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Pedagogical Practices and Challenges Encountered in a School: Basis for a Differentiated Faculty Development Program

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ABSTRACT

The purpose of this research was to identify the teaching practices and professional development concerns of a sample of teachers in a secondary school to establish a need-based professional learning program for the faculty. The work focused on the educational practices used, including student approaches to learning, assessment for learning, and learning-through-technology, as well as examining how these practices differ according to the teacher's characteristics. Interviews were conducted using mean moderated focus group discussions with a sample of 21 teachers, and thematic analysis was used. The findings indicate that teachers consciously and intentionally use diverse student-oriented and technology-enhanced practices but experience certain difficulties connected with the lack of resources, curriculum pressures, and clients' diversification. It is for this reason that the present research underscores the need to encourage the use of effective measures to improve the quality of teaching practice and consequent learning outcomes.

Keywords: P*edagogical practices, differentiated faculty development program*

INTRODUCTION

Background of the Study

As the system of education becomes more dynamic, procedures designed for teaching students are somewhat of a key determining factor in students' success. Thus, pedagogy as the science and practice of education is focused not only on the teacher's actions but on the guidelines that he or she principally follows in the process of education. Teachers are then faced with the difficulties of trying to manage their students' diversity including diversity in learning, cultural and physical diversity and diversity in individual abilities and learning styles as classrooms become more diverse (Darling-Hammond et al., 2019).

This shows that teaching profession today requires professional to go through various factors concerning technology, classroom management, multiculturalism, creating subgroups in a learning environment, and, finally, using assistance from other teachers, paraprofessionals, and educational administrators in learning facilities. However, these expectations are easily accompanied by hard work and various problems. Teachers can lack resources, suffer from short planning time, and receive insubstantial assistance with the particular demands of their student populace. These can hinder their capacity to properly facilitate learning processes through the application of instructional pedagogy.

A vast number of studies indicates a strong correlation between the effectiveness of learning programs and the instructional practices prevailing in the learning institution (Hattie, 2019). Nonetheless, there are a lot of professional development programmes out there that thus the aforementioned problem still exists: there is a significant difference between what is being taught in those programmes and actual difficulties encountered by the learning practitioners in their classroom practice. The major concerns of the current professional learning practices for teachers include the fact that, traditional training models offer broad knowledge to teachers about their practice, without capturing the local context of learning environments, which can be crucial in enhancing effective teaching practices, hence students' performance

The demand for specialty professional development of faculties is growing exponentially. Teaching practices likely to change are those offered under such programs that are designed to suit specific requirements and difficulties faced by teachers teaching in a given school. The more recent research topics recommend that PD is optimally context relevant, longitudinally implemented and involves the integration of enactment processes through which teachers can implement new learning into their teaching practices

This research therefore seeks to establish the teaching practices that are implemented by teachers in a given school with a view of establishing the challenges faced by teachers with an aim of developing differentiated faculty development Programme. Especially in the context of the analyzed school, to which the present study is dedicated, the program would target the specific requirements of teaching staff to improve their effectiveness and pursue lifelong professional learning. The goal is to enhance students' performance by providing appropriate training to teachers so that they are enabled to address problems experienced in their learning environment.

In conclusion, education is not stagnant, therefore the teachers have to change with it in a way they adopt to the ever changing students. From this study, it is clear that by designing a differentiated faculty development program according to the difficulties outlined therein, schools might help their educators and thus affect teaching and learning positively.

Research Questions

This study explored the pedagogical practices and challenges encountered by teachers in a school and propose a differentiated faculty development.

1. What is the profile of the participants as to age, sex, highest educational attainment, subject taught and appended duties?

2. What are the pedagogical practices employed by the teachers in teaching?

3. Is there a significant difference in the pedagogical practices of the teachers as to their profile?

4. What are the challenges encountered by the teachers?

5. What differentiated faculty development program will be proposed?

METHODS

Research Design

The researcher employed a mixed method of quantitative and qualitative designs. For the pedagogical practices employed by the teachers in teaching about the quantitative design was used and the challenges encountered by the teachers on the use of pedagogies used the qualitative design.

Participants of the Study

The respondents were the teachers of secondary schools of Tanudan District, Kalinga, a total of 21.

Instrumentation

The basic instrument used in gathering the data was the survey questionnaire-checklist. The questionnaire contains 4 major parts. The first part contains the profile of the respondents. Part 2 contains the pedagogical practices employed by the teachers in teaching. Interview Guide was used in gathering the challenges encountered by the teachers. And lastly, a question with regards to proposed program to be suggested to differentiated faculty development in the school.

