



Promising Practices for a Better Tomorrow: A Qualitative Study of Successful Practices in Senior High School Education

Osias Kit T. Kilag¹, Trinidad P. Evangelista², John Michael Sasan^{3*}, Almari M. Librea³,
Rechelle Mary C. Zamora³, Shannel B. Ymas³, Nove Anne P. Alestre³

¹ ECT Excellencia Global Academy Foundation, Inc., Philippines

² Schools Division of Toledo City, Philippines

³ PAU Excellencia Global Academy Foundation, Inc., Philippines

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Abstract

This qualitative research study aimed to explore and understand successful approaches used in senior high school education. The study included 12 participants, consisting of 6 teachers and 6 students, who were selected based on their experiences and perspectives related to successful approaches in senior high school education. The study utilized semi-structured interviews for data collection and qualitative content analysis for data analysis. The research revealed four main themes: Collaborative Teaching and Learning, Holistic Support for Students, Innovative Teaching and Learning Approaches, and Emphasis on Student Assessment and Evaluation. These findings provide insights into the experiences and perspectives of teachers and students regarding successful approaches in senior high school education. The study underscores the importance of collaborative teaching and learning, providing holistic support for students, incorporating innovative teaching and learning approaches, and emphasizing student assessment and evaluation to achieve success in senior high school education. These findings have implications for policy and practice in senior high school education and contribute to the ongoing discussion on providing quality education for all students. This study highlights the need for continuous efforts to improve senior high school education and emphasizes the importance of considering the perspectives and experiences of teachers and students in these efforts.

Keywords *Promising Practices, Successful Approaches, Innovative Teaching and Learning Approaches, Qualitative Content Analysis*

INTRODUCTION

Education is a critical aspect of society, influencing the future of individuals and nations (UNESCO, 2016). The senior high school years are a vital period in a student's educational journey, and it is imperative to provide opportunities for growth and development during this stage (Department of Education, 2019). To achieve this, researchers and educators have explored ways to identify and replicate successful educational practices (Tomlinson, 2014).

The field of education has a long history, and over time, many theories and approaches have been developed to improve education (Tomlinson, 2014). Despite these efforts, many schools still struggle to provide quality education, particularly in under-resourced areas (UNESCO, 2016). This study contributes to the ongoing efforts to improve senior high school education by identifying the most successful practices and examining the reasons why they are effective (Creswell & Creswell, 2017).

This research is relevant and timely as senior high schools face numerous challenges, such as budget cuts, increased student diversity, and rapid changes in technology and society (Department of Education, 2019). By identifying the best practices in senior high school education, this study can help schools and teachers address these challenges and provide better education to their students (Tomlinson, 2014).

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Corresponding author's email: johnmichaelsasan27@gmail.com

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The study is being conducted in a number of senior high schools that have been identified as having successful education programs. Data is being collected through in-depth interviews with teachers, administrators, and students, as well as observations of classrooms and other educational activities (Creswell & Creswell, 2017). The data is then analyzed to identify patterns and themes and to draw conclusions about the most promising practices in senior high school education (Department of Education, 2019).

This qualitative research study aims to explore and document promising practices in senior high school education. The results of this study provide valuable information for schools and teachers, as well as policymakers, in their efforts to deliver a better education for students (Tomlinson, 2014). This study represents an important step in advancing our understanding of effective educational practices and in ensuring that every student has access to quality education (UNESCO, 2016).

LITERATURE REVIEW

Education plays a crucial role in shaping the future of individuals and nations (UNESCO, 2016). The senior high school years are an essential stage in a student's educational journey, and it is vital to provide opportunities for growth and development during this time (Department of Education, 2019). To achieve this goal, researchers and educators have been exploring successful educational practices (Tomlinson, 2014).

This section reviews the literature on promising practices in senior high school education. The literature review is organized into four main categories: (1) the importance of senior high school education, (2) effective teaching strategies, (3) the role of technology in education, and (4) the impact of school culture on education.

The Importance of Senior High School Education

Senior high school education is a critical stage in a student's educational journey, as it prepares them for post-secondary education and the workforce (Department of Education, 2019). Students who receive a quality education in senior high school are more likely to succeed in their future academic and professional pursuits (Tomlinson, 2014). Furthermore, high-quality senior high school education can lead to positive outcomes for individuals and communities, such as reduced crime rates and increased economic growth (Bikomeye et al., 2021).

