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Teaching Practices and Program Coordination in General Education: A Case Study of a Teacher III at Nungulunan Elementary School, Hungduan, Ifugao

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Abstract

Teachers in public elementary schools often perform multifaceted roles that extend beyond classroom instruction to include program coordination and leadership responsibilities. This qualitative case study examined the teaching practices and program coordination roles of a Teacher III in General Education at Nungulunan Elementary School, Hungduan, Ifugao. Specifically, the study explored how instructional practices were implemented alongside responsibilities as WiNS School Coordinator and GMRC and English Coordinator, and how these roles influenced the teaching-learning process. Data were collected through semi-structured interviews, classroom observations, and document analysis. Thematic analysis revealed four major themes: learner-centered instructional practices, integration of values and language across subjects, program coordination as instructional leadership, and challenges in balancing teaching and coordination roles. Findings indicate that effective teaching practices were strengthened by coordinated school programs, fostering holistic learner development despite contextual and workload challenges. The study highlights the importance of recognizing and supporting teachers' dual instructional and coordinative roles in strengthening General Education delivery in rural school contexts.

Keywords: *teaching practices, program coordination, General Education, instructional leadership, qualitative case study*

Introduction

Teaching in elementary education extends beyond classroom instruction, particularly in public schools where teachers are often tasked with multiple responsibilities related to school programs and student development. Effective teaching practices in General Education are essential in fostering foundational knowledge, values formation, and language proficiency among young learners. Research consistently shows that learner-centered pedagogical practices such as interactive instruction, contextualized learning, and formative assessment significantly enhance student engagement and academic achievement (Hattie, 2009; Bransford, Brown, & Cocking, 2000).

In addition to instructional responsibilities, many teachers serve as program coordinators for school-based initiatives such as Water, Sanitation, and Hygiene in Schools (WiNS), Good Manners and Right Conduct (GMRC), and English programs. These roles require instructional leadership, coordination with stakeholders, and alignment of programs with classroom practices. Studies on teacher leadership emphasize that when teachers assume coordinative roles, they can positively influence school culture, instructional coherence, and learner outcomes (York-Barr & Duke, 2004).

In rural and indigenous community contexts such as Hungduan, Ifugao, teachers often navigate limited resources, heavy workloads, and contextual demands while striving to deliver quality education. Research highlights that contextualized and culturally responsive teaching practices are particularly important in such settings to ensure relevance and inclusivity (Gay, 2018). However, the dual demands of teaching and program coordination may pose challenges to sustained instructional effectiveness if adequate support is not provided.

Despite the growing recognition of teachers' expanded roles, there is limited qualitative research that examines how teaching practices intersect with program coordination at the individual teacher level, particularly in elementary schools in geographically remote areas. This study addresses this gap by exploring the experiences of a Teacher III at Nungulunan Elementary School, focusing on how instructional practices and program coordination jointly shape the teaching–learning process.

Research Objectives

This study aimed to explore the teaching practices and program coordination roles of a Teacher III in General Education at Nungulunan Elementary School, Hungduan, Ifugao. Specifically, it sought to describe the instructional practices employed in General Education, examine how responsibilities as WiNS School Coordinator and GMRC and English Coordinator were integrated into teaching, and analyze the perceived influence of these roles on learners' engagement, values formation, and language development.

Methodology

This study employed a qualitative case study research design to gain an in-depth understanding of teaching practices and program coordination within a specific school context. The case focused on one Teacher III at Nungulunan Elementary School who concurrently served as WiNS School Coordinator and GMRC and English Coordinator. Purposive sampling was used to select the participant based on role relevance and experience.

Data were collected through semi-structured interviews with the Teacher III, classroom observations, and document analysis of lesson plans, program reports, and activity records. Interviews explored instructional strategies, coordination responsibilities, challenges, and perceived impacts on learners. Observations focused on classroom interactions, teaching methods, and integration of program objectives into instruction. Data were analyzed using thematic analysis, involving coding, categorization, and theme development. Triangulation of data sources enhanced the credibility and trustworthiness of the findings.

