Perspectives on the Teaching Methodologies in Mountain Province State University Faculty Members

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ABSTRACT

To help achieve better student engagement and learning outcomes, an effective teaching method plays a significant role in enhancing student engagement and academic success. This study examines the impact of interactive learning strategies—such as group activities, role-playing, simulations, case studies, and group discourse—on student motivation, engagement, and academic performance. The findings strongly suggest that students learn more effectively when instructional approaches actively and meaningfully involve them in the learning process. Faculty members who consistently employ student-centered strategies are perceived more effective in the learning experience.

However, the study also identifies inconsistencies in teaching and assessment methods, which pose challenges and create uncertainties in the learning environment. It is recognized that not all students learn the same way, and the misalignment between instructional strategies and evaluation criteria can result in inequitable and less meaningful educational experiences. Student perspectives highlight the importance of ensuring coherence between how content is delivered and how student performance is measured.

The study emphasizes the need for faculty members to adopt a balanced, flexible, and inclusive approach to teaching—one that accommodates various learning preferences and cultural backgrounds. Aligning teaching methodologies with assessment tasks ensures fairness, promotes deeper learning, and supports a more equitable and inclusive academic environment.

Keywords: Assessment Alignment, Inclusive Teaching Practices, Interactive Learning Strategies, Student Engagement, Transcultural Nursing Education

The Problem and Review of Related Literature

INTRODUCTION

Effective teaching methodologies are central to educational quality, shaping students' learning experiences and academic achievement. Faculty members play a critical role in selecting and adapting these methods, which may vary from traditional lecture-based approaches to interactive, student-centered strategies. The teaching landscape in higher education has evolved considerably due to technological advances, shifting student demographics, and a growing emphasis on inclusivity and experiential learning (Kebritchi et al., 2019).

At Mountain Province State University (MPSU), faculty teaching practices significantly affect student engagement, comprehension, and motivation. Understanding students' perspectives on these methodologies is essential, as they are the primary stakeholders in the educational process. Their insights help identify effective strategies, address instructional challenges, and align teaching methods with diverse learning needs.

This study explores the teaching approaches employed at MPSU and how they influence students' academic experiences. It aims to uncover areas for improvement, fostering collaboration between faculty and students to enhance educational quality (Abbas et al., 2022). In today's academic environment, adaptability, innovation, and inclusivity are more important than ever (Almudena Cotán et al., 2021).

By examining students' experiences, the study contributes valuable data to assess the effectiveness of various teaching strategies and inform future pedagogical reforms. The findings may support broader institutional changes, helping higher education adapt to evolving student expectations and needs.

Despite a robust body of literature on teaching methodologies, there remains a gap in understanding how students perceive these methods within specific institutional contexts like MPSU. Prior research has often focused on faculty or administrative perspectives, offering limited insight into students' lived experiences. This gap is particularly evident in the wake of the post-2019 transition to hybrid and digital learning environments, where little is known about how these shifts have shaped student perceptions—especially in provincial universities.

Review of Related Literature

To deepen the understanding of teaching methodologies, this section reviews relevant concepts, articles, and studies sourced from libraries and digital databases. The literature review clarifies common misconceptions and highlights key developments in both traditional and modern teaching practices, including associated assessment strategies.

The Evolution of Teaching Methods

Education has long been recognized as a foundational pillar of societal progress. Traditional teaching methods, which are teacher-centered, primarily focus on transmitting fixed content to students and maintaining classroom control. Historically, the goal was to improve test scores and reinforce discipline. However, as technology has advanced and student thinking has become more dynamic, modern classrooms increasingly emphasize interactive and student-centered learning.

Modern methodologies often integrate technology, foster active participation, and shift the teacher's role to that of a facilitator. These approaches prioritize student development, values, and capabilities. Classrooms today are more relaxed and activity-based, making learning more engaging and relevant. As learners' needs diversify, applying a range of instructional techniques—both traditional and modern—can enhance teaching effectiveness (Holl et al., 2022).

Recent research underscores the need to reimagine educational institutions originally designed around outdated industrial models. The focus has shifted toward nurturing relationships, holistic support systems, scaffolded instruction, and culturally responsive, individualized approaches that respect each learner's unique background (Darling-Hammond et al., 2020).

The COVID-19 pandemic prompted an abrupt shift to remote instruction. While this transition presented challenges, it also highlighted the potential for long-term adoption of hybrid learning models, provided the lessons of the crisis are used to inform sustainable improvements (Adedoyin & Soykan, 2020).

Teacher-Centered Teaching Methodologies

Teacher-centered methods aim to develop students holistically by enhancing academic performance, shaping attitudes, and imparting critical skills. Over the past decade, various strategies have been studied, including cooperative learning, inquiry-based instruction, problem-based learning, and technology-driven approaches (Sugano et al., 2019). These strategies have demonstrated significant positive effects on student outcomes (Sugano & Nabua, 2020).

However, teacher-centered classrooms often lack opportunities for student interaction, which can limit knowledge retention and critical thinking. Pre-set syllabi and rigid content delivery may disengage learners, resulting in less meaningful educational experiences (Gowda et al., 2017).

Studies show that techniques such as verbal cues during lectures enhance note-taking and retention. For instance, students exposed to spoken hints captured more key points and performed better on assessments, demonstrating the value of guided instruction (Titsworth & Kiewra, 2004).

The effective use of teaching and learning materials (TLMs) also plays a critical role in delivering content. The timing and integration of TLMs vary depending on instructional objectives, and thoughtful application enhances student understanding (Bello & Iddrisu, 2023).

Learner-Centered Teaching Methodologies

In contrast, learner-centered methods position students as active participants in their learning journey. Teachers serve as facilitators, adjusting content and instruction to meet individual needs and interests. While this approach is highly personalized, it may be resource-intensive and challenging to implement on a large scale. However, it is especially beneficial in contexts such as special education, where individualization is key (Anderson, 2022).

Tailored instruction supports learners in developing critical thinking, self-directed learning, and lifelong skills. It aligns with contemporary frameworks like the Framework for Teaching (FFT), which advocates for adaptive planning and continuous student engagement.

Advantages of Modern Teaching Methods

Modern teaching strategies offer clear advantages over traditional methods, including increased engagement, better comprehension, and enhanced student motivation. These methods allow for deeper exploration of subjects and promote a sense of achievement. However, their success depends on balancing innovation with thoughtful implementation to avoid overlooking students' varying needs (Wang, 2022; Rawal, 2024).