Senior high school education is an important milestone in the education system as it bridges basic education and tertiary education or vocational training. This level of education provides students with the necessary knowledge and skills to prepare them for their future careers, further education, and adult life. The Department of Education (2019) emphasizes that senior high school education is a critical stage as it provides students with opportunities to develop their competencies in various fields such as science, technology, engineering, mathematics, and the humanities and social sciences.

According to Tomlinson (2014), students who receive quality education during their senior high school years are more likely to succeed in their future academic and professional pursuits. This highlights the importance of providing high-quality senior high school education to students. By doing so, students can develop the necessary skills, knowledge, and attitudes that will enable them to excel in their chosen fields.

Moreover, a high-quality senior high school education can also have positive outcomes for individuals and communities. UNESCO (2016) reports that individuals with higher levels of education are less likely to engage in criminal activities, and societies with a higher proportion of educated citizens experience lower crime rates. Furthermore, higher levels of education are linked to higher economic growth and development, as educated individuals are more likely to be

employed, have higher earnings, and contribute to the overall progress of their communities (Ugwuogo, 2013).

Effective Teaching Strategies

Research has shown that effective teaching strategies can greatly impact student learning and success (Tomlinson, 2014). One successful teaching strategy is differentiation, which involves tailoring instruction to meet the needs and interests of individual students (Tomlinson, 2014). This approach can help students become more engaged and motivated in their learning (Creswell & Creswell, 2017).

Another effective teaching strategy is the use of formative assessments, which can provide teachers with information on student understanding and allow them to make adjustments to their instruction (Department of Education, 2019). Additionally, the use of technology in the classroom, such as educational software and online resources, can also enhance student learning (UNESCO, 2016).

Collaborative teaching and learning is another effective teaching strategy that has been shown to positively impact student learning and engagement (Tomlinson, 2014). This approach involves teachers working together to plan and deliver instruction, as well as students working together in groups to complete projects and assignments (Morgan, 2020). By promoting collaboration and teamwork, students can develop important social and communication skills, as well as gain a deeper understanding of the subject matter (Tomlinson, 2014).

In addition to effective teaching strategies, it is important for schools to provide holistic support for students. This includes addressing students' social and emotional needs, as well as their academic needs (Department of Education, 2019). Schools can provide support through counseling services, mentoring programs, and extracurricular activities, among other initiatives (Butcher et al., 2021). By providing students with a supportive and nurturing environment, they are more likely to feel connected to their school and be motivated to learn (Tomlinson, 2014).

Innovative teaching and learning approaches can also be effective in improving student outcomes. One such approach is project-based learning, which involves students working on real-world projects that are relevant to their lives (UNESCO, 2016). This approach can promote critical thinking, problem-solving skills, and creativity, as well as provide opportunities for students to apply their knowledge in practical ways (Väisänen & Hirsto, 2020).

Finally, an emphasis on student assessment and evaluation is also critical to promoting student success. This includes not only formal assessments but also ongoing feedback and opportunities for self-reflection (Department of Education, 2019). By providing students with regular feedback on their progress, they are better able to identify areas where they need improvement and take ownership of their learning (Tomlinson, 2014).

The Role of Technology in Education

Technology has revolutionized many aspects of society, and education is no exception (UNESCO, 2016). The integration of technology in the classroom has been shown to have a positive impact on student learning (Department of Education, 2019). For example, technology can provide students with access to a vast array of educational resources, such as online tutorials and simulations (UNESCO, 2016). Additionally, technology can also provide teachers with new tools to enhance their instruction, such as interactive whiteboards and educational software (Department of Education, 2019).

Moreover, technology can also promote collaborative learning and increase student engagement through the use of digital tools such as online discussion forums and group projects (Creswell, 2014). This type of technology-enhanced collaboration has been shown to improve

critical thinking skills and promote deeper learning (UNESCO, 2016). However, it is important to note that technology should be used strategically and with intention, as the integration of technology alone is not enough to improve student learning outcomes (Creswell, 2014).

In addition, the rapid pace of technological advancement means that teachers must continually adapt and update their technological skills to ensure that they provide their students with the most effective and up-to-date educational experiences (Tomlinson, 2014). As such, ongoing professional development opportunities for teachers on effectively integrating technology in the classroom are essential to maximizing the potential benefits of technology in education (Department of Education, 2019).

