

Teaching Strategies of Public Senior High School Teachers in Improving the Lifelong Learning Competencies of Students in the New Normal

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Abstract: Teaching Strategies of Public Senior High School Teachers in Improving the Lifelong Learning Competencies of Students in the New Normal. **Objective:** The goal of this study is to characterize the teaching strategies, methods of instruction and strategies in encouraging responsibilities for learning in the new normal. **Methods:** The study used a descriptive method of research to assess the extent of teaching strategies to enhance students' lifelong learning competencies. The respondents were the teachers in public senior high schools in the province of Ilocos Sur, Philippines. A questionnaire was used to collect pertinent data and it was analyzed using frequency count, percentage and mean. **Finding:** The results revealed that teaching strategies used by teachers in the new normal is characterized by giving complex activities, practicing social negotiation introducing multiple perspectives giving activities to exercise ownership of learning valuing self-awareness in knowledge construction which is assumed to develop lifelong learning practices. **Conclusion:** Teachers hone lifelong learning competencies through engaging active learning, giving feedbacks, designing meaningful interactions, and respecting diverse ideas.

Keywords: teaching strategies, new normal, lifelong learning, teacher competencies.

Abstrak: Strategi Mengajar Guru SMA Negeri Dalam Meningkatkan Kompetensi Belajar Seumur Hidup Siswa Pada New Normal. **Tujuan:** Tujuan dari penelitian ini adalah untuk mengkarakterisasi strategi pengajaran, metode pengajaran dan strategi dalam mendorong tanggung jawab untuk belajar di normal baru. **Metode:** Penelitian ini menggunakan metode penelitian deskriptif untuk menilai sejauh mana strategi pengajaran dalam meningkatkan kompetensi belajar sepanjang hayat siswa. Respondennya adalah para guru di sekolah menengah atas negeri di provinsi Ilocos Sur, Filipina. Kuesioner digunakan untuk mengumpulkan data terkait dan dianalisis menggunakan jumlah frekuensi, persentase, dan rata-rata. **Temuan:** Hasil penelitian mengungkapkan bahwa strategi mengajar yang digunakan guru dalam new normal ditandai dengan pemberian aktivitas yang kompleks, praktik negosiasi sosial, pengenalan berbagai perspektif, pemberian aktivitas untuk melatih kepemilikan pembelajaran, menghargai kesadaran diri dalam konstruksi pengetahuan yang diasumsikan dapat mengembangkan praktik pembelajaran sepanjang hayat. **Kesimpulan:** Guru mengasah kompetensi belajar sepanjang hayat melalui pembelajaran aktif, memberikan umpan balik, merancang interaksi yang bermakna, dan menghargai perbedaan ide.

Kata kunci: strategi pengajaran, normal baru, pembelajaran sepanjang hayat, kompetensi guru.

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■ INTRODUCTION

Teachers' strategies were identified as one among the factors in developing lifelong learning competencies of students. With the current challenges of the new era of learning, there is a need to emphasize the honing and appropriate use of lifelong learning skills among students due to the uncertain changes and challenges posted in the 21st century thus, facilitating learning in the new normal is highly dependent on teachers' strategies aligned in the content of the curriculum. Among the venues of learning, schools are greatly responsible in enabling the lifelong learning practices of students (Demirel, 2009). Schools as the prime venue for educational endeavors are responsible to give authentic students' experiences to continually motivate them to learn in accordance to the set quality standards in every situation. Accordingly, the years of students' exposure to appropriate schools' intervention are one among the approaches of address the use of lifelong learning skills. With this premise therefore there an equal importance in innovating teaching strategies should be emphasized to assure that every school and stakeholder will cooperatively hone lifelong learning practices.

In today's climate of continual change and innovation, lifelong learning is a critical educational goal. Lifelong learning is very important to learners in able to engage themselves in the changing society, throughout their lives for a quality personal and professional fulfillment. It is a set of attributes/skills, which are necessary for students to develop. Lifelong learning is the emphasis on the use of the different domain whether it is cognitive or affective, and for lifelong learning skills to be developed, metacognition processes should be used to observe successful life's intervention among students (Mouros, 2003). Metacognitive skills shall be considered by teachers in all aspects of the teaching-learning process, on which two types of metacognitive skills shall be recognized. Among these metacognitive self-assessment and

self-management are expected to be present during the delivery of teaching-learning process. Effective teachers can design strategies to help learners successfully engage in honing their metacognitive skills. Learners who are continually using their skills as part of metacognitive activities focused on self-assessment are greatly aware of their individual's capability, can strategize and therefore expected to perform ahead of others (Imel, 2002). It is therefore concluded that metacognition focused on self-management is one among the most important lifelong learning practices. Honing of metacognitive skills as tool for lifelong learning exposures of students posits challenges to teachers in helping them hone their capabilities and succeed in life.