Instructional planning should focus on well-defined learning outcomes, respect students' unique perspectives, and offer flexible pathways to success. Educators must continually blend the science and art of teaching to remain effective (Tomlinson, 2017).

Culturally responsive pedagogy is another vital component of modern instruction. It involves recognizing students' cultural backgrounds and integrating them into the learning experience. Teachers who apply this approach make education more meaningful and accessible for diverse learners, although challenges persist in aligning curriculum, teaching strategies, and assessment practices (Gay, 2010).

Challenges in the Internet Era

The shift to online learning during the pandemic revealed disparities in access and engagement. Emergency Remote Teaching (ERT) was not equally accessible to all students, highlighting the importance of flexibility in course design and institutional policies (Hodges et al., 2020).

The concept of school engagement—comprising behavioral, emotional, and cognitive dimensions—has gained prominence as a response to declining motivation. Researchers emphasize the need for a deeper understanding of how students think, feel, and behave in order to design effective interventions (Fredricks et al., 2004).

Assessment Task Through Collaboration

Assessment practices have shifted from merely evaluating content retention to supporting the learning process itself. Contemporary assessment tasks aim to foster critical thinking, collaboration, and the development of 21st-century skills. A student-centered assessment model evaluates performance based on real-world applications and meaningful outcomes (Arendale, 1997; Wiggins, 1998).

According to Damit et al. (2015), effective collaborative assessments involve four elements: team cooperation, shared responsibility, collective decision-making, and interdependent work. These tasks encourage accountability at both the individual and group levels, enhancing students' readiness for complex professional environments.

Philosophical Underpinning

This study was aligned with the philosophical tradition of interpretivism, particularly rooted in the principles of phenomenology, which serves as both a research design and a guiding lens to respond to personal experiences. Interpretivism holds that reality is subjective and socially constructed and that the understanding of human experiences must be interpreted within their natural, lived habitat.

As postulated by philosophers like Edmund Husserl and Martin Heidegger, phenomenology focuses on exploring how individuals experience, perceive, and make meaning of particular phenomena. Phenomenology examines structures of conscious experience as endured from the primary-person point of understanding, along with significant experience conditions (Smith, 2018). In the case of this study, the phenomenon under investigation is the students' lived experiences and personal interpretations of the teaching methodologies employed by faculty members.

The most appropriate method for this way of thinking was a qualitative phenomenological design. It aimed to capture the essence of human experiences, allowing students to express their insights in their own words without being confined by predetermined categories or assumptions. Through this approach, the researcher became a co-participant in uncovering meaning rather than a distant observer measuring objective variables.

This alignment reflected an ontological belief in multiple realities, shaped by individual perspectives, and an epistemological stance that knowledge emerges through deep engagement, reflection, and interpretation. The study sought to uncover not just what teaching methods are used but how students experienced them, how they felt and responded, and how these experiences shaped their learning and perception of effective Teaching, as well as uncovering their insights into the assessment tasks being employed to gauge their learning abilities.

By grounding the study in phenomenology and interpretivism, the research honored the rich, complex, and nuanced nature of human experience, aiming to offer insights deeply rooted in the students' voices.

Statement of the Problem

Generally, this study aimed to investigate the teaching methodologies employed by faculty members at Mountain Province State University and their impact on students' learning experiences and academic outcomes.

Specifically, the study aimed to investigate the students' perspectives on the teaching methodologies of the faculty members of Mountain Province State University. The study answered the following questions:

1. What are your experiences with the teaching strategies of the faculty members of Mountain Province State University?

2. What challenges do students face with the current teaching methodologies?

3. In what ways do faculty members encourage active participation during lectures and activities?

4. How inclusive do students find the teaching methods, particularly for diverse learning needs or backgrounds?

5. How do students perceive the alignment between teaching methodologies and assessment practices?

Significance of the Study

This study held significant value for various stakeholders in the field of education, particularly at Mountain Province State University. By examining students' perspectives on the teaching methodologies employed by faculty members, the research aimed to bridge the gap between pedagogical strategies and actual student learning experiences.

Specifically, this study will be significant to the following:

Students. The findings of this research will be beneficial to the student body, as they can serve as a valuable reference for academic policymakers in revising or developing syllabi that align with the most effective and evidence-based teaching methodologies. This alignment is expected to enhance the quality of instruction and promote more meaningful and engaging learning experiences for students.

Educators. The findings of this study are anticipated to significantly inform and enhance faculty approaches in delivering instructional objectives, thereby fostering a more meaningful and effective learning experience. This, in turn, will benefit key stakeholders—including students and their guardians—by promoting academic success, engagement, and overall educational quality.

University Administration. The findings of this research will ultimately support the administration in formulating a strategic plan that incorporates the most appropriate and contextually relevant instructional platforms. This will ensure alignment with current educational demands and technological advancements, thereby enhancing the effectiveness and adaptability of teaching and learning in contemporary settings.

Researcher. It ultimately offers an opportunity to gain deeper insights into the most effective tools for co-constructing knowledge by exploring students' preferences and perspectives regarding their learning processes. This understanding can inform the development of learner-centered strategies that enhance engagement, comprehension, and academic performance.

Future Researchers. This study serves as a foundational reference for future inquiries, offering a platform to explore not only students' perspectives but also to incorporate the viewpoints of faculty members. Such a comprehensive approach can contribute to a more holistic understanding of teaching and learning dynamics within the academic environment.

Scope and Limitation

This study focuses on exploring the teaching methodologies employed by faculty members at Mountain Province State University and how these methods impact students' learning experiences and academic outcomes. Specifically, the study examines students' perceptions of both the traditional and modern teaching approaches, including their engagement, understanding, and motivation. The research is contextualized within the evolving landscape of higher education, which includes shifts towards digital and hybrid learning environments, as well as the unique challenges faced by provincial institutions.

Definition of Terms

The following terms were defined operationally in this article to promote a better understanding of the concepts under investigation.

Assessment Tasks. Is a specific activity or assignment designed to evaluate a student's learning and understanding of a particular topic or skill allowing them to demonstrate their knowledge and skills.

Teaching Methodologies. Structured approaches or strategies

used by educators to facilitate learning. These include traditional teacher-centered methods, such as lectures, as well as modern approaches, such as collaborative, experiential, or technology-assisted teaching.