Results and Findings

Theme 1: Learner-Centered Teaching Practices in General Education

The Teacher III consistently employed learner-centered instructional strategies, including guided discussions, cooperative learning activities, and activity-based instruction, to actively involve learners in the teaching–learning process. Lessons were deliberately structured to prioritize participation, dialogue, and collaboration, allowing learners to share ideas, ask questions, and construct understanding collectively rather than engage in passive listening. This instructional design promoted active cognitive engagement and encouraged learners to take responsibility for their learning, as they were given opportunities to interact meaningfully with content, peers, and the teacher. Consequently, classroom instruction became more interactive and responsive to learners' needs, supporting deeper understanding and sustained engagement.

The teacher shared, *"I always try to involve the pupils in the lesson by asking questions and letting them share ideas so*

they become active learners.” Classroom observations confirmed high learner engagement, with pupils participating actively in discussions and tasks.

These practices indicate that learner-centered instruction fostered active engagement and a strong sense of responsibility for learning by positioning students as active contributors to the teaching-learning process. Through participatory activities, collaborative tasks, and guided inquiry, learners were encouraged to take ownership of their learning, articulate ideas, and reflect on their understanding. This instructional approach promoted inclusivity by valuing diverse learner voices and learning styles, thereby creating a classroom environment characterized by meaningful interaction, shared accountability, and sustained engagement. As a result, the classroom became a dynamic learning space where learners were motivated to participate actively and develop both academic and social competencies.

Theme 2: Integration of GMRC and English Across Instruction

As GMRC and English Coordinator, the teacher intentionally integrated values education and language development into daily classroom instruction across subject areas. Moral lessons were consistently embedded in academic content through real-life examples, reflective discussions, and the modeling of ethical behavior, while respectful communication and proper language use were reinforced during classroom interactions and learning activities. This integrative practice ensured that values formation and language development were not treated as stand-alone components but were systematically incorporated into routine teaching-learning processes. Consequently, learners were provided with continuous opportunities to internalize positive values and practice effective communication within meaningful academic contexts, contributing to their holistic development.

The teacher explained, *“GMRC and English are not separate; I integrate values and correct language use in all lessons.”* Learners demonstrated respectful behavior and improved oral expression during observed classes.

The integration of Good Manners and Right Conduct (GMRC) and English strengthened holistic learning by embedding values formation and language development within everyday academic instruction. Through consistent modeling of respectful behavior, ethical decision-making, and proper language use across subject areas, the teacher reinforced moral values while simultaneously enhancing learners’ communicative competence. This integrative approach enabled learners to practice appropriate social behaviors and effective communication in authentic classroom contexts rather than in isolated lessons. As a result, academic learning was complemented by the development of character and language skills, supporting the formation of well-rounded learners and aligning instruction with the broader goals of General Education.

Theme 3: Program Coordination as Instructional Leadership

The role of the WiNS School Coordinator extended the teacher’s influence beyond the classroom by positioning the teacher as a key agent in promoting health, sanitation, and learner well-being across the school community. In this capacity, the teacher organized regular hygiene-related activities, collaborated with school administrators, parents, and community stakeholders, and monitored the implementation of sanitation and health protocols. These efforts ensured that proper hygiene practices were consistently reinforced not only during formal activities but also within daily school routines and classroom interactions. By embedding health education into everyday practices, the teacher contributed to the creation of a safe and healthy learning environment, which in turn supported learners’ readiness to engage in academic activities and sustained the overall quality of the teaching-learning process.

According to the teacher, *“As WiNS coordinator, I make sure hygiene practices are taught and practiced daily, not only during activities.”* This coordination supported a healthy learning environment and reinforced positive habits among learners.

Program coordination functioned as a form of instructional leadership by deliberately aligning school-wide initiatives with classroom teaching practices and learning objectives. Through systematic planning, monitoring, and collaboration with stakeholders, the teacher ensured that programs such as WiNS, GMRC, and English were not implemented as isolated activities but were meaningfully integrated into daily instruction. This alignment reinforced consistency between policy goals and classroom practice, strengthened instructional coherence, and supported learners’ holistic well-being by addressing academic, moral, linguistic, and health-related needs. As a result, program coordination extended the teacher’s influence beyond the classroom, contributing to a supportive learning environment that promoted both learner development and school effectiveness.