Data Gathering Procedure

A letter of request to conduct this study was sought from the Schools Division Superintendent. After approval, she approached the school heads and requested the teachers to participate in the study. After obtaining the permission, the research questionnaire was personally administered by the researcher to have the opportunity to explain to the respondents any query with regards to the survey questionnaire and to personally inform them the confidentiality of their answer that they may feel comfortable in answering all the questions. The answered questionnaires were personally retrieved by the researcher. After that a one-on-one interview was conducted.

Ethical Consideration

Written consent was signed by the teachers to ensure their participation in the study. The researcher also assured them that whatever data that would be collected were treated with high confidentiality.

Analysis of Data

The quantitative data were treated statistically. The weighted mean was used to determine the overall perceptions on the pedagogical practices of the teachers. The t-test and ANOVA were used to test the significant difference on the responses of the respondents. Post hoc analysis was done to determine the sub-variables that have significant differences. The data were subjected to SPSS.

The qualitative data were grouped into themes in order to attain objective analysis of data.

RESULTS

Table 1: Profile of Respondents

Profile	Category	Frequency	Percentage
Sex	Male	5	24.00
	Female	16	76.00

Age	30-39	11	53.00
	40-49	6	29.00
	50-65	4	19.00
Highest Educational Attainment	Master's Degree	13	62.00
	Bachelor's Degree	8	38.00
Years in Service	1-3 years	6	29.00
	4-10 years	11	52.00
	11 years and above	4	19.00
Position	Teacher I	3	14.00
	Teacher II	0	0
	Teacher III	13	62.00
	Master Teacher I	3	14.00
	Master Teacher II	2	10.00

The demographics of the respondents show that 76.19% of them are females and majority of the teachers, most of them are 30-39 which reveals the they posses implying that they are still gaining experiences in the teaching profession but can easily adapt themselves to technology-based teaching. Majority of them possessed a master's degree, which is a good indication of teachers qualification that may improve teaching learning environment and instructional practice. Most of them are categorized under the Teacher III and the rest assume higher positions as master teachers, which might enable them to have career advancement besides offering training to other teachers with less experience. This profile indicates a favorable qualified faculty that have the potentials to enhance the teaching quality but which professional development program might help in building up and updating the newer and those faculty members moving to higher ranks.

Pedagogical Practices Employed by the Teachers

Table 2. Extent of the Pedagogical Practices Employed by the Teachers

Indicators	Mean	D
Use of student-centered learning approaches	3.69	MI
Conduct of differentiated instruction based on students' needs	3.43	MI
Regularly use of formative assessments	3.30	MI
Incorporate technology in teaching	3.40	MI
Employing collaborative learning strategies	3.34	MI
Providing regular feedback to students	3.21	I
Adapting teaching materials to fit classroom context	3.59	MI
Engaging students with real-world examples	3.44	MI

Using various teaching materials (e.g., videos, handouts, online tools)	3.30	MI
Engaging students through discussions and hands-on activities	3.40	MI
Average	3.41	MI

The data indicate that pedagogical practices are predominantly much implemented, with no practice falling into the 'less implemented' or 'not Implemented' categories. This suggests a strong adherence to dynamic teaching strategies such as student-centered learning, the use of formative assessments, and the integration of technology, which are crucial for effective educational outcomes.

Table 3: Significant Difference in Pedagogical Practices by Profile

Profile	p-Value	Interpretation
Sex	0.00	Significant
Age	0.35	Not Significant
Highest Educational Attainment	0.02	Significant
Years in Service	0.14	Not Significant
Position	0.89	Not Significant

Significant difference in pedagogical practices were observed along sex and highest educational attainment of the respondents, suggesting that these factors influence teaching methods. No significant differences were noted regarding age, years in service, or position, indicating that these aspects of the teachers' profiles do not significantly alter the way they implement their pedagogical practices

Challenges Encountered by the Teachers on the Use of Pedagogy

Theme 1: Teaching Subjects Beyond Major

Many teachers face the challenge of being assigned to teach subjects outside their area of specialization. This mismatch between their training and actual teaching assignments affects their confidence and the quality of their instruction.

T 1: *I was trained to teach Math, but now I have to handle Science and Carpentry. It's a struggle to prepare and not confident in front of the class.*

T 2: *It's difficult to teach drawing and philosophy when my training is in English. I feel like I'm not giving my students the best I can offer.*

T 4: I teach more subjects that are not my specialization so I spend time learning them so I can teach my students.