Traditional Teaching Methods. Educational techniques that are teacher-centered and emphasize direct instruction, memorization, and structured classroom management.

Modern Teaching Methods. include lectures and rote learning practices. Contemporary approaches to teaching are student-centered and often integrate technology, collaboration, and experiential learning. Examples include flipped classrooms, project-based learning, and online or hybrid models.

Student Engagement. The degree of attention, curiosity, interest, and passion that students exhibit in the learning process. Excellent levels of engagement are associated with better learning outcomes.

Hybrid Learning. An educational model that combines traditional in-person teaching with online components, offering flexibility in how content is delivered and consumed.

Perceptions. Students' views, attitudes, or interpretations of their experiences with teaching methodologies, which reflect their understanding, satisfaction, and challenges.

Academic Performance. The measurable outcomes of students' learning achievements, often assessed through grades, test scores, and other evaluation tools.

Inclusivity in Education. Teaching practices that aim to accommodate diverse student backgrounds, abilities, and learning preferences, ensuring equitable access to quality education for all learners.

Pedagogical Innovation. The adoption of new or improved teaching strategies that enhance the learning experience, often incorporating creativity, technology, and adaptability.

Experiential Learning. An educational approach where students actively engage in real-world, hands-on experiences to acquire knowledge and develop skills.

Higher Education. The tertiary-level education provided by universities, colleges, and similar institutions, focusing on advanced knowledge, research, and professional development.

Digital Learning Environment. A platform or ecosystem where learning is facilitated through digital tools and resources, such as learning management systems, virtual classrooms, and educational software.

Learner-centered Teaching. Means shifting the focus of instruction from the teacher to the learner, emphasizing active student participation and adapting methods to meet the individual needs and learning styles, fostering deeper and more personalized learning.

METHODOLOGY

This chapter presented the methods utilized in the study. It includes the research design, the participants of the study, the data gathering procedure, ethical consideration, data analysis tools, and rigor of the study.

Research Design

This study employed a qualitative phenomenological research design to explore students' perspectives on the teaching methodologies of Mountain Province State University faculty members. Phenomenological research is a qualitative research approach that builds on the assumption that the universal essence of anything ultimately depends on how its audience experiences it (Dovetail, 2023). A qualitative approach was appropriate for understanding and interpreting participants' experiences, perceptions, and insights within their real-life context. Data collected through a structured questionnaire to allow participants the flexibility to express their thoughts while ensuring the research remains focused on the study's objectives. This design facilitates in-depth exploration of the students' views, enabling the identification of recurring themes, challenges, and suggestions related to teaching strategies. The analysis will be conducted using thematic analysis, ensuring systematic coding and categorization of data to draw meaningful patterns and insights. This research design aligns well with the study's aim to provide a comprehensive understanding of the effectiveness and impact of faculty teaching methodologies from the students' standpoint. This qualitative study was conducted by two researchers who collaborated throughout the research process—from data collection to analysis. Both researchers independently reviewed the transcripts and participated in coding, theme development, and verification of findings to ensure the credibility and reliability of the analysis.

Participants of the Study

The participants of the study were purposively selected from the level 3 and level 4 students of the different schools at the Mountain Province State University. Boyd (2001) indicated that two until ten participants are sufficient to determine data saturation. The students had the following criteria:

1. Currently enrolled during the time of data gathering;

2. Recent graduate within the year; and

3. Willing to participate in the study.

The researcher chose to use code names to represent the participants of this study.

P1 (Participant 1) is 21 years old, female, single and is currently enrolled in the university. She is a 3rd year student in the School of Criminal Justice Education.

P2 (Participant 2) is 22 years old, female, single and is currently enrolled in the university. She is currently in her level 2 in the School of Criminal Justice Education.

P3 (Participant 3) is 21 years old, female, single and is currently enrolled in the university and a graduating student at the School of Criminal Justice Education.

P4 (Participant 4) is 21 years old, female, single and is currently enrolled in the university and a 3rd year student at the School of Criminal Justice Education.

P5 (Participant 5) is 22 years old, female, single and is currently enrolled in the university and a 3rd year student at the School of Healthcare Education.

P6 (Participant 6) is 22 years old, female, single and is currently enrolled in the university and a graduating student at the School of Healthcare Education.

P7 (Participant 7) is 22 years old, female, single and is currently enrolled in the university and a graduating student at the School of Healthcare Education.

P8 (Participant 8) is 22 years old, female, single and is currently enrolled in the university and a graduating student at the School of Healthcare Education.

P9 (Participant 9) is 21 years old, male, single and is currently enrolled in the university and a graduating student at the School of Healthcare Education.

P10 (Participant 10) is 23 years old, female, single and is currently enrolled in the university and a graduating student at the School of Healthcare Education.

P11 (Participant 11) is 22 years old, female, single and is currently enrolled in the university and a third-year student at the School of Healthcare Education.

Data-Gathering Procedure

Obtained the necessary approvals from the institutional research ethics board of Saint Paul University Philippines, Inc. Ensured that all participants were informed about the study's purpose, confidentiality measures, and their rights to withdraw at any time without repercussions and distributed informed consent forms to all participants, clarifying the nature of the interviews and data collection and identified potential participants from the target population, which includes current students and alums who graduated within the past year. Recruitment was also done through social media platforms. Purposive sampling was employed to select participants who could provide rich and diverse insights into the teaching methodologies. We contacted willing participants to schedule semi-structured interviews at mutually convenient times and locations. Offered

both face-to-face and virtual options to accommodate participant preferences. Began each interview by reiterating the study's purpose and reminding participants of their confidentiality rights. The prepared semi-structured interview guide was used to ensure consistency while allowing flexibility to explore emerging themes. Transcribed the recorded interviews verbatim to capture all details. Double-checked transcriptions for accuracy to ensure reliability. Stored data securely in password-protected files to maintain confidentiality and shared summarized responses or themes with participants (member checking) to validate the accuracy of the captured data and interpretations. Used thematic analysis to identify and report patterns (themes) within the data. It began with open coding and categorizing recurring ideas to form thematic structures. Continually refined themes to ensure they align with the research objectives. Synthesized findings to address the significant research question, incorporating direct participant quotes to provide authentic insights. Prepared a detailed report for dissemination to stakeholders, including Mountain Province State University administration and faculty, to inform potential improvements in teaching methodologies.

