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Best Teaching Practices among Private Secondary School Teachers in the Apostolic Vicariate of Tabuk

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ABSTRACT

This descriptive study examined the reported extent of best teaching practices among private secondary school teachers in the Apostolic Vicariate of Tabuk, Kalinga and Apayao, Philippines. The 2015 investigation involved 70 teachers from 10 private secondary schools and used a five-point survey questionnaire addressing teachers' professional conduct, subject-matter expertise, student-centered teaching, experiential learning, moral development, critical thinking, and facilitation. Frequencies, percentages, weighted means, and reported analysis-of-variance (ANOVA) comparisons were used. Most respondents were female (74.29%), aged 20–30 years (91.43%), college graduates (65.71%), and had served for 1–10 years (95.71%). The overall reported mean for teaching practices was 4.72, classified as "Very Much Use." Strongly rated practices included facilitating group dynamics (M = 4.97), demonstrating expertise in the field (M = 4.96), and content knowledge (M = 4.90). The original ANOVA summaries classified differences by civil status (F = 10.1274), educational attainment (F = 8.4656), and years of service (F = 7.1212) as significant, while gender (F = 0.7169) and age (F = 1.602) were not. Because some source calculations, degrees of freedom, and narrative interpretations conflict, inferential decisions require verification from the original data. Overall, teachers reported frequent implementation of professionally grounded, values-oriented, and learner-responsive practices. The findings support continued contextualized faculty development, equitable instructional resources, and careful evaluation of classroom practices.

Keywords: *best teaching practices; private secondary education; teacher professionalism; instructional strategies; Apostolic Vicariate of Tabuk; faculty development*

INTRODUCTION

Quality teaching depends on more than the transmission of subject knowledge. It requires professional judgment, instructional organization, ethical conduct, the ability to respond to learners' needs, and the consistent use of strategies that encourage understanding. In school systems seeking to strengthen outcomes with limited resources, teachers remain central to the quality of the learning experience. Research on teachers' knowledge and preparation has long emphasized pedagogical reasoning and the relationship between professional competence and achievement (Shulman, 1987; Darling-Hammond, 2000).

The private secondary schools administered under the Apostolic Vicariate of Tabuk (AVT) operate within the educational and cultural contexts of Kalinga and Apayao. The original thesis situated teaching quality in both the national educational commitment to holistic development and the mission of private, values-oriented schools. It described a setting in which relatively young teachers, many at the start of their careers, were expected to demonstrate professional expertise, integrate learners' experiences, facilitate meaningful activities, and contribute to students' moral and intellectual growth. The traditions of educational philosophy and critical reflection offer a

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rationale for examining how teachers interpret these responsibilities in practice (Butler, 1968; Gutek, 2004; Freire, 2000).

Within this setting, the challenge is not simply to identify desirable teaching principles but to determine how often teachers report using them and whether these reports vary across demographic and professional characteristics. The source thesis drew on an earlier inquiry into pedagogical practices among public secondary school teachers in Cagayan (Clemente, 2008), while focusing on AVT private schools. Although self-reports cannot independently establish lesson quality or student-learning effects, they can identify perceived strengths and priorities for professional development and institutional support.

Accordingly, this article examines the teaching-practice profile of 70 teachers in 10 AVT schools, describes the extent of use across eight teaching-practice domains, and reports demographic comparisons by gender, age, civil status, educational attainment, and years of service. It also derives implications for strengthening faculty development and teaching resources. The study is presented as a historical analysis of the original 2015 dataset; contemporary applicability should be assessed through further evidence rather than assumed.

Literature Review

Professional Knowledge, Ethical Conduct, and the Philosophy of Teaching

The teaching profession rests on both an intellectual and an ethical foundation. The source study draws on educational-philosophy traditions that link teaching with reflective decision-making, the formation of values, and the development of thoughtful persons. Butler (1968) discusses how philosophical assumptions shape educational practice, while Gutek (2004) situates educational beliefs and ideologies within curriculum and instructional choices. Together, these perspectives help explain why the AVT questionnaire included teachers' ethical example, personal conduct, and responsibility alongside classroom technique.

Teachers' command of subject matter is also inseparable from the ability to make content learnable. Shulman (1987) conceptualized pedagogical reasoning as a process in which educators transform subject knowledge for learners, rather than merely restating information. The emphasis on professionalism in the present study therefore concerned both mastery of a specialization and the instructional judgment required to communicate that knowledge effectively.

