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RESEARCH ARTICLE

Instructional Planning and Effective Lesson Delivery: Teachers' Experiences and Pedagogical Perspectives in Public Secondary Schools of the City of Ilagan, Philippines

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Abstract

Effective instructional planning and lesson delivery are essential elements of quality teaching and meaningful learning experiences in secondary education. This qualitative study explored the experiences and pedagogical perspectives of teachers regarding instructional planning and effective lesson delivery in public secondary schools in the City of Ilagan, Philippines. Specifically, the study examined the instructional strategies employed by teachers, the challenges encountered in lesson implementation, and the pedagogical practices perceived as effective in facilitating learner engagement and academic participation. The study utilized a qualitative phenomenological research design involving twelve public secondary school teachers selected through purposive sampling. Data were gathered through semi-structured interviews, classroom observations, and document analysis of lesson plans and instructional materials. Thematic analysis following Braun and Clarke's framework was employed in analyzing the gathered data. Findings revealed that teachers emphasized learner-centered instructional planning, contextualized and differentiated teaching approaches, collaborative and experiential learning strategies, reflective instructional adjustment, and classroom interaction as essential dimensions of effective lesson delivery. However, teachers also experienced challenges related to time constraints, large class sizes, limited instructional resources, and diverse learner needs. Despite these constraints, teachers demonstrated adaptability, creativity, and commitment in delivering meaningful learning experiences. The study highlights the importance of strengthening instructional support systems, professional development programs, and resource accessibility to enhance pedagogical effectiveness in Philippine public secondary schools.

Keywords: instructional planning, lesson delivery, pedagogical practices, learner-centered instruction, secondary education, qualitative research, Philippines

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INTRODUCTION

Instructional planning and effective lesson delivery are central to the success of educational processes and learner development. Teachers play a significant role in translating curriculum standards into meaningful classroom experiences through systematic lesson preparation, appropriate instructional strategies, and responsive pedagogical approaches. Effective instructional planning allows teachers to organize learning objectives, select appropriate teaching methodologies, anticipate learner needs, and facilitate classroom engagement. Similarly, effective lesson delivery promotes learner participation, comprehension, critical thinking, and academic achievement.

In the Philippine educational context, public secondary school teachers are expected to implement learner-centered and outcomes-based instruction aligned with the Department of Education's MATATAG Curriculum and 21st-century learning competencies. Teachers are encouraged to employ contextualized, inclusive, and differentiated teaching strategies that address diverse learner backgrounds and abilities. However, teachers continue to encounter various challenges related to curriculum demands, classroom management, instructional resources, learner diversity, and administrative workload.

Studies have emphasized that instructional planning significantly influences teaching effectiveness and classroom management (Darling-Hammond et al., 2020). Effective lesson delivery also contributes to increased learner motivation, engagement, and academic success (Gay, 2018). Furthermore, reflective and adaptive pedagogical practices enable teachers to address classroom complexities and support inclusive learning environments (Florian & Black-Hawkins, 2011). Despite these insights, limited qualitative studies have explored the lived experiences and pedagogical perspectives of secondary school teachers in the Philippine context, particularly in public secondary schools in the City of Ilagan.

This study therefore explored teachers' experiences and pedagogical perspectives regarding instructional planning and effective lesson delivery in public secondary schools in the City of Ilagan, Philippines. The findings may contribute to improving instructional practices, teacher training programs, and educational policy development.

REVIEW OF RELATED LITERATURE

Instructional Planning in Secondary Education

Instructional planning refers to the systematic preparation of teaching activities, objectives, materials, assessments, and learning experiences that guide classroom instruction. According to Richards (2021), effective lesson planning enhances instructional organization, promotes learner engagement, and ensures alignment between learning competencies and classroom activities. Teachers who engage in comprehensive planning demonstrate greater confidence and instructional clarity.

Similarly, Darling-Hammond et al. (2020) emphasized that instructional planning contributes to effective classroom management and promotes academic achievement. Carefully planned lessons allow teachers to anticipate learner difficulties and adjust instructional approaches accordingly.

Effective Lesson Delivery and Learner Engagement

Lesson delivery involves the implementation of planned instructional activities using pedagogical approaches that facilitate meaningful learning experiences. Effective lesson delivery includes clear communication, learner participation, classroom interaction, and instructional adaptability. Hattie (2019) argued that effective teaching practices significantly influence learner achievement through active engagement and constructive feedback.