Lifelong learning practices can be developed by students through their lifespan. These practices are mainly composed of cognitive and metacognitive activities mostly provided by teachers, on which it is used to analyze problems in real life situations. However, it is important for teachers to emphasize the mastery of cognitive and metacognitive skills to holistically achieve development of students until further enhance in their higher education and with their work experiences (Cornford, 2002). Thus, lifelong learning among college students is one among the goals in higher learning institutions. In this case, higher education is mandated to come up with curriculum that satisfies the aims of the course to ensure the formation and adaptability of students to use lifelong learning competencies to survive in college (Duckworth & Tummons, 2010). Specifically, lifelong learning skills is said to be functional and practical skills, needed to effectively perform in the workplace, and greatly affect in the attainment of specific competencies. Therefore, designing of course content and program as a whole is should be considered for the development of functional skills which help students to adapt lifelong learning competencies.

Additionally, lifelong learning has been seen as a potent factor in the professional development of an individual which gives higher impact on effectiveness to compete and innovate in the work environment. Teachers are expected to prepare learners through the use of teaching techniques that develop learners' ability in using their lifelong learning practices. This strategy will help learners continually enhance their skills and knowledge so they can effectively address challenges once become professional workers. Thus, to truly enhance lifelong learning, the system of improving schools' curriculum must also be considered. The delivery of the contents of the curriculum must be specifically aligned to ensure the attainment of students' learning skills, ability to learn, attitudes and their desire to be successful. (Duckworth & Tummons, 2010).

In our today's world, on which demands are mostly emphasized by society and our professional life, lifelong learning practices have been an overarching educational objective. Stress out that in order to develop lifelong learning practices and skills, teaching and learning activities must recognize the need to let students use their abilities in through self-direction, metacognitive awareness, and discover a good disposition in developing lifelong learning skills. Teachers can integrate the following approaches in handling classes, to wit: (1) student autonomy, responsibility, and intentionality; (2) intrinsically motivating learning activities; (3) enculturation; (4) discourse and collaboration among learners; and (5) reflection. (Dunlap & Grabinger, 2003)

To further enhance lifelong learning competencies of students, teaching methodologies like problem-based learning, intentional learning environments, and cognitive apprenticeship have been proven to be effective. Among the methodologies, problem-based learning (PBL) is one among the best in developing lifelong learning. It uses problem-solving, which interacts as a stimulus and focuses on student outcomes

to let students use lifelong learning practices. It is observed that reflective journal is useful in processing data wherein, students were observed to significantly apply lifelong learning skills during their PBL activities (Dunlap, 2005). Further, emphasized the use of Web 2.0 technologies and tools as potentially effective in increasing support for instructional goals and objectives to develop lifelong learning skills of post secondary educators that faces challenges in preparing students to continually practice and hone their lifelong learning skills (Dunlap & Lowenthal, 2013).

Teachers specifically teaching Science prepare instructional materials and curriculum were enhanced students were observed to be challenging in terms of discipline, accomplishing of learning tasks, limited participation and lack of time to accomplish competencies (Arrieta, et.al., 2020). The readiness to use online teaching greatly depend on the competence, ICT tools accessibility and exposure to learning materials. The following has impressive impact to be able to hurdle the challenge of online teaching and learning, to wit: familiarity and capability, preparation, device, and access connectivity, self-efficacy, and experience with the technology significantly influence their readiness to conduct online teaching and learning modality (Callo & Yazon, 2020).

