

Best Teaching Practices of Junior High School Faculty in the Flexible Learning Delivery

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Abstract

The sudden shift from the traditional classroom setting to an online learning modality brought about by the pandemic gave birth to the adaptation of flexible learning delivery among educational institutions. With the aforementioned, this research study aimed to identify the best teaching practices of the junior high school faculty in flexible learning delivery. The study involved 62 faculty respondents of a certain university in Batangas City for the academic year 2020-2021. The main instrument used in gathering data was a researcher-made questionnaire consisting of 4 parts - (1) the profile of the respondents, (2) the teaching practices of faculty members in the flexible learning delivery, (3) the extent of use of the best teaching practices in the flexible learning delivery in terms of effectiveness and utilization and, (4) challenges faced by teachers in various teaching practices in flexible learning delivery. The questionnaire was validated by experts in the field while the quantitative data gathered were analyzed and interpreted by a statistician. Statistical used were frequency, percentage, ranking, weighted mean, and the Pearson-r. The findings reveal the following: most teachers teach English, have taught for 0-5 years, with a bachelor's degree, and have attended 0-3 training and seminars; faculty members used various teaching practices; the use of the best teaching practices in flexible learning delivery is effective and utilized to a very great extent and that there is no significant association between the extent of use of the best teaching practices in flexible learning delivery in terms of effectiveness and utilization and the profile of the faculty members; teachers also encountered challenges in flexible learning delivery. It was realized that the teaching practices utilized by the junior high school faculty are effective in the flexible learning delivery.

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