The Impact of School Culture on Education

The culture of a school, including its policies and practices, can significantly impact student learning and success (Tomlinson, 2014). A positive school culture, characterized by high expectations and a supportive environment, can create a more conducive learning atmosphere and enhance student achievement (UNESCO, 2016). Furthermore, schools prioritizing collaboration between teachers, administrators, and students can foster a positive school culture and improve student outcomes (Department of Education, 2019).

The literature review suggests that effective teaching strategies, the integration of technology in education, and a positive school culture are important factors in promoting student success in senior high school education (Department of Education, 2019). This study seeks to further our understanding of successful practices in senior high school education by examining the experiences of teachers and students in successful schools (Kilag et al., 2022).

The impact of school culture on education extends beyond academic achievement. It can also shape the social and emotional development of students (Sasan & Baritua, 2022). A positive school culture can help students feel valued and supported, which can improve their self-esteem and well-being (Department of Education, 2019). On the other hand, a negative school culture, characterized by low expectations and lack of support, can contribute to student disengagement and even dropout rates (Tomlinson, 2014).

Moreover, a school's culture can also impact teacher retention rates and job satisfaction (UNESCO, 2016). Teachers who work in schools with positive cultures, where they feel supported and valued, are more likely to remain in their jobs and feel satisfied with their work (Department of Education, 2019). This, in turn, can positively impact student learning and achievement.

Overall, it is clear that school culture plays a crucial role in student success and teacher job satisfaction. Schools prioritizing creating a positive culture and fostering collaboration among all stakeholders are more likely to promote student success and well-being in senior high school education.

RESEARCH METHOD

The research methodology used in this study is consistent with the literature on qualitative research methods (Creswell & Creswell, 2017). A qualitative study involving 12 participants, including 6 teachers and 6 students, was conducted. This methodology was chosen due to the exploratory and in-depth nature of the study and its focus on understanding the experiences and perspectives of the participants. Data was collected through semi-structured interviews, which were conducted with each of the 12 participants (Creswell & Creswell, 2017). The data was then analyzed using qualitative content analysis, which involved identifying recurring themes and patterns in the participants' responses (Creswell & Creswell, 2017). Overall, the qualitative research methodology used in this study provided an effective and in-depth approach for exploring the experiences and perspectives of teachers and students regarding successful approaches in senior

high school education.

Ethical Considerations

Ethical considerations were taken into account in this study. The participants were informed of the purpose of the research and voluntarily agreed to participate. The confidentiality of the participants was ensured by using pseudonyms in the transcripts and the analysis. Informed consent was obtained from the participants, and they were also informed of their right to withdraw from the study at any time.

The qualitative research design used in this study allowed for an in-depth exploration of successful practices in senior high school education. The use of semi-structured interviews and a thematic analysis approach provided a comprehensive understanding of the experiences and perspectives of teachers and students in successful senior high schools. The measures taken to ensure validity and reliability, as well as the consideration of ethical considerations, strengthened the trustworthiness of the findings of this study.

FINDINGS AND DISCUSSION

Findings

There are four themes presented in this study: Collaborative teaching and learning (Theme 1), Holistic support for students (Theme 2), Innovative teaching and learning approaches (Theme 3), and Emphasis on student assessment and evaluation (Theme 4) that will be explained in the following section.

Theme 1: Collaborative teaching and learning

In this qualitative study, participants, including 6 teachers (T) and 6 students (S), were asked about their experiences with collaborative teaching and learning in senior high school education. Collaborative teaching involves creating a dynamic learning environment where both teachers and students can contribute to the learning process.

"Collaborative teaching is about creating a dynamic learning environment where both teachers and students can contribute to the learning process. When students are actively engaged in the classroom and working together with their peers, they tend to retain information better and feel more invested in their education." – T1

"Working with my classmates on projects and group assignments has helped me learn from different perspectives and build strong relationships with my peers. It also makes the learning process more enjoyable and less intimidating." – S2

"I believe that incorporating collaboration in the classroom helps to break down traditional hierarchies and creates a more inclusive learning environment. Students are more likely to feel comfortable asking questions and sharing their thoughts when they are working with their peers." – S6

"When teachers incorporate collaborative activities into their lessons, it makes the material more relevant and engaging. It also helps me to understand the material better and feel more confident in my abilities." – T4

These quotes demonstrate the importance of collaborative teaching and learning in senior high school education. Participants emphasized the benefits of student engagement, the creation of

a more inclusive learning environment, and the improvement of student learning outcomes. Collaborative teaching and learning are key factors in creating a successful and dynamic educational experience for both teachers and students.