This combined approach is particularly pertinent to institutions emphasizing moral and intellectual development. Educational accountability includes responsible conduct and the use of instructional approaches that support diverse learners, even where direct outcome measures are unavailable. Brubacher (1978) provides part of the philosophical background cited by the original thesis; the analysis here treats the reported practices as teachers' perceptions, not independent certification of professional excellence.

Learner-Centered Facilitation, Experience, and Collaboration

Instruction becomes more meaningful when teachers connect unfamiliar concepts with learners' prior knowledge and lived experiences. The learning literature assembled by Collins and Cook (2001) emphasized the multiple conditions influencing understanding; Jarvis (2002) considered teaching in relation to participation, experience, and reflection. In the AVT study, these principles are visible in items on relating lessons to real-life situations, facilitating group dynamics, and providing experiential activities.

Learner participation also has an ethical and intellectual dimension. Freire (2000) advanced a critique of passive knowledge transmission and encouraged dialogic learning that engages learners as active participants. Collaborative learning research similarly points to the importance of purposeful interaction rather than merely grouping learners together (Johnson et al., 1998). These perspectives are relevant to teachers' favorable self-assessments of facilitating groups, allowing choices, and promoting student contributions.

Student-centered practice requires alignment among intended learning, learning activities, and assessment. Biggs and Tang (2011) articulated constructive alignment as a planning principle, while teaching scholarship emphasizes choices in method and structure appropriate to learning goals. Such approaches help

interpret the source's emphasis on practical experiences, collaborative work, independent thinking, and questions that require learners to evaluate ideas rather than only memorize answers.

Assessment, Critical Thinking, and Instructional Effectiveness

Assessment is not confined to assigning a final score; it can help teachers identify misunderstandings and adjust instruction. Black and Wiliam (1998) synthesized evidence on classroom formative assessment and feedback, providing an important context for the AVT items addressing scoring rubrics, written and oral outputs, and connections between prior learning and current lessons. A high frequency rating for these practices nevertheless does not show whether feedback was timely, accurate, or useful in specific lessons.

Learning processes that encourage reasoning, questioning, and comparison are closely associated with the study's measures of higher-order thinking. Hattie (2009) highlighted influences on achievement across teaching, feedback, and learning approaches; Muijs and Reynolds (2001) reviewed research on effective classroom practices. These works support investigating teachers' emphasis on problem-solving and purposeful classroom organization while cautioning against equating frequency of use with demonstrated effectiveness.

The original research instrument was informed by Clemente's (2008) study of pedagogical practices in Cagayan public secondary schools. That connection provides a local point of comparison for the categories in the AVT instrument, but the source does not present a direct, matched statistical comparison between the two studies. Discussion of convergences with the broader literature is therefore interpretive and should not be mistaken for evidence of identical outcomes across populations.

Professional Development and Institutional Conditions

Teaching quality is supported by opportunities to strengthen knowledge and practice over time. Darling-Hammond (2000) reported associations between teacher qualifications, policy conditions, and student achievement, and Desimone (2009) proposed more coherent ways of studying professional learning. In the AVT context, where most teachers had relatively few years of service, structured mentoring and opportunities to observe, practice, and review teaching strategies were particularly pertinent.

The study's recommendations also recognize that good intentions require appropriate resources. Teachers need time for planning, sufficient materials for practical work, and administrative support for instructional improvement. Such support may be particularly valuable in developing consistent methods of classroom assessment, learner facilitation, and higher-order thinking across the participating schools (Muijs & Reynolds, 2001; Biggs & Tang, 2011).

Taken together, this literature supports a contextual reading of the AVT findings: teachers' reported engagement with ethical conduct, subject expertise, and student-centered strategies may offer a foundation for school-based faculty development. At the same time, strong ratings should be followed by additional classroom evidence, such as observation, student work, and documented feedback cycles, to determine how well the practices are enacted and what they achieve (Black & Wiliam, 1998; Desimone, 2009).

Conceptual Framework

The original research paradigm connected teacher profiles and reported extent of teaching-practice use with perceptions of best teaching practices in AVT private secondary schools. Gender, age, educational attainment, civil status, and years of service were treated as moderator variables for group comparisons. Figure 1 reproduces the source diagram in its original form, including its original labeling and arrangement. The diagram represents the source study's proposed relationships and does not itself establish causality.

