



**ACTIVE LEARNING PERSPECTIVES OF SCHOOL LEADERS AND
TEACHERS: INPUT FOR POLICY RECOMMENDATION**

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ABSTRACT

This descriptive evaluative study explored the perspectives of school leaders and teachers on active learning in public senior high schools in Iloilo City. It further aimed to determine if there were significant differences or relationships in these perspectives, identify the challenges posed by the Active Learning Program, and propose policy recommendations. Data were gathered from sixty-six school leaders and one hundred fifty-five senior high school teachers in National High Schools in Iloilo City that offer a senior high school program, using a researcher-made questionnaire. Results revealed no significant differences in the level of active learning perspectives among senior high school teachers when grouped according to age, educational attainment, position, and area of specialization. However, significant differences were observed in the perspectives of female teachers compared to their male counterparts. The study also found a significant relationship between the perspectives of school heads and senior high school teachers towards active learning. Challenges to Active Learning were identified, and Interventions and enhancement were recommended.

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Keywords: *Active Learning Perspectives, senior high school leaders and teachers*

INTRODUCTION

One of the most significant and very common issues in Philippine public schools arises from students primarily keeping on familiarizing as well as memorizing facts without comprehending their practical application; thus, hindering and affecting their critical thinking, innovativeness, and problem-solving abilities.

Consequently, a lot of graduates encounter a substantial gap when transitioning to work life. Many lack the spectrum of practical skills, critical thinking, and adaptability needed in modern workplaces. Employers often find graduates ill-equipped for the dynamic challenges and demands of contemporary job environments due to the gap between theoretical knowledge and practical application.

The protection and promotion of the right of all Filipino citizens to quality education at all levels and the taking of appropriate steps to make such education accessible to all are enshrined in the 1987 Philippine Constitution (Section 1, Article XIV). It is likewise universally recognized that the teacher is the key to effective teaching-learning processes by drawing out and nurturing the best in the learner as a human being and a worthy member of society. Further, the state recognizes the role of school leaders in supporting teachers by fostering an environment for

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effective teaching and a school culture that develops enthusiastic and independent learners who are committed to lifelong learning (Section 2, RA 11713).

Speaking of this, the concept of active learning underscores the commitment to lifelong learning among enthusiastic and independent learners. It represents a shift in educational paradigms, emphasizing the pivotal role of active engagement and student-centered approaches. While the benefits of Active Learning have been extensively studied from various perspectives, including academic performance and student engagement, there is a dearth of research exploring the perspectives of public-school leaders and teachers, towards active learning. Understanding the viewpoints of these stakeholders is crucial as they play pivotal roles in the successful adoption and execution of active learning strategies within educational institutions.

MATERIALS AND METHODS

Research Methodology

This chapter discusses the research design, the respondents of the study, the sampling design, the research instrument, the data gathering procedure, data analysis, and statistical treatment used in the study.

Research Method

The researcher employed the survey method using a researcher-made questionnaire. According to Fraenkel and Wallen (2010), a survey is used to gather information from the

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respondents to describe the characteristics of the population. The data gathered with the use of a questionnaire helped the researcher to describe the perspectives of the respondents towards active learning. To enrich the content of the study, it was recommended during the pre-oral defense to pose a question to determine the hindering factors that might affect the adoption of active learning. It was recommended further that the respondents' answers to questions should be analyzed qualitatively. In effect, the research method was a blend of quantitative and qualitative methods.

Research Design

A descriptive correlational research design was used for the study. According to Ardales (2008), descriptive research is appropriate for studies that aim to find out what prevails in the present condition or relationships, held opinions or beliefs, processes and effects, and developing trends. The descriptive research design fit well in the study which aimed to find out the perspectives of school leaders and teachers in public senior high schools towards active learning.

Participants of the Study

The study involved 66 school leaders and 155 school teachers from public senior high schools in the Schools Division of Iloilo City. The selection of respondents was based on specific criteria, including their knowledge about active learning, active engagement in active learning, and active implementation of active learning.

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Sampling Design

The researcher utilized the Purposive Sampling Method in choosing the respondents for the study. The school leaders and teachers were purposely selected. In this study, only teachers with knowledge and who incorporate active learning in their teaching methods were included.