These experiences highlight the difficulties teachers encounter when they are asked to instruct in areas where they lack expertise.

Theme 2: Limited Resources

A shortage of essential teaching resources is a significant barrier for many teachers. The lack of adequate materials, such as textbooks for the new curriculum, as incorporate interactive, technology-based lessons.

T5 : We don't even have enough books *for the new curriculum. How can we expect students to succeed without the basics?"*

T 6: *The internet is so slow, and there's no TV screen in the classrooms. It's almost impossible to integrate technology effectively.*

T8. The instructional materials for Technology and Livelihood Education are very limited.

These statements underscore the urgent need for resources that support modern and effective teaching methods.

Theme 3: Classroom Management

Teachers often struggle with managing a wide range of student behaviors, particularly in classes with students who display hyperactive, disruptive, or aggressive behaviors, including bullying. Without sufficient support, teachers find it challenging to maintain discipline and create a positive learning environment.

T9 : Some students are so *hyperactive, and others come from homes where there's no discipline. It's challenging to maintain order.*

T10: *I have students who bully others, and it's hard to address these issues without additional support.* These accounts reflect the complexities of classroom management, especially when behavioral support systems are lacking.

T 11. Since my students are teenagers, I spend much time calling their attention. They are always noisy.

Theme 4: Overload and Time Management

Balancing the demands of the new curriculum with lesson planning, student support, and extracurricular duties is a significant challenge for teachers. Additionally, the lack of structured support exacerbates the feeling of being overwhelmed.

T 12: With the new curriculum, I spend hours just browsing for lesson materials, and then I have extracurricular duties on top of that.

T16: It's hard to prepare lessons that cater to each student's needs when there's so little time for planning.

T 18. I have appended duties and three preparations that I do not have enough time to prepare for my lessons.

DISCUSSION

This study illuminated a range of issues encountered into the teaching profession, which the teachers experience with relativity to subject assignment, resource acquisition, management of students and time. Perhaps the most outstanding issue is the posting of teachers to teach subjects, which they are not trained to teach. For instance, Mathematics teacher may have to handle the Science subject while an English teacher may be programmed to handle Filipino subject. Such an approach to assigning teachers to subjects might cause quite a lot of stress since teachers are not fully confident in their abilities and adequate subject content knowledge. Co et al. (2021) found that teachers' assignments have higher teacher efficacy, in addition to improving students' learning activities and achievement if the assignments match the teachers' academic background. When teachers are put in ''novice'' content areas, children may not experience effective instruction, that is, teachers may not prepare good content-materials for teaching, or may not be able to answer content-related questions.

Resource constraints add to these difficulties, as teachers do not have-access to basic teaching aids including textbooks and multimedia as well as stable internet connection. Technology has been embraced in learning institutions recognizing that its adoption improves learning and makes it more interesting. However, lack of these resources prevents teachers from adjusting to modernity of teaching, and are forced to use outdated and sometimes less efficient tools. The overall availability and availability of specific types of material affects the quality of teaching, particularly when teaching new curricula that depend on the use of such materials. It has been observed that teacher who received adequate support in terms of resources is able to effectively incorporate student centered strategy like blended learning, multimedia assisted instruction which increase student performance and motivation (Hennessy et al., 2022). Without these tools, the teachers themselves are unable to create and maintain the preferable learning environment for their students and limit their chance to have a full technology enhanced learning interactions.

Other issue that was revealed in the study was classroom management that many teachers face. Teaching-learning process with learners with BEM years especially in large classes is usually challenging. Teachers stated challenges in handling issues to do with student behavior disorders including excessive movement, and special class children, and social aggression including bullying. This state is further magnified when a student is not fortunate to get proper care and attention at home and as result exhibits behavior that is harder to contain in school. Class management is crucial in the process of developing a proper climate for learning and the practice indicates that teachers, who received sufficient training and tools, are able to apply approaches which contribute to the formation of the safe climate in a classroom (Jones & Jones, 2021). In this study, however, such structured support and training in behavior management were missing and the teachers felt they were on their own as far as ensuring order and an appropriate environment conducive to learning was concerned. This study indicates the requirement for system-level future research, including behaviour management professional development for teachers, where they are given tools to address difficult student conduct.

