

TEACHING PRACTICES OF PUBLIC SECONDARY SCHOOL TEACHERS IN THE FACE-TO-FACE LEARNING MODALITY

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Abstract

The study aimed to determine the level of teaching practices among public secondary school teachers in a district of a large division in Central Philippines during the School Year 2022–2023. Specifically, it examined teachers' preparation of instructional materials, instructional delivery, and management of learners' behavior, and whether these practices varied by age, civil status, and length of service. A descriptive survey design was employed, with respondents' profiles collected and teaching practices measured using standardized instruments. Results revealed that teachers demonstrated a high level of effectiveness in instructional delivery and handling learners' behavior, while preparation of instructional materials was rated moderate. No significant differences in teaching practices were observed across age, civil status, or length of service. Findings suggest that younger and older teachers, single or married, and regardless of tenure, effectively employ coping strategies and professional attitudes to maintain classroom effectiveness. It is recommended that school heads promote collaboration and feedback mechanisms, teachers integrate diverse management styles to enhance learner engagement, and learners recognize and support their teachers' efforts, fostering a collaborative and responsive learning environment.

Keywords: Teaching practices, face-to-face, learning, modality, and support

Bio-profile

April Rose V. Modesto earned her Bachelor's degree in Secondary Education, major in Physical Education, from the Philippine Normal University-Visayas. She is currently working as Teacher 1 in Bug-ang National High School, District of Toboso, Division of Negros Occidental. Ms. Modesto is an MAPEH Teacher at the said school, and her experiences in the classroom and interactions with fellow educators have deeply shaped her professional journey and inspired her to pursue this study. Through this study, she aims to contribute insights that can help improve teacher support systems.



Introduction

Rationale

The Department of Education demonstrated its commitment to closing learning gaps caused by the pandemic through the issuance of DepEd Order No. 44, s. 2022, which mandated the full implementation of five days of in-person classes in all public schools beginning November 2, 2022. This directive marked another major transition in the educational landscape. This decree signaled yet another significant shift in the educational landscape: the return to full face-to-face instruction from emergency remote and mixed learning methods. Although the goal of this policy was to normalize school operations and restore learning quality, it also placed additional obligations on teachers and school administrators. According to the DepEd Primer (2022), schools had to update their learning continuity plans, make sure their facilities were prepared, and put health and safety procedures into place.

Teachers who had previously adjusted to online and modular learning had to reevaluate their methods for engaging students, managing the classroom, conducting assessments, and teaching. Due to increased workloads, health risks, and changing instructional demands, educators were already recognized as a vulnerable professional category at the height of the pandemic, making them susceptible to psychological stress and mental health issues (Lai et al., 2020; Tian et al., 2020). These pressures were not removed by the return to in-person instruction; instead, it brought with it a new set of difficulties, such as dealing with learning losses, handling a variety of learner demands, and putting in place more rigorous remediation programs.

Despite the crucial role teachers play in fostering students' academic achievement as well as social and emotional development, limited empirical attention has been given to how public secondary school teachers recalibrated and transformed their teaching practices upon returning to full face-to-face instruction. Much of the existing literature during and after the pandemic has focused on teacher well-being, stress, burnout, digital readiness, and coping mechanisms. While these studies are valuable, they often overlook a critical dimension: how teachers pedagogically respond in actual classroom settings once in-person instruction resumes. Specifically, there is insufficient documentation on instructional strategies, classroom interaction patterns, formative assessment approaches, differentiation practices, and remediation mechanisms adopted in the renewed face-to-face modality.

Moreover, most post-pandemic studies have centered on higher education institutions or elementary settings, leaving a noticeable gap in understanding the experiences of public secondary school teachers, particularly within medium-sized divisions. Secondary education presents unique instructional complexities, such as subject specialization, adolescent learner dynamics, examination pressures, and curricular depth. These contextual realities warrant focused investigation. There is also a scarcity of localized studies that examine how district-level implementation of national policies translates into classroom-level practices.

In the context of a public secondary school within one district of a medium-sized division, the gradual transition from four days of face-to-face instruction and one day of remedial activities to full five-day in-person classes required teachers to modify lesson pacing, integrate remediation within regular instruction, and manage increased instructional contact time. Such adjustments likely



influenced instructional delivery, learner engagement, and assessment practices. However, empirical evidence describing and analyzing these pedagogical shifts remains limited.