Ethical Considerations

This study adhered to strict ethical guidelines to protect and respect all participants involved. Below were the key moral considerations: Informed Consent: Participants were provided with detailed information about the study's purpose, objectives, procedures, and potential risks or benefits. Written consent was obtained before participation, and participants could ask questions or seek clarification. Voluntary Participation: Participation in the study was voluntary, with no pressure or coercion. Participants had the right to withdraw from the study without any negative consequences. Confidentiality and Anonymity: All personal information and responses were kept confidential. Pseudonyms or unique codes were assigned to anonymize participants' identities in the transcripts and final report. Data were securely stored in password-protected files, accessible only to the researcher. Non-Maleficence: The study was designed to avoid harm to participants. Sensitive topics were approached with care, and participants were not asked to share information that could make them uncomfortable or distressed. Ethical Approval: The research proposal was submitted for review and approval by the Institutional Review Board (IRB) or Ethics Committee at Saint Paul University Philippines, Inc. This ensured the study aligns with established ethical standards. Transparency in Research: Participants were informed about how the data will be used, including its publication in reports or academic presentations. The researcher-maintained transparency throughout the study and provided participants with access to the findings if requested. Debriefing: After the data collection, participants were debriefed about the study and thanked for their contributions.

Data Analysis

This study employed thematic analysis as outlined by Braun and Clarke (2006) to interpret the qualitative responses of students regarding the teaching methodologies used by faculty members at Mountain Province State University. Thematic analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset. The analysis followed the six-step process: (1) Familiarization with the Data. The researchers began by immersing themselves in the data. All responses were read and re-read to gain a deep understanding of the content. This step included taking initial notes and observing recurring ideas or notable points. Transcripts or written responses were reviewed thoroughly to ensure no meaningful data was overlooked, (2) Generating Initial Codes. After familiarization, the researchers generated initial codes. These codes served as labels to identify important features of the data relevant to the research question. Coding was conducted manually, highlighting significant phrases, concepts, or expressions related to teaching strategies and student perceptions, (3) Searching for Themes.

The researchers then sorted different codes into potential themes. This involved grouping similar or related codes and examining how they could form broader patterns of meaning. At this stage, a thematic map was developed to visualize how different codes combined into overarching themes, (4) Reviewing Themes. The preliminary themes were reviewed to ensure they accurately represented the data. This included two levels of review: (a) checking if the themes worked in relation to the coded extracts, and (b) considering if the themes coherently reflected the entire dataset. Some themes were refined, merged, or discarded during this step. To enhance the credibility of the analysis, member checking was conducted during this phase. Selected participants were consulted to review the interpreted themes and verify whether these accurately reflected their

views and experiences. Their feedback was used to validate or refine the themes accordingly. (5) Defining and Naming Themes. Once a satisfactory thematic structure was established, each theme was clearly defined and named. The researchers examined the essence of each theme, identified what aspect of the data it captured, and ensured that it addressed the core of the research objectives. Subthemes were also identified where necessary, and finally (6) Producing the Report. Finally, the themes were organized into a narrative report. This involved selecting compelling extracts from the data to illustrate each theme and interpreting the significance of the findings in relation to the research questions. The report aimed to provide a coherent and insightful account of students' perspectives on the teaching methodologies practiced at the university.

Rigor of the Study

Experts within the university validated the interview guide to ensure the trustworthiness of this study. The researcher possesses the necessary skills and competencies to conduct the interviews effectively, including active listening, asking relevant questions, providing clarifications when needed, and fostering an accepting environment for participants' responses. With prior experience as a staff nurse and clinical instructor, the researcher is well-trained in these essential interview techniques.

To demonstrate dependability, the researcher established an atmosphere of unconditional positive regard, creating a space where participants felt their experiences were valued and respected. The participants' statements were sincerely treated, acknowledging them as authentic accounts of their lived experiences.

To safeguard the study's credibility, the researcher engaged in member checking, asking participants to clarify their statements and verify the accuracy of the transcriptions. Participants were also given the opportunity to review the findings and emerging themes to ensure that their perspectives were faithfully represented.

For transferability, the researcher adhered to established protocols and ethical guidelines throughout the study. The descriptions of participants' experiences were presented in a clear and accessible manner, ensuring that the emotions and feelings shared were understandable and meaningful.

RESULTS AND DISCUSSIONS

presents the findings on the perspective of the students on the teaching strategies of the faculty of Mountain Province State University particularly paying attention to their faced challenges, ways on how the faculty encourage participation, the inclusivity of the faculty and the alignment between the teaching methods with the assessment tasks.

The qualitative responses of students at Mountain Province State University revealed three central themes: *Diversity of Experience on Teaching Strategy*, *Challenges of Instruction*, and *Adaptation to Diverse Learning Needs*. Within these themes, students described varied experiences with faculty teaching strategies (Subtheme 1.1), where some found them engaging and effective, while others encountered monotony or lack of innovation (Subtheme 1.2). These differences in perception align with Darling-Hammond et al. (2020), who emphasized that variability in instructional methods can lead to unequal learning experiences. The engagement gap tied to repetitive lecture-based strategies is further supported by Prince (2004) and Titsworth and Kiewra (2004), who noted that passive learning environments decrease retention and motivation, while active approaches improve both outcomes and interest. The mixed reactions among students indicate a pressing need for pedagogical diversification and greater alignment between teaching strategies and students' learning preferences (Tomlinson, 2017).

In addition to pedagogical variation, significant challenges were identified in the instructional environment. Students cited misalignment between teaching and assessment (Subtheme 3.1), lack of learning resources (Subtheme 3.2), and internet-related barriers during online instruction (Subtheme 3.3). These concerns reflect the need for constructive alignment in course design as emphasized by Biggs (1996), and the vital role of instructional materials in supporting learning as highlighted by Bello and Iddrisu (2023). Moreover, the difficulties associated with online learning echo findings by Hodges et al. (2020) and Adedoyin and Soykan (2020), who reported the digital divide's negative effect on engagement and academic success. Finally, the