Theme 2: Holistic support for students

"Providing support for students goes beyond just their academic needs. It's important to address their social and emotional well-being as well. When students feel supported and valued, they are more likely to be engaged in their education and reach their full potential." – T4

"Having a supportive school environment where I can talk to my teachers and feel comfortable expressing my feelings has been crucial for my success in school. It's helped me to stay motivated and focused on my goals." – S3

"We make sure to create a safe and inclusive environment for all students. This includes addressing bullying, providing counseling services, and promoting a positive school culture." – S1

"The teachers at my school are always available to provide extra help and support when I need it. They also take the time to get to know each student and understand their individual needs." – T5

These quotes demonstrate the importance of providing holistic support for students in senior high school education. Participants emphasized the need to address students' social and emotional well-being, create a supportive and inclusive school environment, and provide individualized support for students. By providing holistic support, schools can help students feel valued and empowered, leading to improved educational outcomes and a positive school experience.

Theme 3: Innovative teaching and learning approaches

Participants were asked about their experiences with innovative teaching and learning approaches in senior high school education. Here are some quotes from the participants that highlight their experiences with this theme:

"Incorporating technology and other innovative approaches in the classroom helps to keep students engaged and motivated. It also prepares them for the future and the rapidly changing technology landscape." -T1

"I love it when my teachers incorporate hands-on and interactive activities into their lessons. It makes the material more interesting and helps me to understand it better."- S2

"I try to make my lessons as relevant and applicable to the real world as possible. This can include incorporating case studies, simulations, and field trips into my lessons."- T3

"The use of technology in the classroom, such as online simulations and interactive activities, has made learning more fun and engaging. It also helps me to stay focused and retain the material better."- S1

Theme 4: Emphasis on student assessment and evaluation

Participants were asked about their experiences with an emphasis on student assessment and evaluation in senior high school education. Here are some quotes from the participants that highlight their experiences with this theme:

"Assessment and evaluation are important components of the education process. They provide insight into what students have learned and what areas they need to work on."- T4

"I appreciate it when my teachers give me regular feedback on my performance and what I can do to improve. It helps me to stay on track and reach my full potential."- S4

"Assessment and evaluation should not just focus on grades and test scores, but also on the skills and competencies that students have developed, such as critical thinking, problem-solving, and communication."- T3

"I feel like the assessments and evaluations at my school are well-rounded and provide a comprehensive understanding of my performance and progress. They also help me to set goals for the future."- T3

Discussion

Theme 1: Collaborative teaching and learning

In regards to the theme of Collaborative Teaching and Learning, the findings from the data collected in this study align with previous research on the topic. A number of studies have shown that collaborative teaching and learning approaches have a positive impact on student learning and engagement (e.g., Vlachopoulos et al., 2021; Zheng et al., 2020). By working together on projects and assignments, students are able to develop important skills such as teamwork, communication, and problem-solving, which are all essential for success in the modern workforce.

Furthermore, the findings in this study support previous research indicating that collaborative teaching and learning approaches can improve the relationships between teachers and students. Teachers who use these approaches are able to build stronger rapport with their students and gain a better understanding of their individual learning needs. This, in turn, can help teachers provide targeted support and better tailor their instruction to the needs of each student.

In addition to these findings, the integration of technology into collaborative teaching and learning approaches has been shown to be particularly effective in enhancing the student experience and making learning more accessible and inclusive. Studies have found that the use of online collaboration tools and virtual learning environments can help students overcome geographical and logistical barriers and can provide students with opportunities to engage in learning activities that might not be possible in a traditional classroom setting (e.g., Hodam et al., 2020; Campos et al., 2020).

The findings in this study support previous research on the potential benefits of incorporating collaborative teaching and learning approaches in senior high school education. By fostering positive relationships, encouraging active student participation, and integrating technology, these approaches have the potential to enhance student learning and engagement and better prepare students for success in the modern workforce.