The real teaching methods used by public secondary school teachers in the full face-to-face learning modality, especially during the post-pandemic transition period, are therefore clearly not well understood. Examining these activities is crucial for identifying areas for professional development support as well as for documenting adaptation methods and gaps. The results of this study could help policy makers, district supervisors, and school administrators improve future learning continuity plans, capacity-building initiatives, and instructional support systems.

These contextual and scholarly gaps strongly justify the conduct of this study. The researcher seeks to explore and analyze the teaching practices of public secondary school teachers in one district of a medium-sized division operating under the face-to-face learning modality, thereby contributing to the limited but growing body of literature on post-pandemic instructional transformation in secondary education.

Literature Review

Regarding Teaching Practices in Face-to-Face Modalities.

International research has highlighted that teachers' professional performance is closely linked to organizational support, instructional preparedness, and pedagogical competencies. For instance, Urbina-Garcia (2020) studied programs such as the "Executive Strategy" in the UK and the "Organizational Multi-level Program" in Australia, reporting that 34–39% of education professionals experienced mental health issues in the past academic year. Furthermore, 35–46% of teachers reported symptoms of anxiety and depression, indicating that teacher well-being has direct implications for teaching performance (Education Support, 2019; Renn, 2018). These studies underscore the importance of supporting teachers not only in well-being but also in the development of instructional skills to ensure effective teaching practices.

Kyriacou and Chien (2004) noted that changing educational policies and heavy workloads are primary sources of occupational stress for teachers, affecting their capacity to plan and deliver lessons effectively. Organizational interventions such as reducing workload, providing time and stress management training, and promoting teacher involvement in decision-making have been identified as mechanisms to improve teaching performance (Kaur & Kumar, 2019).

On Teachers' Instructional Preparation. Instructional preparation is a fundamental aspect of effective teaching, encompassing lesson planning, instructional materials development, and alignment with curriculum standards. International studies emphasize that preparation has a direct impact on classroom engagement and student outcomes. Hodges et al. (2020) highlighted that teachers who invest time in designing relevant, engaging, and comprehensible instructional materials are better able to facilitate learning, transforming complex concepts into teachable content. Similarly, Kintanar, Elladora, and Cuizon (2021) observed that teachers' preparation deepens their subject matter knowledge and supports the use of effective instructional strategies.

On Teachers' Instructional Delivery. Effective instructional delivery involves translating prepared materials into engaging and learner-centered experiences. Ghavifekr and Rosdy (2015) emphasized that the quality of delivery relies on teachers' ability to integrate pedagogical strategies and technology. Miller (2019) highlighted the importance of high opportunities to respond (OTR),



where students actively participate in answering questions or engaging in tasks, leading to improved academic outcomes and reduced classroom disruptions.

On Teachers' Classroom Management. Classroom management is essential for creating an environment conducive to learning. Effective management includes maintaining student engagement, minimizing disruptive behavior, and supporting positive teacher-student interactions. International research shows that proactive strategies and structured routines improve learning outcomes, particularly for students with emotional or behavioral challenges (Blackwell & McLaughlin, 2005; Sutherland, 2020). Evertson and Weinstein (2013) reported that teachers' years of experience contribute to their ability to anticipate behavioral patterns and implement strategies that maintain a supportive and orderly classroom.

On Teachers' Well-Being. Teachers' well-being has a significant impact on their professional performance and instructional effectiveness. International research indicates that stress, anxiety, and workload impact teachers' ability to deliver quality instruction (Education Support, 2019; Renn, 2018). Organizational and personal support systems, including collaborative structures and mentoring, help teachers maintain resilience and motivation, thereby sustaining effective teaching practices (Day & Gu, 2009; Rosenholtz & Simpson, 1990).

Theoretical Underpinnings

This study is grounded in Self-Determination Theory (SDT) by Deci and Ryan, as well as selected theories of teaching practices and instructional effectiveness, which collectively explain how teachers' instructional decisions, motivation, and professional agency influence classroom practices and learner outcomes.

