personalized feedback, and monitor their students' progress (Liu, Lomovtseva, & Korobeynikova, 2020; Mishra, Gupta, & Shree, 2020). Teachers have to learn how to use technology to communicate with their students and parents. Online meetings, video conferencing, and messaging apps have become the primary means of communication between teachers, students, and parents (Amin, & Sundari, 2020). Teachers have had to learn how to use these tools effectively to ensure that students receive the necessary support and guidance (Pokhrel & Chhetri, 2021). This shift also required teachers to be more flexible and adaptable in responding to the needs and challenges of their students, who were also adjusting to the new learning environment.Adapting to learning technology was essential for teachers to continue providing quality education and support to their students during the pandemic (Safta-Zecheria, Negru, & Virag, 2020). Learning technology has become an essential tool for teachers to ensure that students continue to learn despite the challenges and restrictions (Al-Smadi, Abugabah, & Al Smadi, 2022).

Utilization of differentiated teaching strategies was one of the major shifts of teachers during the flexible learning because it allowed them to adapt to the changing needs of their students (Grynyuk, S., Kovtun, Sultanova, Zheludenko, Zasluzhena, & Zaytseva2022). With the sudden shift to online learning due to the pandemic, teachers had to quickly adjust their teaching methods to suit the new learning environment (Singh, Evans, Reed, Karch, Qualey, Singh, & Wiersma, 2022).Teachers had to be flexible in their approach to teaching, as

what worked in a traditional classroom setting may not necessarily work in an online setting (Tsegay, Ashraf, Perveen, & Zegergish, 2022). For instance, teachers had to find new ways of delivering their lessons and engaging their students online. Teachers must use a variety of teaching strategies, such as videos, interactive quizzes, and online discussions, to keep their students interested and motivated (Phillips, & Wiesbauer, 2022). Teachers must be creative in their lesson planning, considering the limitations of the online environment. Moreover, teachers need to cater to the individual needs of their students (Woodcock, Sharma, Subban, & Hitches, 2022). Teachers must be flexible in providing support to students who are struggling with the new learning environment. Teachers must be patient and understanding and provide personalized support to each student to ensure their success (Singh, Evans, Reed, Karch, Qualey, Singh, & Wiersma, 2022).

During the flexible learning, reteaching the lesson became one of the major shifts of teachers (Mubaraq, Maulida, Hermaniar, & Rizky, 2023). Flexible learning involves online classes and self-paced learning, which means that students may miss some important information or misunderstand certain concepts (Liao, & Wu, 2023). Reteaching the lesson helps ensure that students fully understand the material and can apply it to their learning. Reteaching the lesson is important during flexible learning is that it allows teachers to address individual student needs (Tarrayo, Paz, & Gepila Jr, 2023). Some students may require additional support or explanation to fully grasp a concept, and reteaching the lesson provides an opportunity to meet those needs (Bhagwonparsadh & Pule, 2023). Reteaching the lesson during flexible learning helps to reinforce the learning objectives and outcomes. By revisiting the lesson, students can better retain the information and apply it to future learning tasks. Hence, reteaching the lesson is a crucial aspect of flexible learning that helps to ensure student success and learning outcomes (Yee & Rogers, 2022; Prinsloo, 2023).

4.c Learners' Positive Experiences with Teachers' instructional Strategies

Teachers are invaluable as instructional material in a class as teachers play a critical role in the success of learners (Samarasekara, Ott, & Robins, 2022). Teachers are the ones who design and implement the curriculum, develop lesson plans, and create a positive learning environment (Archambault, Leary, & Rice, 2022). A teacher can adapt instruction to meet the individual needs and interests of each student, keeping them engaged and motivated. Furthermore,

teachers are able to model positive behavior and attitudes towards learning, which can greatly influence the success of their students (Susilawati, Lubis, Kesuma, & Pratama, 2022). Teachers can create a safe and supportive environment where students are encouraged to take risks and learn from their mistakes (Waters & Orange, 2022). Teachers can foster a love of learning that stays with students long after they have left the classroom. Teachers are the backbone of successful learning experiences. Teachers provide the instructional material, motivation, and support necessary for students to achieve their goals and reach their full potential (Dirsa, BP, Diananseri& Setiawan, 2022; Pocaan, 2022; Inganah, Darmayanti, & Rizki, 2023).