Learner-centered instruction has likewise been associated with improved classroom participation and motivation. According to Weimer (2013), learner-centered classrooms encourage collaboration, critical thinking, and learner autonomy, thereby enhancing educational outcomes.

Contextualized and Differentiated Teaching

Contextualized instruction enables learners to connect academic concepts with real-life experiences and community contexts. Gay (2018) emphasized that culturally responsive teaching promotes learner participation by integrating learners' cultural backgrounds and experiences into classroom instruction.

Differentiated instruction is likewise essential in addressing learner diversity. Tomlinson (2017) explained that differentiated teaching involves modifying content, activities, and assessments based on learners' readiness levels, interests, and learning profiles.

Reflective and Adaptive Pedagogical Practices

Reflective teaching practices allow educators to evaluate and improve instructional effectiveness. Schön (1983) highlighted that reflective practitioners continuously analyze classroom experiences to improve teaching strategies and learner outcomes. Adaptive pedagogy also enables teachers to adjust instruction according to classroom situations and learner responses.

METHODOLOGY

Research Design

This study utilized a qualitative phenomenological research design to explore the lived experiences and pedagogical perspectives of public secondary school teachers regarding instructional planning and effective lesson delivery in the City of Ilagan, Philippines. Phenomenology was considered appropriate because it enabled the researcher to understand how teachers experience, interpret, and reflect on their instructional practices within actual classroom settings. The qualitative approach allowed the collection of rich and detailed narratives concerning lesson preparation, classroom interaction, learner engagement, and pedagogical strategies.

Research Locale

The study was conducted in selected public secondary schools in the City of Ilagan, Isabela, Philippines. These schools were chosen because they represent diverse secondary educational settings with varying learner populations, instructional environments, and classroom challenges. The locale provided meaningful contexts for examining teachers' experiences in instructional planning and lesson delivery within public school settings.

Participants of the Study

The participants consisted of twelve public secondary school teachers selected through purposive sampling. Participants were chosen based on the following criteria: currently teaching in public secondary schools in the City of Ilagan, having at least three years of teaching experience, directly involved in instructional planning and classroom teaching, and willing to participate in the study. The participants represented different subject specializations and grade levels to ensure varied pedagogical perspectives and instructional experiences.

Data Gathering Procedures

Data were gathered through semi-structured interviews, classroom observations, and document analysis of lesson plans, instructional materials, and learning resources. Semi-structured interviews served as the primary source of data and focused on teachers' instructional planning strategies, lesson delivery experiences, classroom challenges, and pedagogical reflections. Classroom observations provided firsthand insights into actual teaching practices, classroom interaction, and learner engagement, while document analysis supplemented the data by examining lesson structures, instructional objectives, and teaching strategies reflected in

teachers' instructional materials.

Data Analysis

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. The process involved familiarization with the data, coding of significant responses, identification of emerging themes, theme refinement, and interpretation of findings. Through thematic analysis, the researcher identified recurring patterns and meaningful insights related to teachers' instructional planning practices and lesson delivery experiences.

Trustworthiness of the Study

To ensure the trustworthiness of the study, the researcher employed credibility, dependability, confirmability, and transferability strategies. Credibility was established through member checking and triangulation of interviews, observations, and document analysis. Dependability was ensured through careful documentation of research procedures, while confirmability was achieved by grounding interpretations on participants' actual responses. Thick description of the research context and participants was likewise provided to support transferability of findings.

Ethical Considerations

The study observed ethical principles throughout the research process. Participants were informed regarding the objectives and procedures of the study, and informed consent was secured prior to data gathering. Confidentiality, anonymity, voluntary participation, and respect for participants' rights were strictly maintained. Pseudonyms were used to protect participants' identities, and all gathered information was treated with confidentiality and used solely for academic purposes.

RESULTS AND FINDINGS

This study explored the experiences and pedagogical perspectives of teachers regarding instructional planning and effective lesson delivery in public secondary schools in the City of Ilagan, Philippines. Through thematic analysis of interview transcripts, classroom observations, and document analysis, five major themes emerged: (1) learner-centered and systematic instructional planning, (2) contextualized and differentiated pedagogical practices, (3) collaborative and experiential learning engagement, (4) reflective and adaptive lesson delivery, and (5) instructional and institutional challenges affecting teaching effectiveness.