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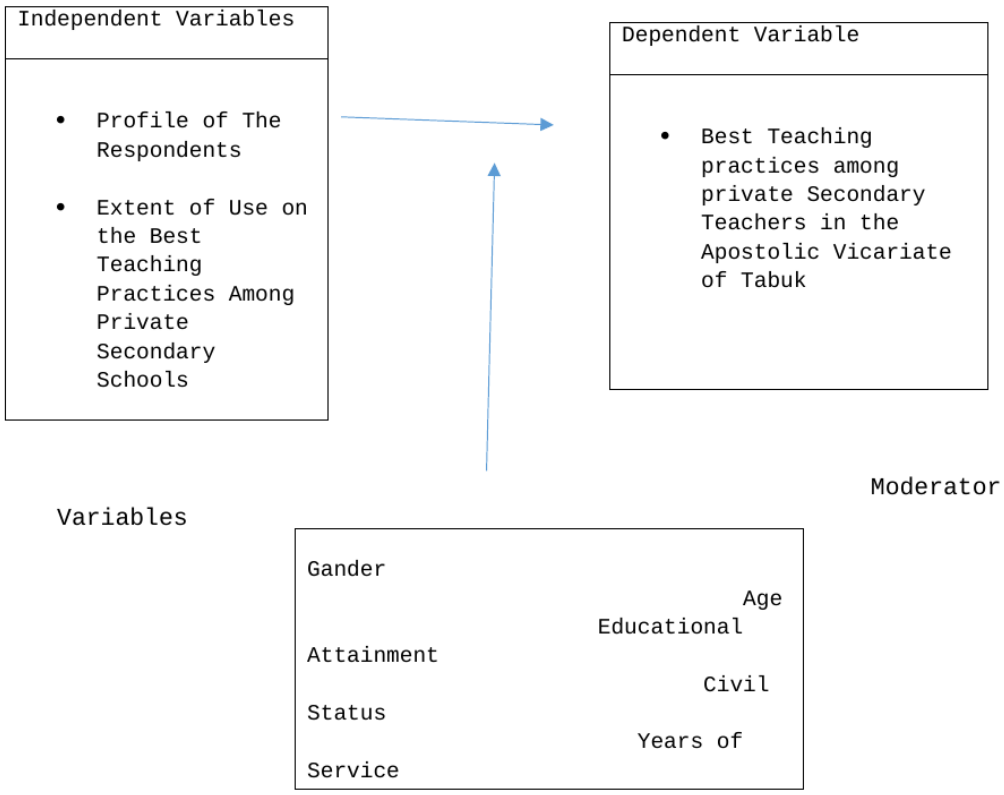


Figure 1. *Paradigm of the study*

METHODS

Research Design

The 2015 investigation used a descriptive design with comparison of reported teaching-practice ratings across teacher groups. The thesis referred to its approach as "descriptive-correlation-triangulation," although the tabulated inferential analyses were comparisons of group means rather than reported correlation coefficients. This article retains the actual descriptive and ANOVA results without claiming additional qualitative triangulation or experimentally tested effects.

Research Locale

Data were gathered from ten private secondary schools affiliated with the Apostolic Vicariate of Tabuk in the provinces of Kalinga and Apayao, Philippines. The participating schools were Saint William's Academy, STS-Tabuk, STS-Pinukpuk, STS-Tinglayan, STS-Balbalan, STS-Lubuagan, Saint Michael's Academy, STS-Pudtol, SJS-Flora, and Our Lady of Lourdes High School in Kabugao. Historical institutional names follow the source manuscript.

Participants and Sampling Technique

The study included 70 teachers who had renewed their teaching contracts in the participating schools. School participation was distributed as follows: Saint William's Academy (15); STS-Tabuk (10); STS-Pinukpuk (10); and five teachers each from the remaining seven schools. The thesis did not describe a probability-based selection procedure; participation was defined through these school and contract-renewal criteria.

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Research Instrument

The researcher used a two-part, five-point survey instrument: teacher profile and extent of use of teaching practices. The instrument was described both as researcher-prepared and as adapted from Clemente (2008). The thesis provided five interpretive bands: 4.20–5.00 (Very Much Use), 3.40–4.19 (Much Use), 2.60–3.39 (Use), 1.80–2.59 (Less Use), and 1.00–1.79 (Least Use). It did not report item-level validation evidence or a numerical reliability coefficient for the final sample; such properties cannot be reconstructed from the document.

Data Gathering Procedure

The questionnaire was submitted to the thesis adviser for review and approval, and the researcher sought authorization from appropriate school authorities before administration. The source indicates that questionnaires were personally distributed and retrieved, although procedural timing and response tracking were not described in detail. Only procedures explicitly reported in the original thesis are represented here.

Data Analysis

Frequencies and percentages summarized teachers' demographic characteristics, and weighted means summarized reported teaching practices. The original document provided ANOVA F ratios and critical F values for comparisons by gender, civil status, educational attainment, years of service, and age, interpreted at a stated .05 level. It also mentioned a t test in one section without providing corresponding results. Because the raw dataset, software output, and coherent degrees-of-freedom documentation were not available, the F values are reported as source statistics and not recomputed; exact p values and effect sizes are not introduced.

