

Pedagogical Approaches for Diverse Learners in the Philippines K – 12 Curriculum

Narciso D. Rabara¹, Janet I. Adalem²

St. Clare College

Abstract

The study conducted for School Year 2022-2023 in the Philippines focuses on the practices of using various pedagogical approaches to teach diverse learners. It examines the levels of practices in constructivist learning, integrative learning, collaborative learning, reflective learning, and inquiry-based learning. The study also analyzes the profile of respondents, including age, sex, civil status, educational attainment, teaching experience, and attendance at relevant trainings and seminars. Additionally, it investigates the practices of public elementary school teachers in using different pedagogical approaches and explores significant differences and relationships between teachers' practices and profile variables. In addressing the issues raised in this study, statistical measures such as frequency counts, percentages, average weighted means, Analysis of Variance, and Pearson Product Moment of Coefficient Correlation were employed for data analysis and interpretation. The findings indicate that a significant proportion (30%) of the respondent teachers fall within the age range of 31-40 years. Additionally, the majority of the respondents are married and predominantly female. Furthermore, 43% of the respondents have earned their M.A. units, none have participated in international training, and most of them utilize the collaborative learning approach when teaching diverse learners. Based on the study conducted, the level of practices of using different pedagogical approaches in teaching diverse learners was found to be "Practiced" with a GOWM of 4.48. Interestingly, the level of practices does not vary among public elementary school teachers when grouped based on their profile variables. This implies that the profile variables of the teacher respondents do not have an influence on their pedagogical approaches. However, significant relationships were observed between the public elementary school teachers and their profile variables such as age, highest educational attainment, and number of relevant trainings attended in the division levels. The study suggests that public elementary school teachers should pursue a doctoral degree and undergo professional upgrading through training and seminars. They should strive for excellent performance in using diverse pedagogical approaches and be innovative and resourceful teachers. Further research could be conducted to determine the level of practices in teaching diverse learners.

Keywords: approaches, diverse, learners, pedagogical, public schools