According to Self-Determination Theory (SDT), the fulfillment of three fundamental psychological needs, autonomy, competence, and relatedness, is what drives human motivation and optimal performance (Deci & Ryan, 1985; Ryan & Deci, 2000). SDT clarifies how teachers' motivation influences the caliber of their teaching methods. Teachers are more likely to use learner-centered, responsive, and creative teaching strategies when they feel competent in their pedagogical skills, autonomous in making instructional decisions, and connected to their students and peers. On the other hand, teaching methods may become inflexible, compliance-driven, and less successful if these demands are not met. Therefore, SDT offers a powerful lens through which to view teachers' professional determination, perseverance, and instructional engagement in the classroom.

Constructivist learning theory, particularly the social constructivist viewpoint, posits that learning occurs through active participation and social interaction, which serves as another source of inspiration for the framework (Vygotsky, 1978). This approach backs instructional strategies that promote teamwork, scaffolding, formative evaluation, and reflective learning. Thus, meaningful learning experiences are significantly influenced by teachers' instructional decisions.

The integration of Self-Determination Theory, Pedagogical Content Knowledge Theory, and Constructivist Learning Theory provides a comprehensive theoretical foundation for this study. Self-Determination Theory provides a motivational lens, explaining how teachers' sense of autonomy, competence, and relatedness influences their motivation, engagement, and willingness to implement effective teaching practices. Pedagogical Content Knowledge Theory operationalizes this motivation by explaining how teachers translate their determination into purposeful instructional



decisions, such as selecting appropriate strategies, representations, and assessments that address learners' needs. Constructivist Learning Theory further contextualizes these practices within the classroom by emphasizing active, learner-centered instruction, social interaction, and scaffolding as essential conditions for meaningful learning.

These theories explain both the why and the how of the teaching practices examined in this study. Self-Determination Theory accounts for teachers' internal drive and professional determination, while Pedagogical Content Knowledge and Constructivist Learning Theory explain how this determination manifests in concrete instructional practices that promote understanding and engagement. Thus, the combined theoretical framework guides variable selection, informs the analysis of teaching practices, and supports the interpretation of findings by linking teacher motivation, instructional competence, and classroom implementation. This synthesis ensures that the study is theoretically grounded, providing a coherent basis for examining teaching practices as determinants of effective teaching and learning.

Objectives

This study aimed to determine the level of teaching practices among public secondary school teachers in the face-to-face learning modality in a district of a large-sized division in Central Philippines during the School Year 2022-2023. Specifically, it sought to answer the following questions: 1. What is the profile of the respondents in terms of the following variables Age, Civil Status, Length of Service; What is the level of teaching practices of public secondary school teachers in the face-to-face learning modality in terms of the following areas Preparation of Instructional Materials, Instructional Delivery, and Handling Learners' Behavior; What is the level of teaching practices of public secondary school teachers in the face-to-face learning modality when grouped according to the aforementioned variables; and Is there a significant difference in the level of teaching practices of public secondary school teachers in the face-to-face learning modality when grouped and compared according to the aforementioned variables?

Methodology

This section presented the research design, the study's respondents, the research instrument, its validity and reliability, the data collection procedure, the statistical analysis, and the ethical considerations.

Research Design

A descriptive research design was employed to determine the level of teaching practices among public secondary school teachers utilizing face-to-face learning in a district within a major division in Central Philippines during the 2022-2023 academic year.

According to Latin and Berg, as cited by Stoltz (2015), descriptive research is typified by observations and descriptions of the condition or situation. Investigators using this method do not



manipulate variables or intentionally alter outcomes. In addition, a descriptive research design focuses on answering questions about the "what" rather than the "why" of the research subject. The primary focus of this research is to describe the demographics being studied (Pascual, 2021).

This design was utilized to provide a clear and accurate depiction of the instructional strategies, classroom management techniques, assessment methods, and instructional materials employed by secondary school teachers. The approach enables the capture of teachers' experiences, perceptions, and challenges across diverse subject areas and grade levels without manipulating variables or disrupting routine classroom activities. It is particularly suitable for secondary education settings, where experimental interventions may influence students' learning progression and curriculum pacing.

Locale of the Study

The study was conducted in one of the districts of a large division in a municipality in Central Philippines. All four (4) secondary schools in the said district, where one hundred twenty-seven (127) out of one hundred eighty-eight (188) teaching personnel were involved in the study.