Furthermore, the problem of minimal school-based professional development consistent with teachers' professional development needs is another important challenge. A rather high number of teachers continue their education after the Bachelor degree: 61.90% of teachers have a Master degree However, to some extent, teachers still need professional development, which can be especially relevant for the spheres they are less practiced in, such as, for example, use of information technologies and differentiated instruction. PD should be customized to fill voids suggested by this study, including interacting with multicultural learners, implementing computer literacy, and teaching in other fields apart from teacher certification area. Subject specific professional learning initiatives that open doors to new perspectives regarding differentiation and students' adaptive learning can contribute to the improved teacher practice as well as students' results (Tomlinson, 2017). The results suggest that despite teachers' intentions to enhance student engagement, professional development that is frequent, targeted and specialize to the contexts they teach in is missing.

The other a critical issue highlighted in the study highlights the absence of cooperation and fellowship from teachers, a move that makes them feel lonely. Professional-teacher cooperation is well understood to advance teaching practices because professionals are able to exchange experiences, tools, and approaches. According to research done by DuFour, (2014), when schools cultivate teacher professional community where teachers have interactions and learn from their colleagues, tends to exhibit higher professional growth as well as innovations in instruction, and in overall poor student performance. However, the teachers in this study all reported feeling that they could benefit from more formal collaboration. Forming PLCs in school can provide an opportunity for teachers to voice their concerns, share and receive ideas and create a system of support. Teachers can also benefit from PLCs in sharing

of effective practices in classroom management, curriculum implementation and use of technologies related to some of the challenges that teachers handle independently.

The lack of resources, high workload, limited opportunities for consultation, and insufficient professional development establish a vicious circle of difficulties which are hard for teachers to overcome outside an organized framework. Thus, the approach to the solution for these problems could include a broad-spectrum professional training course dedicated to the issues described in the context of the present work. For example, it may lead to developing training sessions on learning how to manage a classroom, elaborate instruction for students and integration of IT facilities into a learning process. Moreover, hiring a part of the school budget to buy necessary tools, like multimedia and good connections to the internet for teachers would make it possible to integrate various forms of teaching.

Again, due to the time constraints issue, the study is faced with the following challenges: This blamed practice exposes teachers to numerous demands that reduce the time available to reflect, plan or work 'on' the profession. Teachers also stressed that more planning time should be made in the school schedule, and cutting down on other duties, would go a long way towards allowing them to cope. In addition, it is advisable that the authorities increase the attention to the problem and reconsider the curriculum so that the amount of material could be successfully completed during the year without turning into mere informational filling for educators.

Finally, based on the findings of this research, multi-faceted and closely connected difficulties of teachers in carrying out their professional activities are described. These problems can only be solved by improving the match between subject assignments, the resources that are provided for subject teachers, CPD that is targeted and focused on what subject teachers require, classroom management, collaboration, and where necessary, time management structures. By integrating these changes, schools can foster the institutional and individual climate that supports effective teachers in providing quality students focused instruction that is beneficial to teachers as well as learners. The evidence gathered for this study indicates that the teachers are resilient, passionate, and committed to making a difference in the lives of their students but the 'system' needs to do more if it is to address adequately, the complexity arising with the teaching profession.

Proposed Differentiated Program for the Teachers

Objectives	Activities	Time Frame	Champions	Outcome
Improve Teacher Subject Knowledge Alignment	Conduct specialized training workshops for teachers to improve subject-matching to their teaching assignments. This will include collaborative workshops, mentoring, and peer support.	1-3 months	Department Heads, Subject Coordinators	Teachers will have a stronger understanding of their subject matter, ensuring they teach with more confidence and competence.
Enhance Classroom Management Skills	Organize interactive workshops on classroom management strategies, focusing on handling diverse student behaviors and fostering a positive classroom environment. Provide tools like behavior tracking and conflict resolution training.	3-4 months	Experienced Teachers, Educational Consultants	Teachers will gain confidence in managing classrooms effectively, reducing disruptive behaviors and fostering a better learning environment.

CONCLUSION

The teachers implement varied pedagogical practices to make their students learn. However, the face various tasks that includes; meeting students' needs, compromise resource constraints, and innovations in teaching and learning. These challenges inhibit teacher student interactions thus impacting on

learning achievement. Efficient solutions to these challenges require the formation of a structured and directed development program to help the teachers tackle the challenges of the modern classroom.

RECOMMENDATIONS

The school administration and district education office must develop a differentiated faculty development program to address subject mismatches and improve teachers' expertise in their assigned subjects.

School Administration must ensure essential teaching resources like textbooks, multimedia tools, and stable internet are available in all classrooms to support interactive learning.

Teacher assignments must conform with expertise by regularly reviewing subject allocations and appointing subject coordinators to oversee assignments.

The teachers may join various trainings on the use of varied teaching pedagogies.

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