In terms of using hypermedia as a teaching strategy, is an opportunity for advancing learning and endorse a new type of teaching and learning environment with the use of technology with emphasis to well-managed interface and varied users' task to perform. It is advised that structures must create a teaching and learning environment anchored to this technology thus educational institutions must support infrastructure such as hypermedia technology. (Marchionini & Crane, 1994)

Learning strategies give optimal opportunities to developing learning for

participation which is self-directed and independent redound from a well-organized planning of active learning strategies (Phillips, 2005). Further, active learning can also be observed through feedbacks from peers, educators which give learners' satisfaction that can be enhanced through provision of impactful learning experiences.

Students have to be responsible for their own learning to understand and develop transferable skills which is beneficial to them to improve their lives. The curriculum and instruction must be designed to let students be the owner of their learning experiences. Learning experiences shall be anchored in the three foundational skills like: self-regulation, collaboration, and academic mindsets. (Carpenter & Pease, 2013)

Apparently, there should be support structures to let students' study at their own pace and learn to manage their time to be successful in an online learning environment and overcome at-risk of dropping from schools. (Lewis, et.al., 2014). The use of blended learning experiences of students should emphasized the need to take learning as their own responsibility (Kemmer, 2011). It is then observed that successful students are good collaborators to their institutions if they are treated as partners and not just customers (Fritz, 2017). It is in a form of sharing behavioral and academic feedbacks to let students understand their responsibility to learn at their own.

Finally, it is possible that students' lack of responsibility to learn are manifestation of lack of the following: (1) higher-order thinking skills, (2) ability to transfer learning, and (3) self-motivation. To solve these challenges, the following strategies are helpful: (1) in visualizing the thinking process, graphic organizers can be a solution; (2) problem-solving strategies; (3) higher-order thinking skills should be used in gathering, processing, and

applying information; and (4) and to let students claim learning portfolios can be used (Anderson, et.al., 1996)

Lifelong learning skills and practices are life survival skills, it must be successfully transferred and applied beyond classroom discussions. Life skills transfer is an essential process, but it has yet to be fully embedded in the teaching and learning process. Currently, the so-called new normal had emerged and adaptability of teachers are not yet investigated. Thus, the purpose of this research paper is to assess the teachers' strategies in developing the learners' lifelong learning competencies among Senior High School. Specifically, it sought to answer the following questions: (1) What are the strategies used by teachers in developing lifelong learning practices of students? (2) What are the methods of instruction used by teachers in developing lifelong learning practices of students in the new normal? And (3) What are the strategies of teachers to encourage responsibility for learning in the new normal?

■ METHODS

Participants

Sampling population is from public senior high school teachers in the second congressional district of Ilocos Sur, Philippines. The stratified random sampling technique was used to afford each of the population the equal and independent chance to be involved in the study, and to achieve greater accuracy in the estimation of sample size. Respondents were a total of 120 public senior high school teachers.

Research Design and Procedures

This descriptive study employed quantitative techniques to explore the teachers' strategies in developing lifelong learning competencies of students. It made use of mixed methods research design that includes the use of

a survey questionnaire and focus group discussion to enhance the result and discussions. Mixed method is much directed on the meaningful integration of both quantitative and qualitative data, it can better provide a deeper analysis using single approach (Burns, 2009).

The respondents agreed to the terms and conditions of this research endeavor, each of them signed a waiver willingly participating and allowing the researcher to use the gathered documents and data for the purpose of this study. The data gathered was treated with utmost confidentiality and was used solely for the realization of the study.

Instrument

Questionnaire was used as a survey instrument on the strategies of teachers in developing lifelong learning competencies of students. It was a researcher-made instrument to ably characterize the teaching strategies of public senior high school teachers. The questionnaire was validated by a group of experts in the field of educational management. A pilot study was undertaken within four-week interval to ascertain the reliability. The reliability coefficient of the questionnaire was found to be 0.82 and 0.79 respectively by test-retest method.

The respondents were asked to rate the items on a 5 point-scale as follows:

Equivalent Weight Points	Statistical Range	Frequency on Use of Teaching Strategies
5	4.20-5.00	Always
4	3.40-4.19	Often
3	2.60-3.39	Sometimes
2	1.80-2.59	Rarely
1	1.00-1.79	Never

Analysis of Data

The data gathered in this study was analyzed and interpreted using: (1) frequency count and percentages, (2) mean was used to determine the strategies of teachers which was helpful in enhancing lifelong learning practices of the respondents. The result was analyzed using Microsoft Excel and IBM Statistical Package for Social Sciences (SPSS) version 27.