Respondents of the Study

The respondents of this study were the one hundred twenty-seven (127) from a total of one hundred eighty-eight (188) Secondary School Teachers from the four secondary schools in one of the districts in a large-sized division, Central Philippines, for School Year 2022-2023. Stratified sampling was employed using the Cochran formula to determine the sample size for each of the identified secondary schools. In this method, the population is first divided into subgroups (or strata) that all share a similar characteristic. In stratified sampling, it may also be appropriate to choose unequal sample sizes within each stratum based on the number of teachers assigned to each school. The strata considered were the balanced number of male and female teachers.

Data Gathering Instrument

The research instrument utilized in this study is a researcher-made survey questionnaire consisting of two main parts:

Part I of the research instrument determined the profile of secondary school teachers in Grades Seven to Twelve. This included their Age, Civil Status, and Length of Stay in Service.

Part II of the research instrument was the Teachers' Practices in the Face-to-Face Modality Survey Questionnaire based on DepEd Order No. 20, s. 2019, Policy Guidelines on the K to 12 Basic Education Program, DepEd Order No.18, s. 2020, Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Continuity Plan, DepEd Order No. 31, s. 2020.

The three major aspects are composed of 10 items each and are as follows: (1) Preparation of Instructional Materials, (2) Instructional Delivery, and (3) Handling Learners' Behavior. The options are always, often, sometimes, rarely, and almost never.



Instrument Validity and Reliability

Although the research instrument was grounded in DepEd Orders, it underwent validity tests conducted by experts in research, statistics, and grammar to ensure its suitability for the study. According to Thorndike and Hagen, as cited by Burro (2015), validity refers to a test's suitability for its intended purposes. It must yield the results it needs. A test is valid if it yields scores that help accomplish the purpose for which it was intended.

Regarding the appropriateness of the questionnaire items, each validator was asked to use the instrument according to the standards developed and presented by Carter V. Good and Douglas E. Scates.

The jurors' mean responses were interpreted using the following rating scale: Excellent (4.21-5.00); Very Good (3.42-4.20); Good (2.61-3.40); Fair (1.81-2.60); Poor (1.00-1.80). The average rating of the three jurors is 3.92, which is interpreted as "very good," indicating that the survey instrument is valid.

To assess the reliability of the research instruments, the researcher used Cronbach's Alpha. Cronbach's alpha coefficient measures the internal consistency, or reliability, of a set of survey items. Use this statistic to help determine whether a collection of items consistently measures the same characteristic. Cronbach's alpha quantifies the level of agreement on a standardized scale ranging from 0 to 1. Higher values indicate higher agreement between items (Evertson, 2021). In this study, 30 secondary teachers from other districts in the large division of Central Philippines, who are not actual participants, served as respondents in the dry run. Their responses yielded an r coefficient of 0.877, interpreted as "Good," indicating that the questionnaire is reliable.

Data Gathering Procedure

In the study, the researcher sought permission from the division head of one of the schools' divisions in Central Philippines to conduct the research instrument for the target respondents. The approved letter will then be presented to the respondents to generate the necessary data. The researcher also used Google Forms, which allowed participants to complete the questionnaire online without face-to-face interaction.

After acquiring the data, it was carefully tallied, tabulated, analyzed, and interpreted in accordance with the specific problems and hypotheses outlined in this investigation.

Research Ethics Protocol

In adherence to the ethical issues, the following important considerations and protocol were observed:

First, consent is sought from the office of the school's division superintendent, the district supervisor, and the school principal for the conduct of the study. Second, upon the approval of the letter, permission was sought from the school head and the consent of the teacher-participants was also considered emphasizing their rights as participants such as the right to withdraw should they



change their mind during the data gathering, the right not to participate, the right to anonymity, and the right to be treated with the highest degree of confidentiality of every data gathered from them. Third, strict adherence to safety protocols during the study is crucial, as the safety and health of the participants are of paramount importance. Lastly, to ensure the confidentiality of participants' real identities and individual responses, the completed questionnaires were stored in a vault for a year. They were to be shredded after the study had been published in the Research Management Journal of the School, Division, and/or region.