Ethical Considerations

The source contains a request for permission to administer questionnaires and a respondent letter promising anonymity and confidentiality. It does not provide a named ethics-review board, formal approval code, or detailed consent documentation. Those details must be verified if required for journal submission; they are not assumed here.

RESULTS AND DISCUSSION

Respondent Profile and Teaching Context

Seventy teachers participated across ten schools. Women accounted for 52 respondents (74.29%), whereas men accounted for 18 (25.71%). Most respondents were 20–30 years old (n = 64, 91.43%) and had one to ten years in service (n = 67, 95.71%). Forty-six teachers were college graduates (65.71%), 19 had master's units (27.14%), and five had completed a master's degree (7.14%). The demographic composition documents a predominantly early-career teaching workforce in the sample; it does not establish rates of attrition or the motivations of teachers beyond informal narrative observations in the source.

Table 1. *Respondent characteristics (N = 70)*

Characteristic	Category	n	%
Sex	Female / Male	52 / 18	74.29 / 25.71
Age	20–30 / 31–40 / 41–50	64 / 5 / 1	91.43 / 7.14 / 1.43
Civil status	Single / Married / Widowed	48 / 21 / 1	68.57 / 30.00 / 1.43
Years in service	1–10 / 11–20 / 21–30	67 / 3 / 0	95.71 / 4.29 / 0.00
Educational attainment	College / MA units / MA graduate	46 / 19 / 5	65.71 / 27.14 / 7.14

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This profile is relevant to institutional planning. Most teachers were at an early point in their careers, suggesting the practical value of mentoring, subject-specific workshops, and guidance in formative assessment. However, the study did not directly measure professional-development exposure, teacher turnover over time, or student achievement, so these implications remain planning recommendations rather than demonstrated explanations of the sample composition (Darling-Hammond, 2000; Desimone, 2009).

Overall Extent of Best Teaching Practices

Teachers reported an overall weighted mean of 4.72, which falls within the source's highest use category (4.20–5.00). Across eight practice domains, the area means were between 4.59 and 4.91. The strongest domain, upholding professional excellence and ethical example, had a reported mean of 4.91. Linking instruction with learner experiences and assessments was rated 4.76, and expertise in a specialization combined with higher-order thinking received 4.75. These values indicate favorable teacher self-reports across the practices examined, not independent confirmation of classroom implementation.

Table 2. *Reported teaching-practice domain means*

Practice domain (condensed from original questionnaire)	Mean	Original scale
Professional excellence, ethical example, and subject knowledge	4.91	Very Much Use
Lesson relevance, assessment practices, and group facilitation	4.76	Very Much Use
Experiential and practical learning	4.59	Very Much Use
Learner guidance, autonomy, and self-reflection	4.63	Very Much Use
Critical thinking, creativity, and self-directed learning	4.62	Very Much Use
Social responsibility and moral accountability	4.69	Very Much Use
Reasoning, values, and intellectual traditions	4.79	Very Much Use
Specialized expertise and higher-order thinking	4.75	Very Much Use
Overall reported weighted mean	4.72	Very Much Use

The pattern demonstrates that ethical professionalism, reasoning, and effective facilitation were central to how respondents understood teaching. These areas resemble established accounts of pedagogical reasoning and effective teaching (Shulman, 1987; Muijs & Reynolds, 2001). A high domain mean should nevertheless be interpreted alongside the instrument's reliance on self-reported frequency and the absence of independent classroom observations.

Specific Strengths and Development Needs

Several items were particularly highly rated. Serving as a facilitator in group dynamics received M = 4.97; being a substantial source of specialized knowledge received M = 4.96; and authentic content knowledge received M = 4.90. The use of rubrics for written or oral outputs (M = 4.64), opportunities for hands-on activities (M = 4.67), and promoting curiosity through participatory academic activities (reported M = 4.30) were also rated within the highest usage band. The last item nevertheless ranked below many other questionnaire indicators, highlighting a potential focus for instructional enrichment.

Table 3. *Selected original item-level weighted means*

Teaching-practice indicator	Mean
Facilitation in group dynamics	4.97
Source of substantial knowledge in specialization	4.96
Authentic subject-content knowledge	4.90
Showing ethical character	4.86
Learner choice and autonomy	4.84
Providing hands-on opportunities	4.67
Using rubrics or scoring criteria	4.64
Guidance or counseling for learners	4.37
Promoting dynamic curiosity in academic activities	4.30

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These item-level differences suggest possibilities for practice-focused professional development rather than weaknesses established through external evaluation. Formal opportunities to refine rubrics and formative feedback could translate teachers' already positive self-reports into more consistent instructional processes (Black & Wiliam, 1998). Workshops in student-led inquiry and practical learning can likewise support the constructive alignment of learning goals, activities, and assessment (Biggs & Tang, 2011).

