



ABSTRACT

Title : “The Implementation of the K to 12 Pedagogical Approaches in Relation to the Teaching Performance of the Online Distance Learning Teachers: Basis for a Training Program”

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The study aimed to determine the correlation of the implementation of five pedagogical approaches of online distance learning teachers and their teaching performance levels as assessed by their school heads. To test the null hypothesis which states that there is no significant relationship between pedagogical approaches and teaching performance of online distance learning teachers .

This study uses descriptive correlational research design to determine the trends develop, the conditions and relationships that exist. The study took into consideration 72 teachers from Carmona, Cavite School District, specifically from four (4) respondent elementary schools. For the purposes of describing the pedagogical approaches, those



who are teaching online distance learning classes and are available were chosen and for describing teacher performance, those whose IPCRF and school head evaluation based on KRAs were available for data gathering were included.

Based from the findings, the extent of implementation of pedagogical approaches in the teaching-learning process in terms of Collaborative approach is Very Satisfactory (WM = 4.35); in terms of Constructivism approach (WM = 4.28) is also Very Satisfactory; in terms of integrative approach (WM = 4.32) is also Very Satisfactory; in terms of Inquiry-based approach (WM = 4.26) is also Very Satisfactory and in terms of Reflective approach is also (WM = 4.39) Very Satisfactory. The teaching performance of online distance learning teachers as assessed by administrators in terms of content knowledge and pedagogy (WM = 4.35) is Very Satisfactory; in terms of learning environment and diversity of learners (WM = 4.27) is also Very Satisfactory; in terms of Curriculum and Planning (WM = 4.30) is also Very Satisfactory; in terms of Assessment and Reporting (WM = 4.31) is Very Satisfactory and in terms of Plus Factors (WM = 4.42) is also Very Satisfactory.

The researcher recommends to conduct an in-service training program to further improve all the pedagogical approaches of online distance school teachers, with focus on how to conduct effective integrative pedagogical approaches that takes into considerations each online students strength and weakness, to develop more individual learning task and assessment. The proposed teachers' training program based on the results of the study shall be respectfully endorsed to the head and other leaders of each of the four school respondent in Carmona, District