Analytical and Statistical Schemes

In this study, the researcher utilized two analytical schemes, descriptive and comparative. Objective No. 1 employed a descriptive-analytical scheme to determine the profile of respondents with respect to the following variables: Age, Civil Status, Highest Educational Attainment, Length of Service, and Plantilla Position. Objective No. 2 employed a descriptive analytical scheme to determine the level of teaching practices of public secondary school teachers in the face-to-face learning modality, specifically in the following areas: Preparation of Instructional Materials, Instructional Delivery, and Handling Learner Behavior. Objective No. 3 employed a descriptive analytical scheme to determine the level of teaching practices among public secondary school teachers in the face-to-face learning modality, grouped according to the aforementioned variables. Objective No. 4 employed a comparative analytical scheme to determine significant difference in teaching practices among public secondary school teachers in the face-to-face learning modality, grouped and compared according to the aforementioned variables. In processing the data, the researcher used the following descriptive and inferential statistics: Objective No. 1 used frequency and percentage to assess the profile of respondents across the following variables: Age, Civil Status, and Length of Stay in Service. Frequency is a measure of the number of occurrences of repeating events per unit of time. This was used to count the number of teacher-respondents in each category of the variables in their demographic profile. Objective No. 2 utilized the mean to assess the level of teaching practices among public secondary school teachers in the face-to-face learning modality, specifically in the following areas: Preparation of Instructional Materials, Instructional Delivery, and Handling Learners' Behavior.

Results and Discussion

This section presents the gathered data, along with the corresponding analysis and interpretation, based on the advanced research objectives.

The primary objective of this study is to determine the profile of the respondents with respect to Age, Civil Status, and Length of Service. It can be gleaned from the table below.



Table 2
Profile of the Respondents

Variable	Category	Frequency	Percentage
Age	Younger (Below 36 years old)	63	49.6
	Older (36 years old and above)	64	50.4
	Total	127	100
Civil Status	Single	34	26.8
	Married	93	73.2
	Total	127	100
Length of service	Shorter (Below 12 years)	61	48.0
	Longer (12 years and above)	66	52.0
	Total	127	100

The table shows the respondents' profiles by Age, Civil Status, and Length of Service. In terms of age, the respondents were almost equally divided between those under 36 years old (49.60%) and those 36 years old and above (50.40%). Regarding Civil Status, 73.20% of respondents were married, while 26.80% were single. In terms of Length of Service, 48.00% were below 12 years, while 52.00% were in the service for almost 12 years and above.

Table 3
Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the area of Preparation of Instructional Materials

Preparation of Instructional Materials		
Items	Mean	Interpretation
<i>I've been ...</i>		
1. Coordinating with the school librarian or the library designated to ensure easy access to the available resources for teaching for the face-to-face modality.	3.56	High level
2. Collaborating with pairs to select learning resources aligning with the competencies in teaching to easily lessen my burden in adjusting to it.	4.55	Very high level
3. Ensuring a time slot for preparing learning resources for the lessons in teaching.	3.94	High level
4. helping in the reproduction of Self-Learning Modules and Activity guides for Face-to-Face Modality to improve learning.	2.81	Moderate level
5. Collaborating with my co-teachers in developing contextualized and localized teaching and learning materials out of printed materials available in school aligns with the nature of our learners.	3.61	High level



6. Ensuring access to the DepEd Official Websites to have updates on the latest learning resources.	3.57	High level
7. Utilizing DepEd Official Websites to download teaching-learning materials for teaching my lessons for the face-to-face modality.	2.95	Moderate level
8. Enjoying crafting contextualized and localized teaching-learning materials for my lesson, aligning with the capacity and nature of my learners.	3.69	High level
9. Attending various training related to crafting efficient and effective learning materials.	2.90	Moderate level
10. selected as writer of self-learning modules and activity sheets for use in different learning modalities like modular and face-to-face schemes.	1.39	Very low level
Overall mean	3.30	Moderate level

The table presents the level of teaching practices of public secondary school teachers in the area of Preparation of Instructional Materials, which yielded an overall mean score of 3.30, interpreted as "moderate level". Item no. 2 received the highest mean score of 4.55, which states, "I've been collaborating with pairs to select learning resources aligning with the competencies in teaching to easily lessen the burden in adjusting to it," was interpreted as "very high level." While Item no. 10 obtained the lowest mean score of 1.39, which states "I've been selected as writer of self-learning modules and activity sheets for use in different learning modalities like modular and face-to-face schemes was interpreted as "very low level".