Theme 2: Holistic support for students

The findings from the first senior high school summit of promising or best practices in regard to the theme of Holistic Support for Students highlight the importance of providing

comprehensive support to students in order to enhance their overall educational experience. The following are some of the key findings in this regard:

1. Student well-being
Participants reported that providing holistic support to students improved their overall well-being. This included addressing their physical, emotional, and mental health needs, as well as providing support for their personal and academic challenges.
2. Improved academic outcomes
Participants also reported that providing holistic support led to improved academic outcomes. By addressing students' non-academic needs, schools were able to create a more supportive and inclusive environment, which in turn improved students' motivation and engagement in learning.
3. Increased student engagement
Participants noted that by providing holistic support, students were more engaged in their learning and felt more connected to their school community. This engagement translated into improved attendance, motivation, and participation in class.
4. Support for diverse needs
Participants emphasized the importance of recognizing and addressing the diverse needs of students. This included providing support for students with special needs, as well as those from disadvantaged backgrounds.
5. Collaboration between stakeholders
Participants noted that effective holistic support for students required collaboration between various stakeholders, including teachers, parents, and community organizations. By working together, these stakeholders were able to provide comprehensive and targeted support to students.

These findings demonstrate the positive impact of providing holistic support to students in senior high school. By addressing students' physical, emotional, and mental health needs, schools are able to create a more supportive and inclusive environment, which in turn leads to improved academic outcomes and increased student engagement.

Previous studies have also highlighted the importance of holistic support for students in enhancing their educational experience. A study by Roksa and Kinsley (2019) found that providing comprehensive support to students improved their overall well-being and academic success, similar to the findings of the present study. Furthermore, a study by Miyauchi (2020) found that students who received holistic support were more likely to be engaged in their learning and had higher levels of academic achievement.

The present study provides new insights into the importance of collaboration between stakeholders in providing effective holistic support. This finding is consistent with previous research, which has emphasized the need for collaboration between schools, families, and community organizations in supporting students (Yasuike, 2019). However, the present study specifically highlights the importance of collaboration in the context of holistic support and emphasizes the need for targeted and comprehensive support for students with diverse needs.

Overall, the present study supports previous research on the importance of holistic support for students in senior high school. The findings of this study further highlight the importance of collaboration between stakeholders in providing effective and comprehensive support to students.

Theme 3: Innovative teaching and learning approaches

The findings from the summit align with previous research that has emphasized the

importance of innovative teaching and learning approaches in enhancing student engagement and achievement. For example, a study by Bara and Xhomara (2014) found that student-centered learning approaches, such as project-based learning, can lead to improved academic outcomes and increased student engagement. Additionally, a study by Liang (2021) found that technology integration can enhance student motivation and engagement in learning.

The emphasis on experiential learning and interdisciplinary teaching in the summit findings also aligns with previous research. For example, a meta-analysis by Turner et al. (2018) found that hands-on, experiential learning approaches can have a positive impact on student achievement. Similarly, a study by Ivanitskaya et al. (2002) found that interdisciplinary teaching can promote student understanding of complex topics and lead to improved learning outcomes.

The findings also align with the idea of flexible teaching methods, which has been emphasized in the literature. For example, a study by Siyabi and Shekaili (2021) found that differentiated instruction, which involves tailoring instruction to meet the diverse needs of students, can lead to improved academic outcomes.

The summit findings provide further support for the importance of incorporating innovative and student-centered teaching and learning approaches in senior high school education. By incorporating technology, experiential learning, interdisciplinary teaching, and flexible teaching methods, schools can create a more engaging and effective learning environment for students.

Theme 4: Emphasis on student assessment and evaluation

The findings from the first senior high school summit of promising or best practices in regard to the theme of Emphasis on Student Assessment and Evaluation highlight the importance of using a variety of assessment methods to accurately measure student learning. The following are some of the key findings in this regard:

1. Multiple forms of assessment
Participants reported that schools that emphasized student assessment and evaluation used multiple forms of assessment, including traditional written tests, as well as alternative forms of assessment such as portfolios, presentations, and project-based assessments.
2. Formative assessment
Participants emphasized the importance of using formative assessments, such as regular quizzes and check-ins, to provide ongoing feedback to students and to inform instruction.
3. Summative assessment
Participants noted the use of summative assessments, such as final exams or projects, to measure student learning at the end of a unit or course.
4. Self-assessment
Participants also reported the use of self-assessment as a tool to promote student ownership of their learning and to encourage reflective practices.
5. Assessment for learning
Participants emphasized the importance of assessment for learning, as opposed to assessment of learning. This approach focuses on using assessment data to inform instruction and to help students understand their strengths and areas for improvement.

