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MASTERING THE ART OF TEACHING: ASSESSING TEACHING PRACTICES IN TEACHER CLARITY, CLASSROOM DISCUSSION, ASSESSMENTS, AND FEEDBACK

[*]Maribel R. Gabuat
[**]Iryl DA. Nungay
[***]Gina P. Mortell
[****]Rommel S. Hernandez
[*****]Miguel A. Dumapias
[******]Shirley B. Salgado
[*******]Luige Miguel C. Carino

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Corresponding Author: Maribel R. Gabuat; **Email:** drgabuat@cup.edu.ph; doi:10.46360/cosmos.ahe.520251015

Abstract

Background: The study of the stems from the changing education environment where sound teaching practice and feedback measures are vital for improving students' learning outcomes. With the rising trend of computer-based learning environments, especially synchronous and asynchronous instruction approaches, there is a pressing need to identify how these learning strategies affect the academic performance as well as all-around development of students.

Result: The findings shows that both administrator- and teacher-respondents highly rated that effective teaching strategies and feedback in promoting student achievement. Findings of major importance reveal high support for the synchronous and asynchronous pedagogical approaches, as well as varied instruction approaches to meet students' diverse needs. Feedback practices like giving clear and actionable feedback, using the right language when discussing student work, and giving both positive and negative feedback for improving skills were highly rated by the respondents. Both groups were in consensus on the value of feedback in confidence building among students and encouraging academic development, underlining its significance in creating an environment where students can excel and enhance their performance.

Conclusion: The study concludes that both teachers and administrators recognize the crucial role of effective teaching strategies and feedback in enhancing student learning outcomes. The consistent emphasis on clear communication, diverse instructional approaches, and constructive feedback underscores the importance of these practices in fostering student growth and academic success.

Keywords: Teaching, Practices, Teacher Clarity, Classroom Discussion, Assessments, Feedback.

Introduction

The Special Program in Senior High (SPSH) in Cavite has been a significant educational reform aimed at equipping students with specialized knowledge and skills for the 21st-century workforce for its potential impact on student outcomes and educational development (Wang & Zhang, 2019). The program's implementation involves various Schools Divisions across Cavite, each employing different administrative and teaching practices.

Studies have highlighted the importance of strong leadership, resource allocation, and coordination among school administrators and teachers in ensuring the program's success (Chen, 2020). However, challenges such as dropout rates and disparities in implementation persist (MOE, 2021). Addressing gaps in research, including the lack of longitudinal studies and limited focus on administrative strategies, is essential to improving the SPSH's effectiveness (Liu & Huang, 2022).

*,*****City University of Pasay, Philippines.*
,****St. Bernadette of Lourdes College, Philippines.*
****Arellano University, Philippines.*
******* Pamantasan ng Lungsod ng Maynila, Philippines.*
********Department of Education, Philippines.*

By examining the current practices and strategies employed by Schools Divisions, this research aims to provide insights that can enhance the successful implementation of the SPSH, ultimately improving senior high school education in Cavite.

Methods

Research Design

The descriptive correlational research design was used in analyzing the relationship of the assessment on the administrative and teaching practices on implementation of the different senior high school academic track

Respondents of the Study

The central focus population for this study is consist of Senior High students, teachers, and administrators within the Schools Division in Cavite.

Instruments of the Study

An expert has validated the self-structured questionnaires in the survey after undergoing content validation. The outcome demonstrated that the modified-structured questionnaire is appropriate and was approved for use as a research instrument. Additionally, a reliability test employing the internal consistency technique is performed on the research instrument. A test's internal consistency evaluates the relationship between several items meant to measure the same concept (Middleton, 2022).

Result

Demographic Profile

Age

The data presented the percentage and frequency distribution of respondents by age. Among teacher-respondents, the 31–40 age group ranked first with 70 respondents while the lowest is and 51 & above group. For administrator-respondents, the 51 & above group ranked first with 8 respondents, followed by the 31–40 and 41–50 groups shared place with 6 respondents each.

Overall, the 31–40 age group had the highest representation among both teachers and administrators, with a total frequency of 76.

Sex

The data shows percentage and frequency distribution of respondents according to sex, frequency distribution, indicator female, dominated the respondents, got a frequency of 100 and 12 respectively, which is 61.73% and 61.54% of the total sample. While indicator male, got a frequency of 62 and 8, which is 38.27% and 38.46% respectively of the total sample.

Highest educational attainment

For teachers' respondents, the largest percentage has a Bachelor's Degree with MA/MS units, followed by those having an MA/MS Degree. Both the Bachelor's Degree and the MA/MS Degree with EdD/PhD units have the third-highest percentage, while the EdD/PhD Degree has the lowest.

Among respondent-administrators, the EdD/PhD Degree is most prevalent, followed by MA/MS Degree with EdD/PhD units. The Bachelor's Degree with MA/MS units and MA/MS Degree are third and fourth, respectively, with no administrators indicating only a Bachelor's Degree.

Rank

Teacher III had the highest representation among teacher-respondents, with 102 respondents. While, Master Teacher I ranked second, with 48 respondents. Teacher II ranked third, with 9 respondents.