This implied that some teachers were not involved in preparing various learning materials; as a result, they also failed to share their own ideas, skills, and expertise.

Andaya (2020) claims that the creation of self-learning modules necessitated content evaluation, specialized training, and alignment with the Most Essential Learning Competencies (MELCs), which forced divisions and regions to use a limited number of writers. The extremely low involvement shown in the statistics may be attributed to the fact that not all teachers had the opportunity to participate in this instructional process.

Additionally, Guarte and Almero (2021) noted that although teachers were required to modify and use modular materials, many had adequate training and expertise in creating and contextualizing educational materials. Their professional development in curriculum development and innovation—two critical skills in the twenty-first-century educational environment—is hindered by this lack of exposure.



Table 4

Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the Area of Instructional Delivery

Instructional Delivery Items I've been ...	Mean	Interpretation
1. Concentrating my efforts on updating myself in the new trends in teaching, especially on inclusiveness and differentiated instruction, which is in demand for the face-to-face modality.	3.76	High level
2. allocating time to read books and online literature to further improve my strategies and mastery of my craft.	3.33	Moderate level
3. Looking for something good that I could do in improving the delivery of learning, just like peer-teaching and coaching.	4.31	High level
4. willing to accept feedback and criticism coming from my superior during classroom observation to further improve my strategies in teaching.	4.76	Very high level
5. Trying to get advice and talk to my peers about a strategy fitted for my diverse learners to reduce my worries.	3.94	High level
6. always thinking that my students are diverse. Therefore, I need to adjust my strategies based on their capacity.	4.47	High level
7. discerning positively that I will be able to adjust easily in delivering instruction in face-to-face modality with the help of my peers and the school head.	2.91	Moderate level
8. taking steps to improve my teaching delivery by utilizing technology and other resources that I have personally and are available in school to make my strategies more impactful and fit for my learners.	4.13	High level
9. Enrolled myself in a master's degree or higher education to enhance my skills in the pedagogy of teaching.	4.21	High level
10. attending seminars and training courses that focus on the enhancement of instructional delivery.	2.70	Moderate level
Overall mean	3.85	High level

The table illustrates the level of teaching practices of public secondary school teachers in the Area of instructional delivery, which achieved an overall mean score of 3.85, interpreted as a “high level”. Item no. 4 obtained the highest mean score of 4.76, which states “I’ve been willing to accept feedback and criticism coming from my superior during classroom observation to further improve my strategies in teaching,” was interpreted as a “very high “level. Meanwhile, Item no. 10, which had the lowest mean score of 2.70, was interpreted as “moderate level” because it stated, “I’ve been attending seminars and trainings that focus on the enhancement of instructional delivery.”



This suggests that they have attended fewer seminars and training courses on enhancing instructional delivery, resulting in limited use of various strategies that will ultimately impact the learning process.

This outcome is consistent with the findings of Villegas and Pineda (2021), who found that time constraints, conflicting obligations, and limited access to training materials make it difficult for many public school teachers in the Philippines to participate in professional development activities. In a similar vein, Crisol and Alamillo (2021) emphasized that ongoing teacher training is essential to enhance instructional delivery and adapt to changing pedagogical needs, particularly in light of the Department of Education's (DepEd) promotion of blended and flexible learning modalities. Desimone and Garet (2015) assert that ongoing, collaborative, content-focused professional development greatly improves student outcomes and teaching quality. Teachers' ability to fully engage students and incorporate innovative ideas may be limited if they are unable to participate in these activities on a regular basis.

Table 5

Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the area of Handling Learners' Behavior

Handling Learners' Behavior		
Items	Mean	Interpretation
<i>I've been ...</i>		
1. applying a range of successful strategies that maintain learning environments and motivate my learners to work productively by conducting diagnostic tests and preparing students' portfolios.	3.16	Moderate level
2. designing, adapting, and implementing classroom rules that are responsive to the nature of my learners and further promote discipline inside the classroom.	3.98	High level
3. Utilizing effective verbal and non-verbal classroom communication strategies to positively handle the unruly behavior of my students inside the classroom.	4.85	Very high level
4. Allocating efforts to improve my competence in maintaining learning environments that promote fairness, respect, and care to encourage my learners.	3.94	High level
5. Developing the culture of respect and discipline among my learners by habitually inculcating the class rules, health protocols, and positive classroom habits.	4.30	High level
6. Easily adjusting to the behavior of my students by knowing their background and preparing motivational activities for them to have positive behavior inside the classroom.	4.17	High level
7. finding myself adaptable to students' behavior by having an idea that there is also an adjustment on their behalf.	3.28	Moderate level