theme of *Adaptation to Diverse Learning Needs* emerged as students appreciated inclusive language (Subtheme 1), empathetic faculty behavior (Subtheme 2), and varied instructional techniques (Subtheme 3). These findings are consistent with Gay's (2010) model of culturally responsive teaching and Ladson-Billings' (1995) emphasis on relational care. Incorporating differentiated instruction, as advocated by Tomlinson (2014), was also shown to enhance equity and student engagement in diverse classrooms.
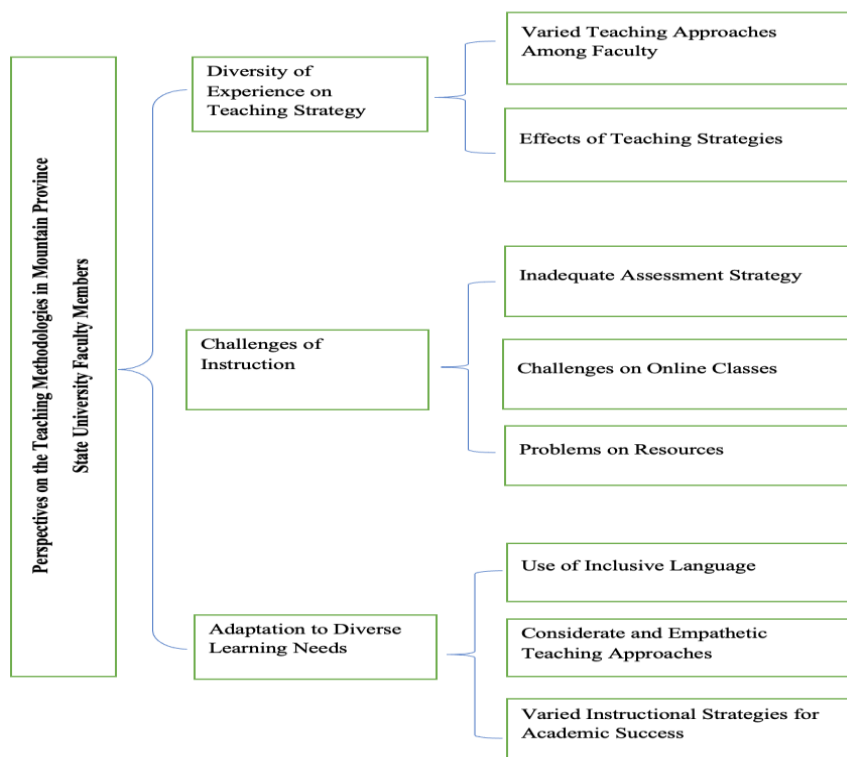

Figure 1. The Thematic Map of Themes and Subthemes

I. The Emergent Themes

Central Theme 1: Diversity of Experience on Teaching Strategy

This theme shared a wide range of experiences with the teaching strategies employed by faculty members at Mountain Province State University. These varied perceptions highlight differences in instructional approaches, student reception, and the impact of learning environments on educational engagement.

Subtheme 1.1: Varied Teaching Approaches for Success

Students at Mountain Province State University shared differing perspectives regarding the teaching strategies employed by faculty members, highlighting the diversity of instructional approaches observed across classes and subjects. While some appreciated that instructors had their own unique ways of engaging students, others expressed concerns over the lack of consistency in pedagogical methods. This variation often resulted in uneven learning experiences, where the effectiveness of teaching largely depended on individual faculty members' style and initiative. The use of conventional strategies such as PowerPoint presentations and student reporting was commonly mentioned, suggesting a reliance on traditional methods by some educators. The responses below illustrate how students perceive this inconsistency in teaching approaches within the university setting.

Respondent 3: "The faculty members have their own unique teaching strategies. They have their own way of engaging us in their lectures."

Respondent 9: "The teaching strategies of the faculty members of MPSU differs from each other."

Respondent 7: "Faculty members are using diverse teaching styles. What we all need is consistency."

Respondent 11: "The faculty members teach using the typical teaching strategies such as presenting PowerPoints, sitting in front and proceeds with the discussion, and lastly assigning topics to students…"

This variability in instructional strategies aligns with the findings of Darling-Hammond et al. (2020), who emphasized that inconsistencies in teaching methods can significantly impact students' engagement and learning outcomes. While diversity in teaching style allows instructors to cater to different learning needs, it also underscores the importance of institutional alignment and pedagogical training to ensure equitable learning experiences.

Subtheme 1.2*:* **Varied Effects of Teaching Strategies**

While some students viewed the strategies as engaging or informative, others described them as boring or repetitive, showing diverse student preferences and expectations. Despite positive experiences with some faculty strategies, many students at Mountain Province State University voiced concerns about outdated or monotonous teaching methods and inadequate access to learning resources. Issues such as over-reliance on PowerPoint, lecture-heavy delivery, weak internet signals, and lack of hands-on opportunities were commonly raised. These challenges highlight the need for pedagogical innovation and resource enhancement to improve engagement and academic performance.

Respondent 2: "It is very informative."

Respondent 5: "My experience on the teaching strategies of the faculty members of MPSU was a bit okay."

Respondent 9: "Mostly, their teaching strategies kinda bore me because it had been always the same from the past years."

Respondent 2: "Some of their way of delivering a lecture are so monotonous and complex."

Respondent 10: "Presenting lectures through PowerPoint presentation is not generally good... the instructor simply just reads the slides with little explanation."

Respondent 11: "Using PowerPoint and merely reading its contents inflicts boredom to most students including me."

These varying student responses reflect the broader need for differentiated instruction in higher education. According to Tomlinson (2017), differentiated instruction acknowledges that students have diverse learning styles, backgrounds, and preferences. Failure to vary instructional methods may lead to disengagement among learners, while thoughtful variation can increase motivation and achievement. Therefore, mixed reception highlights the importance of tailoring teaching strategies to accommodate a wider range of learning needs.

These student perceptions reflect the challenges of passive, lecture-based teaching styles. According to Titsworth and Kiewra (2004), when instructors rely solely on verbal delivery or slide reading without interaction, students tend to experience lower levels of engagement and retention. Similarly, Prince (2004) emphasized that active learning strategies significantly improve student motivation and understanding compared to traditional lectures. Therefore, integrating dynamic instructional approaches—such as discussion, real-life applications, and interactive technologies—can greatly enhance classroom engagement and learning outcomes.

Central Theme 2: Challenges of Instruction

Students' learning experiences were significantly shaped by the learning environment, particularly online learning constraints such as internet access, resource limitations, and inadequacy of assessment strategy. Several students noted a lack of coherence between what was taught during lectures and the assessment tasks they were required to complete. This misalignment created confusion and additional pressure.