Level of Teaching Practices of the Respondents

Clarity

The data determines a few of the most important skills and practices that are required for good teaching as perceived by both administrators and teachers. The findings determine that all the indicators are highly practiced, with minimal differences in ranking. Among the most important factors determined is establishing sound work habits, attitudes, and work respect, which both groups scored highly on. Teachers' capacity to understand what to teach and how to teach from content standards and their mastery of their subjects also consistently ranked high. In addition, instructional clarity was highlighted, with the significance of establishing clear expectations, standards, giving feedback, and providing revision opportunities, which all work together to enable students to take charge of their own learning. Implementation of diverse instructional methods and subjecting students to actual uses of their skills in real life were also considered necessary. Apart from that, assisting students in familiarizing themselves with the skills and knowledge required in their preferred academic or career streams became an important component of successful teaching. Generally, both administrators and teachers concur on the need for teacher clarity in promoting student responsibility and involvement, which consequently results in enhanced learning outcomes.

Research in the Philippines found that senior high school English teachers' punctuality and attendance significantly correlated with students' academic performance (Sansaluna, 2021). An AI-assisted analysis of university students' preferences revealed a strong desire for clarity in teaching and interactive relationships with instructors (Álvarez-Álvarez & Falcón, 2023).

Classroom Discussion

The survey of both teacher and administrator-respondents indicates that the practice of both synchronous and asynchronous teaching practices is strongly observed, and the administrators having another best practice that ranked highly are using multiple teaching methods to promote critical thinking, efficiently handling virtual classrooms, and sustaining good behavior management to achieve a concentration-based learning environment. Both groups also ranked changing teaching methods to suit students' learning styles and choosing the right teaching materials. In general, the results underscore the significance of responding to students' varied needs, gender, and interests in a developmentally appropriate manner and employing a variety of strategies to improve literacy and numeracy achievement, with both teacher and administrator-respondents concurring on the importance of these practices.

Studies explores that explored classroom discourse practices and teaching strategies, particularly in relation to student engagement and learning outcomes. Research indicates that many teachers provide insufficient opportunities for meaningful student interaction and critical thinking (Shana Mat Salleh et al., 2022). However, certain instructional practices, such as classroom discussions of current events, debates, and inquiry-based instruction, are associated with an open classroom climate and improved civic outcomes (Kelly Siegel-Stechler, 2021).

Feedback

The evaluation among respondent-teachers and respondent-administrators highlights the value placed upon giving students feedback. The number one-ranked criterion for both respondents was given feedback with clear illustration of expected outcome, and teachers posted a mean response and administrators. The two also greatly rated practicing the use of proper language when approaching students about their submitted papers and extended practice in giving feedback to students that required special guidance. Feedback-related other top indicators such as creating feedback meant to facilitate making corrections by the students, reminder feedback to the students that have missed work, and feedback aimed at recommending modifications to the student's work to make it better all got greatly practiced ratings. The research also emphasized that giving both positive and negative feedback for skill development, taking diversity in giving feedback into account, is crucial in promoting growth and confidence among students. In general, both teacher and administrator-respondents indicated consensus on the importance of providing constructive feedback.

Learning assessments remain crucial, providing motivation and benefits for both students and parents (Dilna et al., 2022). While teachers may possess good knowledge about constructive feedback, there is often a disconnect between this knowledge and its practical application in the classroom (Aslam & Khan, 2021). In the Philippines, a study of Senior High School English teachers found their teaching practices to be very satisfactory in terms of instructional competence, professional characteristics, and punctuality (Sansaluna, 2021).

Indicators	Teacher				Administrator				MD
	AWM	**SD**	**VI**	**R**	**AWM**	**SD**	**VI**	**R**	
4.1 Teacher Clarity	3.70	0.50	HP	2	3.83	0.46	HP	2	0.13
4.2 Classroom Discussion	3.76	0.44	HP	1	3.88	0.33	HP	1	0.12
4.3 Assessments	3.64	0.50	HP	4	3.79	0.43	HP	4	0.15
4.4 Feedbacks	3.69	0.49	HP	3	3.81	0.39	HP	3	0.12
Composite Weighted Mean	**3.70**	**0.49**	**HP**	**0**	**3.83**	**0.41**	**HP**	**0**	**0.13**

Legend: 1.00 – 1.74 Not Practiced (NP); 1.75 – 2.49 Moderately Practiced (MP); 2.50 – 3.24 Practiced (P); 3.25 – 4.00 Highly Practiced (HP); AWM – Average Weighted Mean; SD – Standard Deviation; VI - Verbal Interpretation; R – Rank; MD – Mean Difference

Conclusion

The study uncovers that among both administrator and teacher-respondents that the central position of strong teaching practices, specifically feedback and instructional strategies, in developing student progress. Both respondent groups strongly prioritized using synchronous and asynchronous instructional approaches, using multiple strategies to meet the needs of students, and providing feedback. Both teachers and administrators stressed the importance of precise communication, proper language, and careful use of positive and negative feedback to facilitate students' learning experiences and skill acquisition. In total, the results underscore that teacher clarity and targeted feedback practices are needed in creating an environment where students feel empowered and encouraged to change, thereby increasing their confidence and academic performance.

Conflict of Interest

The authors declare that there is no conflict of interest in this manuscript.

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