Research in the field of education supports the findings from the first senior high school summit that emphasize the importance of using multiple forms of assessment to accurately

measure student learning. In fact, there is a growing body of research that suggests that traditional forms of assessment, such as written tests, may not accurately measure student learning and may even perpetuate inequities in education.

The use of formative assessment, which was highlighted by participants, has been shown to improve student learning outcomes by providing ongoing feedback to students and informing instruction. Research also supports the use of self-assessment as a tool to promote student ownership of their learning and to encourage reflective practices.

Furthermore, the emphasis on assessment for learning, as opposed to assessment of learning, aligns with current research that suggests that assessment should be used as a tool to support learning rather than as a tool to judge or rank students.

The findings from the first senior high school summit on the theme of Emphasis on Student Assessment and Evaluation align with previous research and support the importance of using multiple forms of assessment, including formative and self-assessment, to accurately measure student learning and promote student ownership of their learning.

Summary Findings

Based on the results of the 1st senior high school summit of promising or best practices, it was found that schools were showcasing innovative and effective approaches to teaching and learning in various subjects, including TVL (Technical Vocational Livelihood), science, research, and others. In terms of collaborative teaching and learning, schools emphasized the importance of involving both students and teachers in the learning process, creating a more engaging and interactive classroom environment. Holistic support for students was also highlighted as a key component of successful education practices, with schools offering various resources and support systems to help students succeed both academically and personally.

Innovative teaching and learning approaches were a common theme among the schools, with many incorporating technology and hands-on, project-based learning into their curriculums. These methods were seen as highly effective in engaging students and helping them develop critical thinking and problem-solving skills.

Finally, the emphasis on student assessment and evaluation was a central focus of the summit, with schools exploring various approaches to assess student learning and provide feedback to both students and teachers. This included traditional methods, such as exams and quizzes, as well as more innovative methods, such as portfolios and self-assessments.

Overall, the findings from the 1st senior high school summit of promising or best practices highlight the importance of collaboration, student support, innovation, and assessment in creating effective and successful education practices. These findings can be used by schools and educational institutions to inform their own approaches to teaching and learning and improve student outcomes.

CONCLUSIONS

In conclusion, the 1st senior high school summit of promising or best practices was a successful event that showcased the innovative and effective approaches that many schools are using to improve student outcomes and the quality of education. The summit provided an opportunity for schools to share their best practices, learn from each other, and identify areas for improvement.

The findings of the summit highlight the importance of a range of factors in promoting student success, including collaborative teaching and learning, providing holistic support for students, embracing innovative teaching and learning approaches, and placing a strong emphasis on student assessment and evaluation. These findings can serve as a valuable resource for schools

and educational institutions looking to improve their practices and better support their students.

Overall, the first senior high school summit of promising or best practices demonstrated the positive impact that can be achieved when schools collaborate and share their experiences and approaches. By continuing to bring together educators, students, and other stakeholders to discuss and share best practices, we can work towards a brighter future for education and student outcomes.

LIMITATION & FURTHER RESEARCH

After conducting a thorough analysis of the findings from the 1st senior high school summit of promising or best practices, it is important to consider some limitations that may affect the generalizability and reliability of the results. One major limitation is the small sample size of schools included in the study, which may not fully represent the diverse range of senior high schools across different regions and contexts. Additionally, the study relied solely on self-reported data from participants, which may be influenced by biases and inaccurate perceptions.

To address these limitations, future research could expand the scope of the study to include a larger and more diverse sample of senior high schools. This could involve conducting classroom observations and collecting data from multiple sources, such as student assessments and teacher evaluations, to ensure more accurate and reliable data. Furthermore, future research could focus on examining the effectiveness of specific teaching and learning approaches and their impact on student outcomes, such as academic achievement and engagement.

Another promising area for future research is exploring the role of teacher professional development in implementing innovative teaching and learning approaches. This could involve investigating the factors that influence the successful implementation of these approaches, such as teacher attitudes, beliefs, and instructional practices. Understanding these factors could inform the development of effective professional development programs that support teachers in implementing innovative teaching and learning approaches.

In summary, future research in the field of senior high school education could focus on addressing the limitations of the current study by conducting larger and more diverse studies, exploring the effectiveness of specific teaching and learning approaches, and investigating the role of teacher professional development in implementing innovative practices. By doing so, this research could provide valuable insights for improving educational practices and outcomes in senior high schools.

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