The findings reveal that teachers view instructional planning as an essential professional responsibility that directly influences classroom organization, learner engagement, and instructional success. Teachers emphasized the importance of flexibility, contextualization, collaboration, and responsiveness in addressing diverse learner needs and improving learning outcomes.

Theme 1: Learner-Centered and Systematic Instructional Planning

Participants consistently emphasized that effective lesson delivery begins with careful and systematic instructional planning. Teachers described lesson planning as a critical pedagogical process that guides instructional flow, classroom management, learner engagement, and assessment alignment. They highlighted the importance of aligning learning objectives, instructional activities, and assessment strategies with curriculum standards and learner needs.

One participant explained:

"Kapag hindi ka handa sa lesson plan mo, mahihirapan kang i-deliver nang maayos ang discussion. Importante talaga ang planning kasi doon nagsisimula lahat."

Another teacher shared:

"Ang lesson planning hindi lang compliance. Ginagamit talaga namin iyon para makita kung paano matututo nang mas mabuti ang mga learners."

Teachers noted that instructional planning allows them to anticipate possible learner difficulties and prepare appropriate teaching strategies and learning materials. Several participants

emphasized that organized planning increases teacher confidence and instructional efficiency.

One participant stated:

"Kapag maayos ang preparation mo, mas confident kang magturo at mas nagiging active rin ang klase."

Classroom observations further revealed that teachers who prepared detailed lesson plans demonstrated smoother classroom transitions, clearer instructional sequencing, and more effective classroom interaction. Learners were more engaged when lessons followed structured yet flexible instructional procedures.

The findings suggest that instructional planning serves not merely as a bureaucratic requirement but as a pedagogical framework that shapes meaningful classroom experiences. Teachers viewed planning as an avenue for ensuring instructional coherence, learner participation, and achievement of learning competencies.

These findings support Darling-Hammond et al. (2020), who emphasized that instructional preparation enhances teaching effectiveness and classroom management. Similarly, Richards (2021) argued that systematic lesson planning improves instructional clarity, learner engagement, and pedagogical organization. The findings also reflect constructivist perspectives emphasizing purposeful and scaffolded learning experiences.

Theme 2: Contextualized and Differentiated Pedagogical Practices

Another dominant theme that emerged was the use of contextualized and differentiated teaching practices. Participants emphasized the importance of connecting lessons to learners' real-life experiences, local culture, and community contexts to make learning more meaningful and engaging.

One teacher shared:

"Mas naiintindihan nila ang lesson kapag iniugnay mo sa mga karanasan nila sa bahay at komunidad."

Another participant explained:

"Kapag localized ang examples, mas nakakapagparticipate sila dahil familiar sila sa topic."

Teachers frequently utilized contextualized examples, local scenarios, storytelling, community-based illustrations, and practical applications to facilitate learner understanding. They believed that contextualization increases learner motivation, participation, and comprehension.

In addition to contextualization, participants highlighted differentiated instruction as an important strategy in addressing diverse learner abilities and learning styles.

One participant noted:

"Hindi pare-pareho ang learners. May mabilis maka-gets, may kailangan ng mas maraming examples at activities."

Another teacher explained:

"Kailangan mong mag-adjust depende sa capacity ng students mo."

Teachers described modifying instructional materials, classroom activities, assessment methods, and questioning strategies according to learners' academic readiness and participation levels. Observations showed that teachers frequently provided scaffolding, peer support activities, and individualized guidance for struggling learners.

These findings demonstrate teachers' commitment to inclusive and learner-responsive instruction despite classroom diversity and resource limitations. Teachers recognized that effective lesson delivery requires flexibility, sensitivity, and responsiveness to learners' needs.

The findings support Gay's (2018) culturally responsive teaching framework, which emphasizes integrating learners' cultural experiences into classroom instruction. Similarly, Tomlinson (2017) explained that differentiated instruction improves learner participation and academic engagement by accommodating learner diversity.

Furthermore, the findings align with Florian and Black-Hawkins' (2011) inclusive pedagogy framework, which emphasizes extending learning opportunities to all learners through adaptive and inclusive teaching practices.