Providing feedback among class performance among learners is crucial because it allows learners to understand their performance and identify areas for improvement (Hooda, Rana, Dahiya, Rizwan, & Hossain, 2022; Zhan, Wan, & Sun, 2022). Feedback helps learners to identify their strengths and weaknesses and understand how they can improve their skills and knowledge. Moreso, feedback among learners helps to create a supportive learning environment (Wulandari, 2022). When learners receive feedback from their peers, learners feel valued and respected, and learners are encouraged to continue learning (Pitt & Carless, 2022; Singh, Singh& Matthees, 2022). This creates a positive and supportive learning environment that promotes collaboration and teamwork. Moreover, feedback among learners helps to develop critical thinking skills (Almalki & Elfeky, 2022). When learners receive feedback, they are encouraged to reflect on their learning, and learners are challenged to think critically about their performance. This helps them to develop their problem-solving and analytical skills, which are essential for success in the workplace (Bø, Madangi, Ralaitafika, Ersdal, & Tjoflåt, 2022). Feedback among learners helps to enhance learning outcomes. When learners receive feedback, learners are more likely to engage with the learning material and take ownership of their learning. This leads to improved learning outcomes and a greater understanding of the subject matter (Gerard, Wiley, Debarger, Bichler, Bradford, & Linn, 2022).

The application of knowledge and skills among learners is important because it enables learners to become competent in their field of study (Rashidov, 2020; Gamage, Wijesuriya, Ekanayake, Rennie, Lambert, & Gunawardhana, 2020). It is not enough for learners to simply acquire knowledge, but they must also be able to apply it in practical situations. By applying knowledge and skills, learners can solve problems, make sound decisions, and create new ideas (Saleh, 2019; Sumarni & Kadarwati, 2020). The application of

knowledge and skills promotes critical thinking and creativity among learners. It encourages them to think outside the box and find innovative solutions to problems (Gunawardena & Wilson, 2021). This is particularly important in today's rapidly changing world, where new challenges and problems arise all the time. Moreover, the application of knowledge and skills enhances learners' confidence and self-esteem (Zirak Haseeb Chicho, 2021; Munna & Kalam, 2021). When learners are able to apply what they have learned in real-life situations, learners feel a sense of accomplishment and pride (Filgona, Sakiyo, Gwany, D& Okoronka, 2020). This motivates them to continue learning and applying their knowledge and skills in their professional and personal lives (Orishev & Burkhonov, 2021). The application of knowledge and skills is crucial for learners to become competent, creative, and confident individuals (Rashidov, 2020). It prepares them for success in their careers and personal lives and enables them to contribute positively to society (Paolini, 2019).

Instructional strategies are an essential part of teaching and learning. It provides a framework for educators to develop and deliver effective instruction that engages learners, helps them acquire new knowledge and skills, and build their confidence through communication (Martins & Gresse Von Wangenheim, 2022). When instructional strategies are used effectively, it can help learners feel more confident and comfortable communicating with others. Another way that instructional strategies help learners build their confidence through communication is by creating a supportive and inclusive learning environment (Munna & Kalam, 2021; Prasetyo, Rachmadtullah, Samsudin, & Aliyyah, 2021). When learners feel comfortable and respected in the classroom, leaners are more likely to participate in class discussions, ask questions, and share their ideas with others (Ferguson-Patrick, 2020). This can help them build their confidence and develop their communication skills over time. Thus, instructional strategies can help learners build their confidence by focusing on their strengths and helping them overcome their weaknesses (Rahiem, 2021). By providing personalized instruction and feedback, educators can help learners identify their strengths and areas for improvement, which can help them build their confidence and develop their communication skills in a way that is tailored to their individual needs and learning styles (Lee, 2019).

4.d Learners' Negative Experiences with Teachers' instructional Strategies

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Intermittent internet connectivity is one of the negative experiences of learners during flexible learning because it directly affects their ability to access and participate in online classes or activities (Simamora,2020; Agaton & Cueto, 2021). Slow internet speed or intermittent connectivity can cause delays in loading or accessing online course materials, videos, and other resources, making it challenging for learners to keep up with the pace of the course (Bringula, R., Reguyal, Tan, & Ulfa, 2021). Poor connectivity can also disrupt live online sessions, causing learners to miss out on important discussions or lectures (Lapitan Jr, Chan, Sabarillo, Sumalinog,., & Diaz, 2023). This can lead to frustration and a sense of isolation, which can ultimately impact their engagement and motivation to continue with their studies (Duby, Jonas, Bunce, Bergh, Maruping, Fowler, & Mathews, 2022). Learners who have limited access to the internet or do not have access to the necessary technology at home may find it difficult to complete their coursework and may be at a disadvantage compared to their peers who have better access to online resources (Jaggars, Motz, Rivera, Heckler, Quick, Hance, & Karwisch, 2021).