■ RESULTS AND DISCUSSION

Learning has been a very potent tool for collaboration, wherein individuals can work together effectively and value one's another contribution for the good of the society. Among the competencies students must hone should be critical thinking and problem-solving skills that composed crucial abilities to survive in the new

normal. Among these skills are effective reasoning, solving problems, looking for alternative views and reflecting on the processes for effective decision making. An emphasized should also be given to leadership skills that entails responsibility on setting goals, prioritizing needs, managing time to further improve productivity and accountability among students.

Findings show the teaching strategies in developing lifelong learning competencies in the new normal (see table 1). Teachers' strategies in developing lifelong learning competencies among students in the new normal is characterized by incorporating authentic, complex, realistic and relevant activities. Most public senior high school teachers are often practicing social negotiation and introducing multiple perspectives to hone complex competencies to be used as part of experiential

activities. It is always observed that teachers introduce multiple perspective that maximizes modes of learning thus students exercise ownership and value self-awareness in knowledge construction.

Giving activities to exercise ownership in learning was always used by public senior high school teachers as noticed by the students. Teachers incorporate authentic activities to develop lifelong learning practices among students and this strategy develop lifelong learning practices to let students own the learning experiences (see table 1). Teachers incorporate authentic activities for students to further develop their lifelong learning practices to cope up with the challenges of the new normal. Opportunities in developing self-directed and independent learning are anchored in the active and well-planned learning

strategies (Phillips, 2005). Teachers evidently implement active learning as observed through feedbacks from peers and teachers which give learners' satisfaction and consequently be an impactful learning experiences to the students.

In enhancing students' lifelong learning competencies, schools should provide opportunities for self-direction, metacognitive awareness, and disposition toward lifelong learning practices (Dunlap, 2003). To further develop these competencies, teachers should focus on metacognitive and self-directed learning skills, like: (1) student autonomy, responsibility, and intentionality; (2) intrinsically motivating learning activities; (3) enculturation; (4) discourse and collaboration among learners; and (5) reflection.

Table 1. Teaching strategies in the new normal

Teaching Strategies in the New Normal	Mean	Description
incorporating authentic activities	2.48	Sometimes
giving complex activities	4.20	Always
designing realistic and relevant activities	3.58	Often
practicing social negotiation	4.50	Always
introducing multiple perspectives	4.35	Always
maximizing multiple modes of learning	3.95	Always
giving activities to exercise ownership of learning	4.67	Always
valuing self-awareness in knowledge construction	4.35	Always
Mean	4.01	Often

Typically, student learning is higher using engaged-methods and students use more high-order thinking skills while learning material in depth. Rapid changes in the world; including technological advancement, scientific innovation, increased globalization, shifting workforce demands, and pressures of economic competitiveness are redefining the broad skill sets that students need to be adequately prepared to

participate in and contribute to today's society. New standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge learning must be transformed in ways that will enable students to acquire creative thinking, flexible problem-solving skills, collaborative and innovative skills in order to be successful in life.

In public senior high schools, teachers often use methods of instruction hone collaborative, problem-based, hyper media, role plays and online debate. Hypermedia was noticed by students as always used followed by role plays. In the new normal, teachers significantly used problem-based, collaborative and online debate in the hope that this will help develop lifelong learning skills among students (see table 2). Teachers are very much ready in terms of the methods of instruction be used during changing.

Objective should be the utmost focus of any teaching method especially in considering the use of innovative methods like role playing and hypermedia. Innovative methods of teaching increase the interest of students and improve they participation. Seemingly, teaching with technology engages students through the use of several motivating and interacting features, this is commonly possible in using hypermedia. It can also be further improved in the use of additional multi media. Teachers often use online debate as an approach that get students interest to further create long lasting memory on a given topic (see table 2). If this method use appropriately it will hone critical thinking, innovativeness and creativity

of students which entails them to further verify their opinion through reading thus involving students in self-directed learning.

Teachers in the new normal was also seen using Problem-Based Learning (PBL) as teaching method (see table 2). This method is considered as a mimicry of a real scenario of the world, using problem as learning avenue that help students learn ideas and create assumptions rather than simply understanding the given concepts. Thus, this method hones critical thinking skills, problem-solving abilities, and communication skills. PBL uses professional problems of practice as a starting point, stimulus, and focus for student activity, on the use of lifelong learning skills (Dunlap, 2005). It is recommended that teachers should use reflective journal to further assess students' development on the use of lifelong learning competencies.