8. allotting time to know the background of my students and talk to them in person to better know their contexts and understand them, so that their unruly behavior will be prevented.	3.53	High level
9. spending time studying different strategies for handling learners' behavior by reading books, listening to video clips, and attending training related to this aspect.	2.58	Moderate level
10. Taking a master's degree and higher education to enhance my capacity to handle learners' behavior and focus on inclusivity and child psychology.	4.21	High level
Overall mean	3.80	High level

The table shows the level of teaching practices of Public Secondary School Teachers in the area of handling learners' behavior, which garnered an overall mean score of 3.80, interpreted as a “high level”.

Item no. 3 obtained the highest mean score of 4.85, which states “I’ve been utilizing effective verbal and non-verbal classroom communication strategies to positively handle the unruly behavior of my students inside the classroom” was interpreted as “very high level”. However, Item no. 9, which had the lowest mean score of 2.58, stated, “I’ve been spending time studying different strategies for handling learners’ behavior by reading books, listening to video clips, and attending training related to this aspect,” was interpreted as indicating a “moderate level”.

This implies that they are less exposed to the different approaches, methodologies, and strategies. Thus, this will limit their classroom application.

This outcome aligns with the findings of Garcia and Ranis (2022), who observed that due to time constraints and severe workloads, many teachers prefer short-term classroom management strategies over ongoing professional development or training. In a similar vein, Eker (2021) highlighted that teachers' motivation and availability to learning tools, including workshops, online materials, and professional learning communities, are critical to their professional development in behavior control.

Table 6

Differences in the Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the area of Preparation of Instructional Materials, and when grouped and compared according to variables

Preparation of Instructional Materials							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	61.29	1845.00	0.05	0.406	Not Significant
	Older	64	66.67				
Civil Status	Single	34	58.93	1408.50		0.344	Not Significant
	Married	93	65.85				



Length of Service	Shorter	61	62.01	1640.50	0.070	Not Significant
	Longer	66	65.84			

Table 15 illustrates the differences in the level of teaching practices among public secondary school teachers in the area of preparing instructional materials.

When respondents are grouped by age, civil status, and length of service, the estimated Mann-Whitney U-test values are 1845.00, 1408.50, and 1640.50, with corresponding p-values of 0.406, 0.344, and 0.070, respectively. These p-values exceed the 0.05 significance level, indicating that the results are not statistically significant. Hence, the hypothesis that states that there is no significant difference in the level of coping in the area of preparation of instructional materials when groups are categorized according to age, civil status, and length of service was therefore “accepted”.

This suggests that teachers’ level of coping in the area of preparing learning materials is not influenced by their age, civil status, or length of service. Teachers in these groups experience the same level of coping when preparing learning materials.

According to Flores (2021), adequate preparation of instructional materials depends primarily on a teacher’s motivation to enhance learning engagement and on their exposure to innovative strategies and technologies, regardless of age or tenure. Similarly, Orlanda-Ventayen and Ventayen (2020) found that both novice and experienced teachers can demonstrate comparable levels of effectiveness in material preparation when provided with equal access to training and resources. This supports the idea that coping in instructional preparation is linked to skill-based factors rather than personal demographics.

Table 7

Differences in the Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the area of Instructional Delivery, and when grouped and compared according to variables

Instructional Delivery							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	63	60.71	1809.00	0.313	0.122	Not Significant
	Older	64	67.23				
Civil Status	Single	34	72.28	1299.50	0.052	0.859	Not Significant
	Married	93	60.97				
Length of Service	Shorter	61	62.01	1976.50	0.070	0.406	Not Significant
	Longer	66	65.84				



Table 16 illustrates variations in the instructional delivery practices of public secondary school teachers.

When respondents are grouped by age, civil status, and length of service, the estimated Mann-Whitney U-test values are 1809.00, 1299.50, and 1976.50, with corresponding p-values of 0.313, 0.122, and 0.859, respectively. These p-values exceed the 0.05 level of significance, indicating that the results are not statistically significant. Hence, the hypothesis states that there is no significant difference in the level of coping mechanisms in the area of instructional delivery when groups are categorized according to age, civil status, and length of service, which was therefore "accepted".