Teachers' lack of consideration can be a negative experience for learners during flexible learning because it can lead to feelings of disengagement and frustration (Park & Ramirez, 2022). When teachers fail to take into account their students' individual needs and circumstances, teachers may be perceived as uncaring or even indifferent (Syson, 2023). This can result in learners feeling unsupported and demotivated, which can ultimately impact their learning outcomes (Bećirović, 2023). A lack of consideration can lead to misunderstandings and miscommunications, which can further hinder the learning process (Arif, Mardiah, & Rahmawati, 2023). Inflexible or rigid teaching methods can also contribute to a negative learning experience, as learners may feel that they are not being given the opportunity to explore and discover at their own pace(Frey, & Tatum, 2022; Stadler, Alberton, & Smith, 2022). Ultimately, a lack of consideration for learners' needs and abilities can undermine the effectiveness of flexible learning and limit its potential to engage and inspire students (Scogin, Marks, Mader, & Phillips, 2023).

Non-completion of requirements can be one of the negative experiences of learners during flexible learning because learners may struggle to balance their learning with other responsibilities and commitments in their daily lives (Jones, Samra, & Lucassen, 2023). With flexible learning, learners are often given the freedom to work at their own pace and on their own schedule, but this can also lead to procrastination and a lack of structure (Maragha, Dempster,

Shuler, Lee, Mendes, & von Bergmann, 2023).Additionally, learners may feel pressured to complete assignments and meet deadlines on their own, without the support and guidance of a traditional classroom setting (Shaked & Altarac, 2023). This can cause stress and anxiety and may also affect the quality of their work. Hence, time constraints can affect the quality of learning as learners may rush through the coursework without fully understanding the concepts (Baber, 2020; Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih, Nurtanto, & Tambunan, 2020). This can lead to poor performance or a lack of knowledge retention, which can negatively impact their academic performance in the long run (Chandra, 2021).

Overwhelming workload is one of the negative experiences of learners during flexible learning because it can lead to stress, burnout, and poor academic performance Unlike traditional classroom-based learning, which follows a structured schedule, flexible learning allows learners to set their own pace and schedule (Asikainen, Salmela-Aro, Parpala, & Katajavuori, 2020; Isa, Mansor, Zamri, & Ab Rahman, 2021). While this can be beneficial for some learners, it can also cause them to take on more than learners can handle. Learners may feel pressured to complete learning tasks quickly or to keep up with their peers, leading them to take on too much work at once (Zehr & Korte, 2020). The lack of face-to-face interaction with instructors and peers can make it difficult for learners to gauge their workload accurately (Gupta, Jankie, Pancholi, Talukdar, Sahu, & Sa, 2020). Learners may struggle to identify when learners have taken on too much or may be hesitant to seek help when they feel overwhelmed (Babcock, Lehan, & Hussey, 2019). This can lead to a cycle of stress and poor performance, further exacerbating the negative experience of overwhelming workload during flexible learning (Yasmin, Khalil, & Mazhar, 2020). Moreover, overwhelming workload is a common negative experience reported by learners during flexible learning (Majrashi, Khalil, Nagshabandi, & Majrashi, 2021). This is because flexible learning often involves self-directed study and time management, which can be challenging for many learners (Talosa, Javier, & Dirain, 2021). With flexible learning, students are often required to complete learning tasks and assignments independently and on their own time, which can lead to feelings of stress and anxiety if learners are unable to manage their workload effectively (Idris, Zulkipli, N., Abdul-Mumin, Ahmad, Mitha, Rahman, & Naing, 2021). Additionally, learners may feel overwhelmed if they are also juggling work or personal commitments alongside their studies (Rockman, Aderibigbe, Allen-Ile, Mahembe, & Hamman-Fisher, 2022).

4.e Teachers' Best Pedagogical Practices

Active learning is one of the best instruction strategies of teachers during flexible learning because it engages students in the learning process and enhances their retention and understanding of concepts (Singhal, Kumar, Singh, Fuller, & Gill, 2021; Moşteanu , 2021). With flexible learning, students are often left to learn independently, which can lead to passive learning and reduced engagement. Active learning strategies such as group discussions, problem-based learning, and project-based learning allow students to work collaboratively, think critically, and apply their knowledge to real-world scenarios (Paragae, 2023; Nizami, Xue, Wong, Yu, Yeung, & Chu, 2023). Active learning also allows for personalized learning experiences that cater to the diverse needs of students (Xie, Chu, Hwang, & Wang, 2019). By using different active learning strategies, teachers can reach out to students with different learning styles and levels of understanding, making the learning process more effective and efficient (Jesionkowska, Wild, & Deval, 2020; Tyas & Naibaho, 2021). Active learning fosters a positive learning environment that encourages students to ask questions, provide feedback, and take ownership of their learning. This ultimately leads to better academic outcomes for students and a more satisfying teaching experience for educators (Vanhorn, Ward, Weismann, Crandall, Reule, & Leonard, 2019; Howell, 2021).