A purposive sample, also referred to as a judgmental or expert sample, is a type of non-probability sample. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a non-random manner a sample of elements that represent a cross-section of the population (Lavrakas, 2008).

Slovin's Formula is a statistical formula used to estimate the sample size needed for a research study or survey when the population size is large, and the researcher wants to ensure that the sample is representative of the entire population. The principle behind Slovin's Formula is to calculate a sample size that provides a certain level of confidence in the accuracy of the results while considering the size of the population.

Research Instrument

In gathering the primary data, a researcher-made questionnaire was utilized among the target respondents. The questionnaire has three parts. Part 1 obtained the personal information of the respondents, specifically their sociodemographic profile. Part 2 was the questionnaire proper containing 25 items to determine the active learning perspectives of the respondents. Part

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3 was the validation component containing three open-ended questions regarding the perceived advantages and disadvantages as well as the challenges that may be posed by the active learning modality.

Validity of the Research Instrument

To ensure a valid result for the study, the researcher submitted the questionnaire for content validation. The draft of the questionnaire was submitted to the research adviser for editing and suggestions. Then it was presented to a group of jurors who are experts in the field of research. The corrections, suggestions, and recommendations of the jurors for every item in the questionnaire were incorporated in the final print of the questionnaire for reliability testing. Fraenkel and Wallen (2010) define validity as the quality of an instrument to measure what it is supposed to measure.

Data Gathering Procedures

The study was conducted in 11 public schools in the city of Iloilo that offer a senior high school program. The data for the research were collected using a questionnaire. Prior to conducting the study, the researcher ensured that all administrative requirements were completed. The researcher sought approval from the Research Committee of PHINMA University of Iloilo, through the Dean of the Graduate School, to conduct the study. Additionally, a letter requesting permission to administer the questionnaire was sent to the Schools Superintendent of the Division of Iloilo City.

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Upon receiving approval from the Schools Division Superintendent, the researcher obtained a copy of this approval. This was then attached to a letter that was sent to the leaders of the concerned Senior High Schools. The letter requested permission to administer the questionnaire in their respective schools.

After receiving approval from the leaders of the concerned public senior high schools, the researcher personally administered the questionnaire to the identified respondents of the study, with their assistance. The researcher explained the different parts of the questionnaire to the respondents and assured them that all the data collected would be used solely for research purposes.

The retrieval of the questionnaire immediately followed the administration.

After administering the questionnaire, the responses were tallied, tabulated, analyzed, and interpreted. The results of the respondents were treated with utmost confidentiality.

Data Analyses

To determine the level of perspectives on active learning among the school leaders and school teachers of senior high schools in the Schools Division of Iloilo City, the mean of the responses was used. The same was prepared by subtracting the lowest score of 1 from the highest score of 5 in the highest scale to find the range which is 4. The range of 4 was divided by 5 since there were 5 points on choices. The quotient which is 0.80 was the step interval.

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RESULTS AND DISCUSSIONS

The study was carried out to investigate and describe the active learning perspectives of school leaders and teachers in public senior high schools in the Schools Division of Iloilo City during the school year 2023-2024.

The participants of the study were the school leaders which included principals and head teachers and senior high school teachers. The school leaders were classified according to age, sex, educational attainment, and position. The senior high school teachers were grouped according to age, sex, educational attainment, position, and area of specialization.

The descriptive-correlational research design, using survey as the major method with the help of researcher-made questionnaires was employed in the study.

The quantitative analysis was enriched with the use of thematic analysis on the issue of hindrances and challenges posed by the active learning strategies.

The statistical tools used were the frequency count, percentage, mean, Mann-Whitney U test, Kruskal-Wallis test, and the Spearman Rank of Correlation Test. This study was conducted in the School Division of Iloilo City from November 2023 to January 2024.

When the active learning perspectives of school leaders in public senior high schools were determined, the overall findings indicated a "Very Highly Favorable" perspective on Active Learning.

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The same findings revealed a similar level of active learning perspectives among public senior high school teachers.

When school leaders were grouped according to profile variables, the analysis showed no statistically significant difference in their perspectives on active learning.

Similarly, no significant difference was found in the level of active learning perspectives among senior high school teachers in the Division of Iloilo when they were grouped according to profile variables.

