

**Traditional and technology-integrated teaching approaches of teachers
in Lawa-an Integrated School: Basis for content pedagogy**

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ABSTRACT

Face-to-face interactions, textbooks, and lectures are frequently prioritized in traditional teaching, rooted in centuries-old practices. On the other hand, technology-integrated methods improve learning experiences by utilizing digital tools, interactive platforms, and multimedia materials. This study determined the level and relationship between traditional and technology-driven approaches of eighty (80) teachers of Lawa-an Integrated School as basis for content pedagogy. This study utilized the descriptive-correlational study approach and employed quantitative methods to describe what is, including describing, documenting, analyzing, and interpreting existing situations. The research instrument used in this study was an adapted questionnaire from the internet by Quora.com. The questionnaire was retrieved, and the results were collated, scored, and entered into the master data and computer-processed using a licensed IBM SPSS Statistics 28 program. The statistical tools used were frequency, percentage, mean, and Pearson Correlation signed rank tests. Results revealed that on the level of teaching approaches in terms of quality, efficiency, and timeliness improve teaching strategies by fostering better collaboration, enhancing feedback and increasing efficiency in the educational process. A statistically significantly strong positive correlation between traditional and technology-driven teaching approaches in terms of quality, efficiency, and timeliness, implying that technology-driven enhances the effectiveness of traditional teaching methods, leading to improved learning outcomes, increased engagement, and optimized resource allocation within educational settings.

Keywords: Integration, traditional, engagement

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INTRODUCTION

Education as a field is always changing, in response to social demands, technological breakthroughs, and pedagogical advances. Education has always been based on traditional teaching practices, which are based on conventional techniques including textbooks, lectures, and blackboard training.

Changes in technology can cause people to experience both hope (digital convenience, access to all kinds of information, solution-oriented technological applications, medical

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developments) and worrying situations (technology addiction, internet abuse, virtual fraud) (Gunuc, 2017).

Watson and Rockinson-Szapkiw, (2021), innovative educational strategies suggest that technology integration can only be comprehended well when teachers' perspectives regarding technology use are taken into consideration. On the other hand, technology-driven teaching strategies make use of interactive platforms, digital tools, and multimedia content to create dynamic and engaging learning environments. These methods use a worldview that is student-centered and promotes involvement, inquiry, and innovation. Teachers may personalize lessons, give prompt feedback, and create collaborative learning environments that accommodate a range of learning preferences and styles by incorporating technology into their teaching.

Gnambs (2021), being an essential part of the present time, Information and communication technology (ICT) significantly influences all domains of human life. Lin et.al., (2017) and Jomezai et.al., (2021), ICT has also transformed the education sector and turned instructional practices into more interactive and productive, as it offers various tools which are used in traditional as well as online teaching spaces and assists in building a proactive classroom environment.

Furthermore, Liu et al., (2021-2022), identified that technology-integrated learning increases the cognitive understanding and learning achievements of students.

Akram et.al., (2021), and Chen et.al., (2018) that technology-incorporated instructional practices not only enhance the quality of teaching but also enable students to develop their skills, boost their motivation, and enhance their knowledge and information efficiently.

Statement of the problem

The primary purpose of this study was to determine the relationship between traditional and technology-driven approaches of teachers of Lawa-an Integrated School as basis for content pedagogy. Specifically, the study sought to answer the following questions:

1. What is the level of traditional teaching approaches of Lawa-an Integrated School as basis for content pedagogy?
2. What is the level of technology-driven approaches of Lawa-an Integrated School as basis for content pedagogy?
3. Is there a relationship between traditional and technology-driven approaches of Lawa-an Integrated School as basis for content pedagogy?

METHODOLOGY

This study utilized the descriptive correlational study approach and employed quantitative methods to describe what is, including describing, documenting, analyzing, and interpreting existing situations. It employs some form of comparison or contrast and seeks to identify links between existing non manipulated data. It is largely focused with the present, while it frequently takes into account historical events and effects as they relate to contemporary situations. The descriptive correlational research approach focuses on explaining the connection between assets rather than inferring cause and effect correlations. The study was conducted at Lawa-an Integrated School during the Academic Year 2023-2024.

There was a total of 80 teachers of Lawa-an Integrated School as participants. The convenience sampling technique was used in the study, wherein the questionnaires were given to the participants personally which they honestly answered. The instrument was answered by the eighty (80) teachers of Lawa-an Integrated School, Roxas City. The distribution of participants by grade level showed that from Grade 1, out of 6 teachers, 4 were included; from

Grade 2, out of 6 teachers, 4 were included; from Grade 3, out of 7 teachers, 5 were included; from Grade 4, out of 8 teachers, 6 were included; from Grade 5, out of 9 teachers, 7 were included; from Grade 6, out of 10 teachers, 7 were included; from Grade 7, out of 8 teachers, 6 were included; from Grade 8, out of 9 teachers, 7 were included; from Grade 9, out of 8 teachers, 6 were included; and from Grade 10, out of 9 teachers, 7 were included, thus comprising a total population of 80 teachers from which a total of 59 participants were drawn.

