

## **Pedagogical Approaches in Teaching Accountancy, Business, and Management (ABM) Students: Inputs to Teacher Training Program**

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### **Abstract**

Pedagogical approaches have been noted as fundamental among educators in delivering learning. The study focused on the pedagogical approaches utilized by the ABM (Accountancy, Business and Management) students. Specifically, it sought to determine the profile of the respondents in terms of educational background, the extent of utilization of constructivism, collaborative, integrative, inquiry-based, and reflective, and identify how these approaches manifested in the instructional practices of ABM teachers in the learning content, learning competencies, and learning assessment. A descriptive quantitative research design was used. Fifty-five (55) ABM teachers in the Division of Batangas City served as respondents. Survey questionnaires were used as a tool for gathering data. Results showed that most respondents have bachelor's degrees ranging from 0-5 years in service and attended 1-5 training workshops. ABM teachers use the different pedagogical approaches to a moderate extent for it allows learners to construct new ideas and knowledge and allows reflecting from prior experience to solve and respond to new and challenging contexts for a valuable learning experience. As assessed, the different pedagogical approaches were manifested in their instructional practices in the methods to find a solution to a specific problem, students can demonstrate and apply the usage of ICT applications in the context of global communication for specific professional track. There is a significant difference between the extent of utilization of pedagogical approaches in teaching ABM students when grouped according to educational background, length of service, and teacher's training related to ABM. There is a significant relationship between the extent of utilization of the pedagogical approaches and the manifestation in the instructional practices as assessed by the ABM teachers in terms of learning content, learning competencies, and learning assessment. ABM teachers utilized the different approaches to a moderate extent as manifested in their instructional practices. To further enhance ABM teachers in delivering learning, a training program was developed and proposed.

*Keywords: Pedagogical Approaches, Teachers Teaching ABM Strand, Utilization of Pedagogical Approaches, ABM Stand/Senior High School*