Reported Group Differences in Teaching Practices

The study compared ratings by demographic and professional characteristics using reported F ratios against stated F critical values. At the .05 threshold provided in the source, comparisons by civil status (10.1274 versus 3.47), educational attainment (8.4656 versus 3.47), and years in service (7.1212 versus 4.60) were marked significant. The gender (0.7169 versus 4.60) and age (1.602 versus 3.47) comparisons were marked not significant. These are the source's inferential decisions based on critical-value comparisons, not newly estimated statistical tests.

Table 4. *Original ANOVA summary values and decisions*

Grouping variable	F ratio	Critical F (.05)	Original table decision
Gender	0.7169	4.60	Not significant
Civil status	10.1274	3.47	Significant
Educational attainment	8.4656	3.47	Significant
Years in service	7.1212	4.60	Significant
Age	1.602	3.47	Not significant

Interpretation requires caution because the original tables contain irregularities. Several total degrees of freedom in the ANOVA summaries are not evidently reconciled with the stated sample of 70; the table for educational attainment labels its critical value with ".50" in one location while the narrative uses .05; and some accompanying text incorrectly states that a smaller F ratio exceeds its critical value. The age-summary narrative, for example, describes 1.602 as higher than 3.47 even though the accompanying table marks the result nonsignificant. In addition, a source subgroup mean for ages 41–50 exceeds the five-point scale. The paper therefore uses table decisions where their F comparisons are internally consistent, but the significance findings must be audited against the original response-level data.

Small subgroup counts also complicate interpretation: only one respondent was widowed, one was aged 41–50, three had 11–20 years of service, and five held master's degrees. These small categories restrict meaningful group comparison and raise questions about ANOVA assumptions and interpretability. The overall source finding of widespread reported use remains descriptively informative, but subgroup differences should not guide high-stakes decisions without reanalysis.

Implications for the Apostolic Vicariate of Tabuk

The findings suggest an instructional culture in which teachers valued professional standards, subject expertise, moral development, group facilitation, and higher-order thinking. Such commitments are compatible with the educational priorities described in the original study. Nevertheless, successful teaching also depends on the quality of classroom enactment, school-level support, and opportunities for teachers to improve through feedback and deliberate practice (Hattie, 2009; Desimone, 2009).

A feasible school-level response would combine peer mentoring for recently hired teachers, routine collaborative lesson planning, professional development on inquiry and assessment, and greater access to materials for hands-on instruction. Future evaluations should gather direct observations and evidence of student learning rather than relying exclusively on self-ratings. The current results provide an initial map of teacher perceptions but cannot show causal effects on student achievement or compare teaching effectiveness with schools outside the AVT.

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CONCLUSION

The original study found very high self-reported use of best teaching practices among 70 private secondary teachers in the Apostolic Vicariate of Tabuk, with an overall weighted mean of 4.72. Teachers most strongly endorsed professional and ethical example, content expertise, and facilitation of group learning. The demographic profile was predominantly female, young, and early-career. Original ANOVA tables indicated group differences by civil status, educational attainment, and years of service but not by gender or age; the underlying calculations and several interpretations require independent verification before these differences are treated as established inferential findings. The study contributes a historically situated description of how AVT teachers assessed their professional practices and identifies directions for institutional support, faculty development, and stronger evidence-based evaluation. It does not establish that these ratings caused improved student performance.

Recommendation

The AVT school leadership and participating private secondary schools should establish continuous, relevant faculty-development activities, with priority support for early-career teachers. Programs should include subject-matter mentoring, formative assessment and rubric design, experiential teaching, facilitation of inquiry and collaborative learning, and development of higher-order thinking. School administrators should provide equitable access to training opportunities, instructional materials, and professional collaboration time, consistent with the source thesis recommendations.

Institutions should also examine practices through multiple sources of evidence, including classroom observation, student work, teacher reflection, and learner feedback. Future researchers should repeat the study with a current sample and transparent measurement procedures, document the instrument's validity and reliability, and reanalyze subgroup differences using appropriate sample-size and statistical-assumption checks. Where possible, longitudinal or mixed-source evaluations should link teaching-practice indicators to observable classroom processes and student learning, without presuming that self-reported use is identical to instructional effectiveness.

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