Theme 4: Challenges in Balancing Teaching and Coordination Roles

Despite the positive instructional and programmatic outcomes observed, the teacher encountered notable challenges related to heavy workload, limited instructional time, and constrained material resources. The simultaneous demands of classroom teaching and multiple coordination roles required continuous planning, prioritization, and personal commitment to ensure

that both instructional and program responsibilities were met. These conditions often necessitated extended working hours and the strategic allocation of time and resources, highlighting the complexity of sustaining effective teaching while managing school-wide programs. The findings underscore the resilience of the teacher in navigating these constraints, while also revealing structural challenges that may affect the long-term sustainability of such dual roles without adequate institutional support.

The teacher noted, “*Sometimes it is challenging to manage everything, but I try to prioritize what benefits the learners most.*”

These challenges highlight the need for sustained institutional support to ensure the continuity and effectiveness of both teaching and program coordination practices. Adequate support mechanisms such as workload rationalization, provision of instructional and program resources, administrative assistance, and access to targeted professional development are essential in enabling teachers to manage multiple responsibilities without compromising instructional quality. Institutional support also fosters shared leadership and collaborative practice, reducing the risk of teacher burnout while enhancing program implementation and instructional coherence. By strengthening systemic support structures, schools can create conditions that allow teachers to perform both instructional and coordinative roles effectively, thereby sustaining high-quality teaching–learning processes and holistic learner development.

Discussion

The findings of the study affirm existing literature emphasizing the effectiveness of learner-centered pedagogy in enhancing student engagement, active participation, and meaningful learning outcomes. Consistent with the work of Bransford et al. (2000) and Hattie (2009), the use of interactive strategies, guided discussion, and active learner involvement enabled pupils to construct knowledge through experience and social interaction rather than passive reception. Such pedagogical practices foster deeper cognitive processing, sustained attention, and increased learner accountability, all of which are essential in strengthening learning outcomes in General Education classrooms.

The integration of Good Manners and Right Conduct (GMRC) and English across instructional practices further reflects holistic education frameworks that emphasize the interconnected development of cognitive, moral, and communicative competencies. As argued by Gay (2018), values formation and language development are most effective when embedded within daily instruction and contextualized learning experiences. In this study, the intentional integration of GMRC and English supported not only academic learning but also learners’ character formation and communication skills, reinforcing the role of schools in nurturing well-rounded individuals.

Moreover, the findings support research on teacher leadership, which highlights the positive influence of teachers’ coordinative roles on program implementation, instructional coherence, and school culture. The Teacher III’s responsibilities as WiNS, GMRC, and English Coordinator exemplify the leadership functions described by York-Barr and Duke (2004), where teachers act as instructional leaders who bridge classroom practice and school-wide initiatives. Through coordination and alignment of programs with instructional goals, the teacher contributed to a more cohesive and supportive learning environment.

However, the challenges identified in this study reflect concerns raised in earlier research regarding teacher workload and sustainability. Consistent with Abrahams and Millar (2008), the demands of balancing teaching responsibilities with multiple coordinative roles particularly in resource-limited contexts pose risks of overload that may affect instructional quality if not adequately addressed. These findings underscore the need for institutional support, workload management, and shared leadership structures to sustain effective teaching and program coordination in public elementary schools.

Conclusions and Implications

This study concludes that effective teaching practices and program coordination are mutually reinforcing in General Education at Nungulunan Elementary School. The Teacher III’s learner-centered instruction, integration of GMRC and English, and leadership in WiNS contributed to holistic learner development despite contextual challenges.

The findings imply that school leaders should provide structured support, workload management, and professional development for teachers with coordinative roles. Curriculum planners may consider clearer alignment between instructional goals and school programs to sustain effective implementation. Future research may examine multiple cases across schools to further explore the relationship between teaching practices, program coordination, and learner outcomes.

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