Subtheme 3.1: Inadequate Assessment Strategy

A recurring concern among students at Mountain Province State University revolves around the misalignment between instructional content and assessment tasks. Several respondents shared experiences that reflect confusion, frustration, and difficulty in preparing for evaluations due to unclear or poorly connected performance tasks. These sentiments point to a gap between what is taught during lectures and what is later required in assessments. Students expressed that many assessment activities were either not thoroughly explained or seemed unrelated to the lessons delivered in class. This disconnection has created uncertainty about academic expectations and hindered their ability to effectively demonstrate learning, as illustrated in the responses below.

> **Respondent 1**: "Sometimes we are confused with the performance tasks because they are not fully discussed."

> **Respondent 10**: "Most of our activities seem unrelated to what is taught. It's hard to catch up or know what to focus on."

> **Respondent 6**: "Some teachers give assessments that were not tackled in class."

These student experiences underscore the importance of aligning teaching methods with assessment tasks. According to Biggs (1996), constructive alignment is a pedagogical approach that ensures coherence among learning objectives, teaching activities, and assessment methods. When assessments are not aligned with instructional content, students may struggle to understand expectations and demonstrate their learning effectively. This misalignment can lead to decreased motivation and hindered academic performance (Biggs, 1996).

Subtheme 3.2: Problems on Resources

Another significant issue raised by students concerns the availability and adequacy of learning resources that support instructional delivery. While some acknowledged the quality of the lessons themselves, many emphasized that limited access to textbooks, updated references, or instructional materials hindered their ability to fully grasp course content. This lack of resources not only affects comprehension but also impacts student preparedness for class activities and assessments. The reliance on internet access, often unreliable or insufficient in content coverage, further complicates students' efforts to independently reinforce their learning. The following responses reflect the challenges students face due to insufficient academic materials.

> **Respondent 4**: "The lesson is good, but we don't have enough books or access to materials that can help us understand more."

> **Respondent 6**: "We rely on the internet, but not all the materials the teacher talks about are available."

> **Respondent 11**: "Teaching is okay, but resources are outdated or not enough for everyone."

These student experiences underscore the importance of having sufficient instructional materials to support the learning process. According to Bello and Iddrisu (2023), the presence and proper use of these materials greatly influence the quality of teaching and learning. Their research highlights that a lack of accessible educational resources can hinder students' ability to grasp and engage with the curriculum, ultimately affecting their academic success. Therefore, making sure that learning materials are readily available and closely aligned with

lesson content is vital for creating effective and meaningful educational experiences (Bello, Z. M., & Iddrisu, S. A., 2023).

Subtheme 3.3: Challenges on Online Platform

The transition to online learning has presented considerable obstacles for many students, particularly in relation to internet connectivity and access to digital platforms. Respondents consistently cited unstable or weak internet signals as a barrier to participating in online classes, submitting assignments on time, and staying engaged with course materials. These technological challenges have created disparities in learning experiences, especially for students in geographically remote or under-resourced areas. As online and blended learning become more common, these recurring issues underscore the need for improved digital infrastructure and support systems to ensure that all students can access and benefit from remote education. The following responses illustrate the frustrations and academic difficulties students face due to poor internet connectivity.

> **Respondent 3**: *"It is very hard for me to have access to a fast and steady internet connection."*

> **Respondent 4**: "We are facing some problems due to lack of resources and poor signal."

> **Respondent 6**: "Most of the time, if there are activities that will be passed online, sometimes I experienced passing late because of the internet problem."

> **Respondent 8**: "The challenge I faced with the current teaching methods is online class because sometimes my signal is weak."

These challenges are consistent with the findings in the study by Hodges et al. (2020), who identified that remote learning environments exacerbate the digital divide, particularly in areas with poor internet infrastructure. In their study, they highlighted that technological limitations can severely hinder student engagement and academic performance. Additionally, Burgess and Sievertsen (2020) noted that students facing inconsistent or poor-quality internet access may experience significant educational setbacks, especially in online settings, affecting their ability to complete assignments and participate in synchronous sessions.

The challenges faced by students at Mountain Province State University reflect two recurring issues in higher education: monotonous teaching practices and technological constraints. Respondents highlighted the dullness and passivity of lecture-based instruction, especially when educators rely heavily on PowerPoint slides with little engagement. Such practices lead to disengagement and reduced comprehension.

This is supported by research emphasizing that active learning strategies are more effective in promoting student understanding and motivation. According to Prince (2004), traditional lecture formats often fail to sustain student interest and do not cater to diverse learning styles, which are essential for meaningful learning outcomes. Similarly, Fredricks, Blumenfeld, and Paris (2004) explain that students are more engaged when teaching strategies involve interaction, creativity, and problem-solving tasks.

Another significant challenge identified by students was the limited access to stable internet and digital tools, particularly during online or blended learning setups. This aligns with studies such as those by Adedoyin and Soykan (2020), who reported that poor internet connectivity, especially in rural or under-resourced regions, severely hampers student participation and academic performance in online education.

These findings underscore the need for faculty development on pedagogical diversity and institutional support for digital infrastructure to ensure equitable learning opportunities for all students.

Central Theme 3. Adaptation to Diverse Learning Needs

The university's diverse student population, composed of learners from various provinces and cultural backgrounds, demands teaching strategies that are inclusive and adaptable. Students appreciated faculty members who used local examples, encouraged empathy, and adjusted teaching methods to fit different

learning styles and language proficiencies. These practices are essential in fostering equity and a sense of belonging in the classroom.

Subtheme 1: Use of Inclusive Language

In a culturally diverse academic environment like Mountain Province State University, the use of inclusive language and culturally relevant examples plays a vital role in supporting student understanding and fostering a sense of belonging. Students emphasized the value of instructors who consciously bridge language gaps by simplifying terms and incorporating familiar, local references in their teaching. These practices were particularly meaningful for learners from various provinces who may face linguistic and cultural differences. The following responses reflect students' appreciation for faculty efforts to make lessons more accessible and inclusive, ultimately contributing to a more equitable and supportive classroom experience.

> **Respondent 1**: "Language barriers can make learning difficult especially since we're all from different provinces. Fortunately, instructors use inclusive language that all students understand."

> **Respondent 9**: "Some teachers do try local examples and stories, which is good. It is important that everyone feels like they belong and can succeed no matter where they came from."

This aligns with the work of Gay (2010), who emphasized that culturally responsive teaching involves using familiar language and cultural references that resonate with students' backgrounds, promoting both comprehension and belonging.