When comparing the perspectives of school leaders and senior high school teachers, a statistically significant correlation was found in their perspectives regarding active learning.

The qualitative analysis of respondents' answers to the question on hindering factors and challenges posed by the active learning strategy revealed several themes. For school leaders, these included time management and preparation, resistance and engagement, resource constraints and technology, integration, assessment and grading, and diversity, absenteeism, and regulation. However, for senior high school teachers, the themes included time constraints, resource limitations, and student engagement and behavior.

The policy recommendations that can be proposed to ensure the effective implementation of active learning include developing a comprehensive active learning training program, incorporating active learning in the teacher certification and licensing program, providing ongoing

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support and resources for teachers, augmenting resource allocation to schools, fostering positive classroom environments, and reducing class sizes.

CONCLUSION

The importance of fostering active learning within educational institutions cannot be overstated, and school leaders and teachers play a crucial role in this regard.

School leaders should be more assertive in implementing systems to monitor the ongoing implementation of active learning strategies in their schools. This will not only ensure the effectiveness of the program but also provide constructive feedback to teachers, fostering an environment of continuous learning and improvement.

It is imperative for public senior high school teachers to implement or embrace active learning and explore diverse methodologies or strategies. The aim is not only to empower students but also to enhance their academic performance, ultimately cultivating students who receive a quality education. Moreover, the world of education is vast and filled with resources waiting to be explored. Teachers should not limit themselves to what is immediately available but strive to seek out and utilize these resources.

Regardless of gender or leadership position, all school leaders should advocate for active learning and empower teachers with the necessary skills and knowledge to effectively incorporate

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active learning into their classrooms. Fostering a supportive and inclusive school culture can further enhance the implementation of active learning practices.

Senior high school teachers should engage in continuous professional development opportunities that focus on deepening their understanding and refining their skills related to active learning. They should attend workshops, conferences, and training sessions that provide guidance on implementing various active learning techniques and strategies. Additionally, it is important for them to collaborate with fellow teachers to share experiences, ideas, and best practices related to active learning.

The Department of Education officials should offer professional development opportunities for school leaders that focus on active learning pedagogy and effective instructional leadership. This can include workshops, conferences, and seminars that provide school leaders with the knowledge and skills to support and guide teachers in implementing active learning practices. Additionally, they must encourage open and regular communication between school leaders and teachers regarding active learning. Foster a collaborative culture where school leaders actively seek input and feedback from teachers on their experiences and challenges with active learning. This can be done through regular meetings, forums, and feedback sessions.

The Department of Education officials, particularly curriculum makers, should design and provide regular training and professional development opportunities for teachers. These sessions can focus on introducing and reinforcing the principles and practices of active learning. By

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equipping educators with the necessary knowledge, skills, and strategies, they will be better prepared to implement active learning in their classrooms. Additionally, it is important to foster a change of mindset among teachers who may be more accustomed to traditional teaching methods. This can be achieved through awareness campaigns, sharing success stories and research findings on the benefits of active learning, and creating a supportive environment that encourages experimentation and innovation. Furthermore, teachers should understand that they cannot accomplish all tasks single-handedly. The need for support from school leaders is vital. School leaders can provide the necessary guidance and assistance to create a supportive and conducive environment for learning.

In terms of policy, recommendations based on the findings of the study will be forwarded to DepEd officials for appropriate action, ensuring the effective implementation of these recommendations. The Department of Education should carefully review the findings of the study and the proposed policy recommendations. They must assess the relevance and feasibility of the recommendations in improving the education system. The department should then develop an action plan to implement the recommendations that align with their goals and priorities. Additionally, they should engage in further research or consultation with stakeholders to gain a deeper understanding of the issues highlighted in the study.

Looking towards the future, researchers should consider conducting longitudinal studies. These studies can track changes in teachers' perspectives over time, providing insights into the

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sustainability and evolution of positive attitudes towards active learning. This will contribute to the ongoing discourse on effective learning strategies and allow for a more comprehensive understanding of any potential shifts.

By nurturing active learning, embracing diverse methodologies, providing support and resources, fostering a positive school culture, and ensuring effective implementation through policy, an educational environment that maximizes student engagement and academic performance can be created.

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