Collaborative learning is considered one of the best instruction strategies for teachers during flexible learning because it promotes engagement, active participation, and critical thinking among students (Medero & Albaladejo, 2020; Almusharraf & Bailey, 2021). Collaborative learning encourages students to work together to solve problems, share ideas, and learn from one another This can be particularly beneficial during flexible learning, as it can help to create a sense of community and social connection in a virtual environment (Yusuf, Jusoh, & Yusuf, 2019; Supena, Darmuki, & Hariyadi, 2021). Collaborative learning also allows students to take ownership of their learning and develop important skills such as communication, leadership, and teamwork (Bhat, Bhat, Raju, D'Souza, & Binu, 2020; Seyoum, & Molla, 2022). In addition, it can help to accommodate different learning styles and abilities, as students can work together to support one another and share their strengths (Ehsan, Vida, & Mehdi, 2019; Goedhart, Blignaut-van Westrhenen, Moser, & Zweekhorst, 2019). Collaborative learning can be a highly effective way to promote student learning and engagement during flexible learning, and it is a strategy that is well-suited to the unique

challenges and opportunities of this instructional context (Loh & Ang, 2020; Yang, Zhan, Chan, Lee, Chan, Yung, & Wan, 2023).

Technology integration is one of the best instructional strategies for teachers during flexible learning because it provides numerous benefits to both teachers and students (Suman, Chinnusamy, Singh, & Regin, 2023; Tarrayo, Paz, & Gepila Jr, 2023). Technology integration enables teachers to create engaging and interactive learning experiences that cater to the unique learning needs of each student (Plucker, Meyer, Karami& Ghahremani, 2023). It also allows teachers to provide personalized feedback to students, which is essential in promoting individual growth and development (Khan, Bashir, Basu, & Uddin, 2023). It provides access to a wide range of resources and materials that can be used to enhance learning (Zubaydi, Varga, & Molnár, 2023). Teachers can use online resources such as videos, simulations, and games to supplement traditional classroom teaching methods, making learning more exciting and meaningful for students (Fonariuk, Malykhin, Murzina, Sherman, Kanibolotska, & Tynnyi, 2023).). Technology integration allows students to access learning materials at any time, making learning more convenient and flexible (Zeyab & Alayyar, 2023). Technology integration promotes collaborative learning and communication among students. Online platforms and tools such as discussion forums, video conferencing, and collaborative documents allow students to work together on projects, share ideas, and learn from each other, even when they are not physically present in the same location (Szobonya, & Roche, 2023; Jaswal & Behera, 2023).