The research instrument used in this study was an adapted questionnaire from the internet by Quora.com. It determined the level and relationship between traditional and technology driven approaches of teachers of Lawa-an Integrated School as basis for content pedagogy. Part I of the questionnaire served to gather personal information or the demographic profile such as age, sex, civil status, highest educational attainment, years of working experience, and ICT related trainings attended. Part II of the questionnaire dealt with the teaching approaches as basis for content pedagogy. For the scoring of variables, the responses were rated using a five point scale wherein a score of 5 with a scoring interval of 4.20 to 5.00 was given the verbal interpretation of Always, a score of 4 with a scoring interval of 3.40 to 4.19 was interpreted as Often, a score of 3 with a scoring interval of 2.60 to 3.39 was interpreted as Sometimes, a score of 2 with a scoring interval of 1.80 to 2.59 was interpreted as Rarely, and a score of 1 with a scoring interval of 1.00 to 1.79 was interpreted as Never.

The process of collecting data began after the proposal was approved and was completed by obtaining the necessary approvals to carry out the study. When all the required permissions have been obtained, the researcher informed the participants and asked for their cooperation and participation. The questionnaire was retrieved, and the results were collated, scored, and entered into the master data. After that, they were prepared for computer processing with an IBM SPSS Statistics 28 license. The researcher ensured that all of the indicators received the appropriate verbal interpretation and that the responses were appropriately scored.

The statistical tools used to analyze and interpret the gathered data were the frequency, mean, percentage, and Pearson Correlation signed rank test. The profile of the participants in terms of age, sex, civil status, highest educational attainment, years of working experience, and ICT related trainings attended were determined through frequency and percentage. To answer problem statements 1 and 2, the mean was used to determine the participants' level of traditional teaching and technology driven approaches of Lawa-an Integrated School, and the data were presented in tables. To answer problem statement 3, the Pearson correlation signed ranks test was used to evaluate the relationship between traditional and technology driven approaches of Lawa-an Integrated School. In addition, it also examines whether traditional and technology driven approaches was effective in terms of quality, efficiency, and timeliness. Following the research approach, the correlation statistics employed to do hypothesis testing was Pearson bivariate correlation. Likewise, it was used to compare quantitative variables to find a linear relationship and assess whether their population mean ranks differ in alpha level of significance.

RESULTS AND DISCUSSION

Findings and Discussion

This chapter presents the interpretation of the data gathered and discusses the results of the study in direct relation to its stated objectives. The investigation involved 80 teacher-participants from Lawa-an Integrated School, who served as the respondents of a descriptive-correlational research design intended to determine the level of their teaching approaches, both

traditional and technology-driven, along three dimensions, namely quality, efficiency, and timeliness, as well as to test the significant relationship among these dimensions as a basis for content pedagogy. The data were collected using a researcher-administered survey questionnaire composed of ten indicators for each dimension, with each item classified as either Traditional Teaching (TT) or Technology Driven (TD), and responses were measured on a five-point Likert scale where 4.20–5.00 is interpreted as Always, 3.40–4.19 as Often, 2.60–3.39 as Sometimes, 1.80–2.59 as Rarely, and 1.00–1.79 as Never. The mean was used to describe the level of teaching approaches per indicator and per dimension, while the Pearson Correlation Signed Rank Test was applied at the 0.01 and 0.05 levels of significance, where correlations significant at the 0.01 level are denoted with two asterisks and those significant at the 0.05 level with one asterisk, to determine whether a significant relationship exists among the three dimensions. The succeeding discussion is grounded strictly in the data gathered from the 80 participants and is interpreted in direct relation to the objectives of the study.

Descriptive analysis

Level of teaching approaches in terms of quality

The results presented in Table 3 show that the level of teaching approaches in terms of quality obtained a grand mean of 4.57 with a verbal interpretation of "Always," indicating that the participants consistently demonstrate high-quality teaching practices in both traditional and technology-driven instruction. Among the ten indicators, the highest mean score of 4.75 was obtained on the statement "Do you understand well the content you teach?" classified under Traditional Teaching (TT) and interpreted as "Always," which implies that the participants possess a strong grasp of the subject matter they are instructing and the depth of knowledge necessary to effectively teach it to learners. This was followed by the technology-driven indicator on adapting teaching methods to suit the content and the needs of students with a mean of 4.66 (Always), finding technology effective in enhancing student engagement and understanding with a mean of 4.63 (Always), using technological tools such as interactive whiteboards, educational software and apps, online research resources, multimedia presentations, and virtual simulations with a mean of 4.61 (Always), envisioning improvement of teaching practices in the future by considering both traditional and technology-based approaches with a mean of 4.60 (Always), and frequently incorporating technology into teaching also with a mean of 4.60 (Always). The succeeding indicators likewise registered an "Always" interpretation, including encouraging student-centered discussions in the traditional teaching approach with a mean of 4.49, ensuring equal access to technology resources for all students with a mean of 4.49, ensuring that technology-driven instruction does not overshadow the core content of lessons with a mean of 4.44, and assessing student understanding in a traditional classroom setting with the lowest mean of 4.40, which still fell within the "Always" range.