Subtheme 2: Considerate and Empathetic Teaching Approaches

Beyond instructional techniques, students at Mountain Province State University also emphasized the importance of instructor empathy and consideration in navigating learning challenges. For many, language barriers and varying academic abilities were less daunting when faculty members demonstrated patience, inclusivity, and genuine concern for student understanding. These qualities were seen not only in the way instructors adapted their discussions but also in how they created open, respectful spaces for dialogue and encouraged active listening. Such empathetic teaching approaches foster trust and confidence among learners, particularly those who may feel marginalized or struggle to keep pace. The following responses illustrate the positive impact of compassionate, student-centered teaching on learners' engagement and emotional well-being.

> **Respondent 3**: "Language barrier is one challenge in our learning. Fortunately, instructors are very considerate and make sure that discussions are inclusive."

> **Respondent 5**: "They foster open dialogue, encourage active listening and promote empathy."

These sentiments support the findings of Ladson-Billings (1995), who argued that empathy and care in teaching are foundational to culturally relevant pedagogy. Instructors who genuinely listen and respond to students' needs create spaces where learners feel valued and understood.

Subtheme 3: Varied Instructional Strategies for Different Learning Styles

Inclusive and engaging teaching methods have been increasingly recognized as vital components in promoting effective learning experiences among students. As reflected in the narratives of participants, strategies that foster interaction, participation, and the integration of technology significantly contribute to student success. Respondent 2 emphasized the importance of inclusive approaches, noting that technologies, active discussions, and meaningful student-teacher interactions are key drivers of academic achievement. Similarly, Respondent 6 highlighted how faculty members stimulate participation during lectures and class activities through methods such as question-and-answer sessions and the occasional use of educational games. These accounts underscore the positive impact of dynamic and student-centered teaching strategies in creating an engaging and supportive learning environment.

Respondent 2: "Inclusive teaching methods are essential... Through the use of technologies, fostering active discussion, and promoting student-teacher interactions enhance academic success."

Respondent 6: "The faculty members encourage active participation during lectures and activities through question and answer most of the time. Sometimes, some faculty members uses techniques like games to catch the participation of the student."

Tomlinson (2014) emphasized differentiated instruction as a fundamental strategy for addressing the diverse needs of learners within a single classroom. She highlighted that because students vary widely in their readiness levels, interests, and learning profiles, a one-size-fits-all approach to teaching is often ineffective. Differentiated instruction involves tailoring content, process, product, and learning environments to ensure all students can access and engage meaningfully with the curriculum. By employing flexible teaching methods—such as varying tasks, using different grouping strategies, and incorporating multiple modalities—teachers can better accommodate individual differences. Tomlinson argued that this flexibility not only supports academic achievement by providing appropriate challenges for each learner but also enhances student engagement by making learning more relevant and responsive to their unique strengths and needs. In essence, differentiated instruction fosters an inclusive classroom environment where every student has the opportunity to succeed and stay motivated.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the summary, conclusions, recommendations and implications of the study.

Summary of Findings

The study navigated students' perspectives on the teaching methodologies employed by Mountain Province State University faculty members. The findings disclose strengths and challenges in instructional strategies, emphasizing key areas that contribute to or obstruct compelling learning experiences.

One of the strengths of the university's teaching approach is the use of interactive and engaging strategies. Students appreciate it when faculty members incorporate group activities, hands-on exercises, role-playing, debates, and visual representations to enhance the learning experience. These methods encourage active participation and help students assimilate complex concepts more effectively. However, there is a notable inconsistency in applying these strategies, with some instructors still relying heavily on traditional lecture-based Teaching, making it more difficult for some students to remain engaged.

One major obstacle identified in the study is the consistency of the monotonous and passive nature of some instructional methods. Many students expressed resentment with the massive use of PowerPoint presentations, where instructors rely heavily on slides to slides without concretizing the concepts with real-world explanations. This passive approach to Teaching has paved the way to decreased student motivation and involvement in learning. Additionally, some students lament that specific lectures are based too much on memorization rather than developing critical thinking skills and application.

Inclusivity in Teaching remains one area of discussion in the learning experience. While some faculty members employ extra effort to use multiculturally sensitive language and adapt to diverse individualized learning needs, students from different linguistic and cultural backgrounds still enumerate difficulties. The language barrier was identified as a significant obstacle for some students, making it more burdensome for them to comprehend concepts fully. Moreover, not all instructors implement teaching methods catering to varying learning styles and needs, resulting in inconsistent student engagement and comprehension.

The study also highlights a misalignment between teaching methodologies and assessment task practices. Many students feel that how they are taught does not align with how they are evaluated. For instance, while some classes emphasize theoretical knowledge, assessments often require the application of concepts in unfamiliar ways. This misalignment makes it difficult for students to perform well in exams and assignments, as they are not continually assessed on the knowledge and skills emphasized during instruction.

Technological and resource limitations further compound the challenges faced by students. Those in remote areas struggle with unreliable internet connections, making participating in online classes and submitting assignments on time difficult. The reliance on technology, particularly in online learning settings, has exposed gaps in accessibility, with some students being disadvantaged due to poor connectivity and lack of resources.

The findings suggest that although Mountain Province State University employs some effective and engaging teaching strategies, areas of concern still need improvement. Addressing the issues of instructional monotony, inclusivity, assessment task alignment, and technological challenges will help create a more effective, equitable, and student-centered learning environment.

Conclusions

The study discloses that while some faculty members at Mountain Province State University employ various teaching methodologies, significant gaps affect student engagement, inclusivity, and overall learning experience. Interactive and participatory pedagogies, such as group discussions, role-playing, and hands-on or real-time activities, keep students engaged and enhance their understanding of course concepts and knowledge retention. However, the different instructors' inconsistent implementation of these strategies results in varied learning experiences, with some students benefiting from active learning. In contrast, others struggle with passive, lecture-heavy approaches and vice-versa.

A key challenge identified is the over-reliance on traditional and monotonous teaching methods, particularly using PowerPoint presentations without additional explanations or interactive elements. Many students reported that such teaching strategies lead to disengagement and reduced learning motivation. This issue is further compounded by the lack of instructional innovation, which prevents learning from being dynamic and responsive to student needs.