Theme 3: Collaborative and Experiential Learning Engagement

Teachers also emphasized collaborative and experiential learning as effective instructional

approaches in secondary classrooms. Participants described how group activities, peer interaction, hands-on experiences, and performance-based tasks promote active learning and classroom engagement.

One participant stated:

"Mas natututo sila kapag sila mismo ang gumagawa at nagtutulungan."

Another teacher shared:

"Kapag may collaborative activities, mas lumalabas ang confidence at participation nila."

Teachers frequently used group discussions, role-playing, peer tutoring, reporting activities, simulations, demonstrations, and project-based learning tasks to encourage learner participation and interaction. Learners became more active when lessons involved practical and collaborative experiences rather than passive listening.

Classroom observations revealed that collaborative activities enhanced communication skills, social interaction, teamwork, and learner confidence. Teachers observed that learners were more willing to ask questions and share ideas during peer interaction activities.

One participant explained:

"Kapag collaborative ang classroom environment, hindi sila natatakot magkamali kasi may support sila from classmates."

Teachers also emphasized experiential learning strategies that allow learners to apply concepts through real-life tasks and practical activities.

One participant noted:

"Mas tumatatak ang lesson kapag may actual application at experiences."

These findings highlight the importance of active learner participation and social interaction in effective lesson delivery. Teachers perceived collaborative and experiential learning as effective in promoting deeper understanding, critical thinking, and learner engagement.

The findings support Vygotsky's (1978) social constructivist theory, which emphasizes the role of social interaction and collaborative learning in cognitive development. The results also align with Kolb's (1984) experiential learning theory, which explains that meaningful learning occurs through concrete experiences and reflective application.

Moreover, Hattie (2019) emphasized that active learner engagement and collaborative instructional practices positively influence academic achievement and classroom participation.

Theme 4: Reflective and Adaptive Lesson Delivery

Another significant theme that emerged was teachers' reflective and adaptive pedagogical practices. Participants emphasized that effective lesson delivery requires continuous reflection, flexibility, and responsiveness to classroom situations and learner reactions.

One participant shared:

"Hindi lahat ng nasa lesson plan nasusunod. Minsan kailangan mong mag-adjust depende sa response ng students."

Another teacher explained:

"Importante ang reflection pagkatapos ng klase para makita mo kung effective ba ang strategy mo."

Teachers described how they regularly assess learner understanding during classroom discussions and modify instructional approaches when necessary. They recognized that classroom instruction is dynamic and requires ongoing adaptation.

Several participants emphasized that reflective teaching enables them to identify strengths, weaknesses, and areas for improvement in their instructional practices.

One participant stated:

"Kapag nakikita mong hindi naiintindihan ng learners, kailangan mong humanap ng ibang paraan para mas maintindihan nila."

Classroom observations confirmed that teachers frequently adjusted pacing, instructional strategies, questioning techniques, and classroom activities according to learner participation and comprehension levels.

Teachers also highlighted the importance of patience, empathy, and classroom interaction in effective lesson delivery.

One participant explained:

"Hindi lang knowledge ang importante sa pagtuturo. Kailangan marunong ka ring makinig at umintindi sa learners."

These findings indicate that reflective and adaptive teaching practices contribute to more responsive, learner-centered, and inclusive classroom environments. Teachers viewed reflection as an important professional practice that supports continuous instructional improvement.

The findings support Schön's (1983) reflective practice theory, which emphasizes reflective thinking as essential in professional teaching practice. Likewise, Weimer (2013) emphasized that adaptive and learner-centered teaching promotes meaningful learner engagement and instructional effectiveness.

Theme 5: Instructional and Institutional Challenges Affecting Lesson Delivery

Despite demonstrating effective pedagogical practices, participants identified several instructional and institutional challenges affecting lesson planning and classroom instruction.

One of the most common concerns was time limitation due to extensive administrative tasks and teaching responsibilities.

One participant shared:

"Maraming paperwork at reports kaya minsan kulang na ang oras para makapagprepare nang maayos."

Another teacher stated:

"Nakakapagod pagsabayin ang teaching at administrative requirements."

Teachers also emphasized challenges related to large class sizes and diverse learner abilities.

One participant explained:

"Mahirap magbigay ng individual attention kapag marami ang students."