Aside from the methods use, teachers can use several other methods to further enhance the lifelong learning competencies of students. For example, case study method which is a student-centered strategy that let students use critical thinking, communication, and interpersonal skills in processing their learnings.

Table 2. Methods of instruction in the new normal

Methods of instruction in the new normal	Mean	Description
Problem-Based Learning	2.69	Sometimes
Collaborative Learning	3.10	Sometimes
Hyper Media	4.35	Always
Role- Plays	3.95	Always
Online Debate	2.48	Sometimes
MEAN	3.31	Often

Teachers in encouraging responsibility for learning in the New Normal is very evident (see table 3). It was observed that engaging active learning, giving feedbacks and designing meaningful interactions were always used as strategies in encouraging responsibility in

learning. Somehow teachers also use facilitating time on task and setting high expectations to further make the students motivated to learn despite the challenges posted by the pandemic. Learners who are skilled in metacognitive self-assessment, are therefore aware of their abilities,

more strategic and perform better than those who are unaware. It is then assumed that metacognition in learning deals with self-management skills which is refer as one among the most valuable lifelong learning skills (Imel, 2002). Therefore, stresses the role of teachers in enhancing learner cognition and improving curriculum delivery to give emphasis on the students' learning skills, or ability to learn together with letting students believe their capacity to use lifelong learning competencies.(Duckworth & Tummons, 2010).

Teachers are encouraging to focus on innovative teaching which give every student the capacity to learn and be successful in life. A teacher should perceive each student as possessing unique personality thus technique in encouraging responsibility for learning should be emphasized in every teaching and learning activity. Having an awareness of the process of learning is very helpful for teachers to identify the problems students are facing in some of the subjects, thus emphasizing lifelong learning competencies

It is assumed that students will accomplish much upon engaging themselves in active learning, teachers are then expected to design meaningful interactions that emphasize the idea

that learners will produce good outputs if they are able to feel good about themselves. Creativity is improved when teachers set high standards that incorporate cognitive and self-efficacy and this will help them in thier lifelong learning journey beyond this new normal. Further, teachers must always respect diverse ideas of students because it gives them self-perceptions that will strongly influence the ways in which they will interpret the success or failure and create a tendency to repeat if experience succes in life.

It is observed among the teachers that they tend to explain success or failure of students based on three sets of self-encouraging techniques. First, teachers witnessed that students may succeed or fail based on internal factors like, self-assessment, influence by peers or the people around them. Second, students success is based on consistency, thus teachers need to occasionally encourage lerners to pursue despite the uncomfortability of the new normal. Third, teacher's feedback is a powerful strategy in honing lifelong competencies. Teachers keen observation that is communicated to learners can easily encourage, correct the actions and thus results of students efforts are given importance.

Table 3. Teaching strategies to encourage responsibility for learning in the new normal

Teaching Strategies to Encourage Responsibility for Learning in the New Normal	Mean	Description
Engaging active learning	4.32	Always
Facilitating time on task	3.37	Sometimes
Giving feedbacks	4.60	Always
Designing meaningful interactions	3.95	Always
Setting high expectations	2.48	Sometimes
Respecting diverse ideas	4.35	Always
MEAN	3.84	Often

■ CONCLUSIONS

Teaching strategies used by teachers in the new normal is characterized by giving complex activities, practicing social negotiation, introducing multiple perspectives and giving activities to

exercise ownership of learning thus valuing self-awareness in knowledge construction which is assumed to develop lifelong learning competencies. Among the method of instruction, hypermedia and role-plays are always used.

Teachers also encourage students to be responsible with their own learning through engaging active learning, giving feedbacks, designing meaningful interactions, and respecting diverse ideas. This implies that teachers are very much adaptable in the changing times specially in the new normal as characterized by the teaching strategies used to facilities teaching and learning. Teachers are advised to incorporate authentic activities like online debate and set high expectations to students to further develop their lifelong learning competencies. An investigation to the long-term impact of these strategies be implemented to further understand the its impact in developing lifelong learning competencies.

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