This implies that teachers' teaching practices in instructional delivery are not significantly influenced by age, civil status, or length of service, aligning with several studies showing that instructional effectiveness and coping depend more on teachers' pedagogical adaptability, motivation, and professional learning than on personal demographics.

According to Flores and Gago (2020), effective instructional delivery during changing educational contexts, such as the shift to blended or distance learning, depends on teachers' willingness to innovate and reflect on their practices rather than on their years of experience or age. Both younger and older teachers were found capable of demonstrating similar adaptability when provided with adequate support and training.

Similarly, Dela Cruz and Caballero (2021) found that the coping mechanisms employed by Filipino teachers in instructional delivery are primarily influenced by self-efficacy, resilience, and access to professional development opportunities, rather than socio-demographic factors. This supports the finding that teachers of varying ages and marital statuses can exhibit comparable coping behaviors when faced with instructional challenges.

Table 8

Differences in the Level of Teaching Practices of Public Secondary School Teachers in the Face-to-Face Learning Modality in the area of Handling Learners' Behavior when grouped and compared according to variables

Handling Learners' Behavior							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p- value	Interpretation
Age	Younger	63	62.86	1944.00	0.72	6	Not Significant
	Older	64	65.12				
Civil Status	Single	34	69.85	1382.00	0.05	5	Not Significant
	Married	93	61.86				
Length of Service	Shorter	61	62.01	1891.50	0.55	4	Not Significant
	Longer	66	65.84				



Table 17 illustrates the differences in the teaching practices of public secondary school teachers in managing learners' behavior.

When respondents are grouped by age, civil status, and length of service, the estimated Mann-Whitney U-test values are 1944.00, 1382.00, and 1891.50, with corresponding p-values of 0.726, 0.275, and 0.554, respectively. These p-values are higher than the 0.05 level of significance, indicating that the results are not statistically significant. Hence, the hypothesis states that there is no significant difference in the level of coping mechanisms in the area of handling learners' behavior when groups are categorized according to age, civil status, and length of service, which was therefore "accepted".

This suggests that teachers' levels of teaching practices in the area of handling learners' behavior are not influenced by the teachers' age, civil status, and length of service. According to Emmer and Sabornie (2020), effective classroom management and coping strategies stem from professional competence and adaptive skills rather than from personal demographics. Classroom management effectiveness is primarily determined by teachers' understanding of behavioral principles, consistency in implementing strategies, and ability to foster positive teacher–student relationships. These competencies can be developed through training and reflective practice, regardless of a teacher's age or years of experience.

Similarly, Garcia and Ranis (2022) found that teachers' practices for addressing disruptive behavior are strongly related to their emotional regulation and support systems rather than to demographic variables. Their study revealed that both novice and veteran teachers employed similar coping techniques—such as empathy, communication, and preventive classroom strategies—when faced with behavioral challenges.

Thus, this finding underscores that teachers' ability to handle learners' behavior depends more on professional development, psychological resilience, and classroom experience rather than on personal demographic factors.

Conclusion

The results of the study indicate that teachers, irrespective of their age, civil status, and duration of service, generally exhibit a very high level of teaching practices in the areas of instructional delivery, instructional material preparation, and managing learners' behavior. While certain demographic characteristics appear to influence specific tendencies such as married teachers with nearly 12 years of service developing effective balancing strategies between professional and personal responsibilities, or younger teachers showing greater inclination toward pursuing graduate studies and specializing in inclusivity and child psychology these differences do not significantly affect the overall level of teaching practices.

The absence of significant relationships between demographic variables and teaching practices suggests that instructional competence is not inherently determined by age, marital status, or years of service. Instead, it appears to be shaped by shared professional standards, collaborative practices, and institutional support systems within the school context.

The findings contribute empirical evidence to the limited literature examining post-pandemic face-to-face teaching practices in secondary schools. They underscore the importance of designing inclusive professional development programs that strengthen collective instructional capacity rather



than targeting demographic categories. Overall, the study affirms that effective teaching transcends personal characteristics and is grounded in professional commitment and collaborative engagement.

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Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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