Another participant added:

"May mga learners na mabilis maka-cope pero mayroon ding nangangailangan ng mas maraming support."

Participants further identified insufficient instructional resources and limited technological facilities as barriers to effective lesson delivery.

One teacher noted:

"Hindi lahat ng materials available kaya minsan kailangan pang gumawa ng sariling instructional materials."

Another participant stated:

"May limitations din sa internet at technology especially sa classroom activities."

Despite these difficulties, teachers demonstrated resilience, creativity, and dedication in sustaining meaningful instruction. They utilized improvised instructional materials, collaborative planning, and flexible teaching approaches to address classroom constraints.

These findings reflect broader educational challenges experienced in public schools, particularly in developing educational contexts. OECD (2019) reported that workload pressures, inadequate resources, and classroom diversity significantly influence teacher effectiveness and instructional quality.

Similarly, Ainscow (2020) emphasized that inclusive and quality education requires institutional support systems, adequate resources, and sustained professional development opportunities for teachers.

DISCUSSION

The findings of this study demonstrate that instructional planning and effective lesson delivery among public secondary school teachers in the City of Ilagan are deeply shaped by learner-centeredness, contextualization, adaptability, collaboration, and reflective practice. Teachers recognize instructional planning as a foundational pedagogical process that organizes learning experiences and promotes instructional effectiveness.

The study further reveals that contextualized and differentiated teaching practices are essential in addressing learner diversity and promoting inclusive education. Teachers intentionally connect lessons to learners' lived experiences and modify instruction according to learner needs, reflecting culturally responsive and inclusive pedagogical principles.

Collaborative and experiential learning strategies likewise emerged as important mechanisms for enhancing learner participation, communication, and critical thinking. Teachers perceive active learner engagement as central to meaningful learning experiences.

Additionally, the findings highlight the importance of reflective and adaptive pedagogy in addressing classroom complexities and instructional challenges. Teachers continuously evaluate classroom interaction and adjust instruction to improve learner understanding and participation. However, institutional constraints such as excessive workload, insufficient resources, and large class sizes continue to affect instructional effectiveness. These challenges emphasize the need for stronger institutional support systems, teacher empowerment initiatives, and resource provision in public secondary schools.

CONCLUSION AND IMPLICATIONS

Conclusion

This study explored teachers' experiences and pedagogical perspectives regarding instructional planning and effective lesson delivery in public secondary schools in the City of Ilagan, Philippines. The findings revealed that effective instruction is characterized by systematic planning, contextualized teaching, differentiated instruction, collaborative learning, experiential engagement, reflective pedagogy, and instructional adaptability.

Teachers demonstrated strong commitment to creating meaningful, inclusive, and learner-centered classroom experiences despite various instructional and institutional challenges. Effective instructional planning enabled teachers to organize lessons systematically, facilitate learner engagement, and improve classroom interaction.

The study also revealed that contextualized and differentiated instruction enhances learner participation and understanding by connecting lessons to learners' experiences and accommodating diverse learning needs. Collaborative and experiential learning strategies likewise contributed to active participation, communication development, and deeper understanding. However, teachers continue to face challenges related to administrative workload, limited instructional resources, large class sizes, and learner diversity. These constraints affect instructional preparation and classroom implementation.

Overall, the study underscores the importance of supporting teachers through professional development, institutional assistance, and resource accessibility to strengthen instructional quality and educational outcomes in Philippine public secondary schools.

Implications of the Study

The findings of this study have important implications for educational practice, policy, and future research.

First, school administrators may strengthen instructional supervision and support systems that promote collaborative lesson planning, reflective teaching, and pedagogical innovation. Professional learning communities may provide teachers opportunities for sharing instructional strategies and classroom experiences.

Second, the Department of Education may consider reducing excessive administrative workload among teachers to allow greater focus on instructional preparation and learner engagement. Third, teacher training institutions may emphasize contextualized instruction, differentiated pedagogy, reflective teaching, and inclusive educational practices in pre-service and in-service teacher education programs.

Fourth, schools may strengthen access to instructional technologies, learning resources, and classroom facilities that support effective lesson delivery and learner-centered instruction. Finally, future researchers may conduct comparative, mixed-methods, or longitudinal studies examining instructional planning and pedagogical practices across various educational contexts and subject areas.

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