PROPOSED PEDAGOGICAL FRAMEWORK

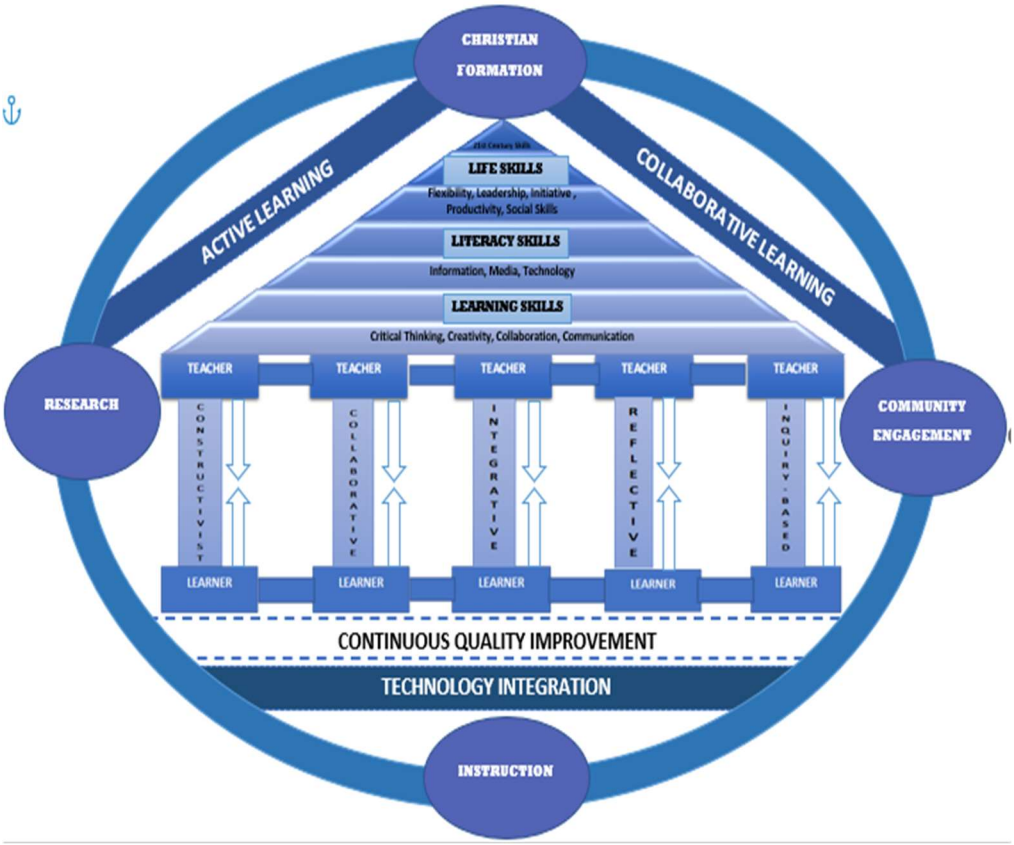

Figure 3. Proposed Pedagogical Framework

Our university has four (4) functions namely: Christian Formation, Research, Community Engagement, and Instruction which are interrelated and this functions for which they are envisioned to be achieved are made possible through the utilization of varied and effective teaching strategies. At the topmost portion of the 4-fold cycle functions is Christian Formation which is typical of a Catholic HEI. At the base part of the cycle is instruction which is the main/ core function of the catholic university backed up by research and community

engagement functions. The latter functions have been implemented with the use of pedagogies in the entire institution. The apex of USL's educational vision is the attainment of the 21st century skills that can only be done through pedagogies towards the attainment of the different skills such as learning skills, literacy skills, and life skills. The realization of the different 21st century skills can be attained with the application of the different pedagogies which are outlined in the five pillars, these include constructivist, collaborative, integrative, reflective, and inquiry-based learning. The three most frequently utilized pedagogies are active learning, collaborative learning, and technology integration which allowed the teacher to integrate the different university functions in producing learners equipped with necessary skills, knowledge, and values towards life-end career. In order to maintain and sustain the quality of education that the university provides quality assurance mechanism is applied in the facets of the university functions.

CONCLUSION

The emergence of the COVID-19 pandemic brought unprecedented disruptions in education that opted schools to have the adoption of flexible learning. Hence, it was revealed that the twists brought so many changes among teachers as regards their instruction such as on how to effectively navigate the technology, use of adequate technological resources, and utilization of appropriate instructional strategy to sustain learning amidst constraints in education. Thus, as it gradually turns to present context, teachers need to flexibly adjust their instructions alongside would be the changes in the curriculum to suit on learners' needs and to ensure that learners are meeting the expected standards and learning outcomes. With that, continuing professional development is deemed to be significant to upskill teachers in advancing them in both conventional and unconventional settings as 21st century education would demand us.

RECOMMENDATIONS

In light with the findings and conclusions presented in the study, the following are recommended:

The academic coordinators and program chairs may consider the following approaches during their classroom observation among their teachers to ensure that teachers are implementing best practices, to support teacher development,

to promote student-centered learning, to improve student engagement, and to foster positive and conducive learning environment.

The principals and deans may consider it in reviewing and revising their classroom observation tool to obtain precise and well-evaluated teaching and learning process. By incorporating these approaches into the observation tool, principals and deans can ensure that the tool is comprehensive and reflective of current best practices in education. This can lead to more effective teacher evaluations and ultimately improve student learning outcomes.

The institution, specifically program implementers, may use it as a benchmark for crafting relevant programs, training/seminars, workshops for teachers which focus on instructional strategies focusing on the five approaches in teaching.

The teachers may focus on the frequently utilized instructional strategies and strengthen the mastered approaches to obtain holistic teaching. Thus, mastering the following approaches will significantly help both teachers and learners, likewise the institution to practice culture of excellence in education.

The institution, specifically the vice-president for academics, may consider the following constraints experienced by learners and create schemes or strategies to address such that impede quality instruction.

The future researchers may conduct another study looking on the significant relationship of pedagogical practices on other variables such as teachers' pedagogical beliefs, teachers' teaching performance, and students' learning performance.

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