Inclusivity in teaching practices also emerged as an area of concern. While some faculty members try to accommodate diverse learning needs and address language barriers, many students still feel that instructional methods do not fully cater to their differences. The presence of students from different linguistic and cultural backgrounds highlights the necessity for more inclusive strategies that ensure equitable access to learning.

Furthermore, the study finds a significant misconnection between teaching methodologies and assessment task practices. Many students struggle with assessments that test skills and knowledge in ways that do not reflect their lecture experiences. This misalignment generates unnecessary struggles, making it more difficult for students to demonstrate their proper understanding and competency in the subject matter.

Technological and resource scarcity further inhibit the learning experience, particularly for students in remote areas with poor internet stability and reliability. Online learning platforms, though found beneficial in many ways nowadays, still present difficulties for students who lack access to stable internet and technological resources, leading to delays in participation and assignment submission.

The findings generally highlight the need for improvements in teaching methodologies to foster a more engaging, inclusive, and student-centered learning environment. By addressing instructional monotony, ensuring inclusive teaching practices, aligning assessments with teaching strategies, and enhancing technological support, faculty members can create a more effective educational experience that meets the needs of all students.

Recommendations

Based on the study's findings, several recommendations are proposed to improve Mountain Province State University's teaching methodologies. These recommendations focus on enhancing student engagement, promoting inclusivity, ensuring better alignment between Teaching and assessment, and addressing technological limitations.

To the Faculty Members

Faculty members should incorporate active learning strategies such as case studies, debates, role-playing, and problem-solving exercises to make learning more engaging. They should also encourage blended learning approaches that combine traditional lectures with interactive discussions, hands-on activities, and real-time applications. Instructors should avoid monotonous lecture-heavy methods and promote discussion-based and inquiry-driven learning techniques. PowerPoint presentations should be supplemented with interactive elements such as real-world examples, student-led discussions, and practical demonstrations. Faculty members should encourage critical thinking and active student participation rather than relying solely on memorization and passive learning.

Faculty members should guarantee that the assessment task methods used align with the teaching strategies applied in the classroom. If the focus is on critical thinking and application, assessments should reflect those competencies rather than rely on stereotypic routine memorization. Expand assessment methods by incorporating alternative evaluation forms, such as performance-based assessments, portfolios, case studies analyses, or critical appraisals. Conduct periodic evaluations of assessment strategies based on student feedback to ensure they are justifiable, relevant, and supportive of learning outcomes and knowledge retention.

To the School Administrators

Faculty members should receive regular training workshops on inclusive teaching practices to ensure that all students, regardless of their background, learning style, or language proficiency, can fully engage in the learning experience. It is also noted that technological advancement has a vital role in many ways. Hence, they should also consider implementing strategies such as differentiated instruction, assistive technology, and culturally responsive Teaching to address diverse student needs, particularly paying attention to access to network stability. Encourage open dialogue and build a learning environment that fosters respect, collaboration, and equal opportunities for all students.

To the Human Resources

Regular training and capacity-building programs should be conducted for faculty members to update them on best evidence-based practices (EBPs) in Teaching and learning. Develop a strategic and regular system for collecting student feedback on teaching methodologies to identify improvement areas and ensure faculty members are responsive to diverse student needs, particularly learning styles. Encourage collaboration and open forums among faculty members to share effective teaching pedagogies and formulate a more standardized approach across all courses to instructional methods. Regular workshops or training sessions for faculty on innovative and effective teaching strategies to improve student engagement and knowledge retention are conducted.

To Future Research

To build on the findings of this study, future researchers are encouraged to expand the scope of the investigation by including a broader range of participants beyond students. While student perspectives offer valuable insights into teaching methodologies and classroom experiences, incorporating the views of faculty members and academic administrators can provide a more comprehensive and balanced understanding of the teaching and learning process.

Additionally, a mixed-methods approach combining qualitative interviews or focus group discussions with quantitative survey data could yield richer insights and allow for a broader generalization of findings. Conducting comparative studies across multiple campuses or institutions may also help in identifying common challenges and best practices in the use of teaching methodologies in higher education.

With the subsequent implementation of the identified recommendations, Mountain Province State University can foster a more dynamic, inclusive, and student-centered learning environment that develops the general quality of education across all courses. Addressing the obstacles and improving teaching methodologies will

contribute to better student involvement, higher academic performance, better knowledge retention, and more meaningful learning experiences.

Implications of the Study

First, integrating interactive and student-centered teaching methodologies significantly enhances student engagement and comprehension. The participants' feedback underscores the positive impact of collaborative activities, creative classroom techniques, and experiential learning on motivation and understanding. However, the inconsistency in applying these strategies across faculty members suggests a critical need for standardization and professional development. Faculty members must be equipped with training reinforcing the importance of inclusive and participatory teaching to ensure that all students, regardless of their learning preferences, can benefit equally from their academic experience.

Second, the study concerns the misalignment between teaching strategies and assessment tasks. Students expressed frustration when evaluations did not reflect the instructional approaches used in class. This disconnect leads to confusion, decreased confidence, and a diminished ability to perform well academically. Thus, universities must develop a more coherent framework that aligns pedagogy with assessment. Faculty should be guided to design evaluations that reflect the content and delivery of instruction, incorporating real-world applications and critical thinking tasks that better mirror classroom experiences and prepare students for professional challenges.

Finally, the findings illuminate the enduring issues of inclusivity and technological disparity within the learning environment. Students from varied cultural and linguistic backgrounds struggle with language barriers, and those in geographically isolated areas face technological constraints that hinder their participation in digital learning. These challenges call for institutional policies that promote equitable learning opportunities—such as multilingual instructional support, culturally responsive teaching practices, and expanded access to digital infrastructure. Addressing these gaps will promote academic equity and contribute to a more resilient, inclusive, and future-ready higher education system.

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INTERVIEW GUIDE

The researcher will greet the participant and ask some preliminary questions to make the participant comfortable and involved.

Preliminary Questions

1. How are you today?

2. How were the past few days?

3. How did you spend the holidays?

Demographic Profile

Age:

Gender:

Year Level:

School:

Civil Status:

Central Questions:

1. What are your experiences with the teaching strategies of the faculty members of Mountain Province State University?

2. What challenges do students face with the current teaching methodologies?

3. In what ways do faculty members encourage active participation during lectures and activities?

4. How inclusive do students find the teaching methods, particularly for diverse learning needs or backgrounds?

5. How do students perceive the alignment between teaching methodologies and assessment practices?