The consistently high ratings across both traditional and technology-driven indicators reveal that quality in instruction at Lawa-an Integrated School is sustained by a balanced combination of mastery of content, adaptive methodology, and meaningful integration of digital tools, with the highest mean of 4.75 on content mastery serving as the foundational anchor that supports the effective deployment of technology-driven strategies. The slightly lower yet still "Always" mean of 4.40 on traditional assessment of student understanding suggests that while teachers continue to value classroom-based evaluation, the strong showing of technology-driven indicators reflects a clear shift toward instruction that pairs sound pedagogy with digital enhancement. According to Watson and Rockinson-Szapkiw (2021), innovative educational strategies suggest that technology integration can only be

comprehended well when teachers' perspectives regarding technology use are taken into consideration, which directly supports the present finding that the participants' favorable orientation toward both traditional and technology-driven practices is essential to producing the consistently "Always" rating in the quality dimension.

Level of teaching approaches in terms of efficiency

The results presented in Table 4 show that the level of teaching approaches in terms of efficiency obtained a grand mean of 4.33 with a verbal interpretation of "Always," indicating that the participants generally demonstrate efficient teaching practices, particularly when combining traditional and technology-driven methods. The highest mean score of 4.63 was on the technology-driven indicator "Do you find that technology-driven assessment methods allow for more accurate and efficient tracking of student progress compared to traditional methods?" interpreted as "Always," which implies that technology-driven assessment methods result in better and faster monitoring of students' progress compared to traditional approaches, demonstrating that in terms of the accuracy of student performance evaluation, the use of digital technologies such as digital quizzes, online monitoring systems, or automated grading proved advantageous. This was followed by the traditional teaching indicator on finding traditional teaching methods time-consuming in comparison to technology-driven methods with a mean of 4.56 (Always), the perception that technology-driven lessons allow for more efficient differentiation of instruction to meet individual student needs with a mean of 4.50 (Always), and ensuring a balance between traditional and technology-driven methods to maximize efficiency in teaching with a mean of 4.44 (Always). Further indicators within the "Always" range include managing potential disruptions or technical issues during technology-driven lessons to maintain efficiency with a mean of 4.31, encountering challenges in integrating technology-driven approaches into teaching practices efficiently with a mean of 4.25, gauging student understanding and adjusting teaching approaches in real time during technology-driven lessons with a mean of 4.25, and providing feedback to students using technology-driven assessment tools such as online quizzes and instant feedback apps also with a mean of 4.25.

On the other hand, two indicators fell within the "Often" range, namely the time typically spent preparing for a traditional lesson compared to a technology-driven lesson with a mean of 4.13 (Often), and the lowest mean score of 3.94 (Often) on the statement "Do you utilize technology to streamline the assessment process and provide timely feedback to students?" This means that participants did not always prefer to use technology in giving feedback and assessment methods, even while they recognized the efficiency benefits of technology-driven assessment tracking, which suggests a notable internal tension within the efficiency dimension wherein participants acknowledge the speed and accuracy of digital tracking yet do not consistently translate that recognition into the streamlined delivery of timely feedback through digital means. This pattern is consistent with Lin et al. (2017) and Jogeza et al. (2021), who emphasized that ICT has transformed the education sector and turned instructional practices into more interactive and productive forms, as it offers various tools used in both traditional and online teaching spaces and assists in building a proactive classroom environment, providing theoretical support for the finding that participants generally view technology as efficiency-enhancing while also highlighting the need for further capacity building so that the lower-rated indicators on lesson preparation time and the streamlined provision of feedback can also reach the "Always" level.

Level of teaching approaches in terms of timeliness

The results presented in Table 5 show that the level of teaching approaches in terms of timeliness obtained a grand mean of 4.31 with a verbal interpretation of "Always," indicating that the participants generally maintain timely instructional practices across both traditional and technology-driven approaches. The highest mean score of 4.69 was on the technology-driven indicator "Do you use technology to communicate important updates or announcements to students and parents in a timely manner?" interpreted as "Always," which implies that the use of technology in communication can improve teaching strategies by fostering better collaboration, enhancing feedback, and increasing efficiency in the educational process. This was followed by the traditional teaching indicator on assessing student progress and providing feedback using traditional assessment methods such as paper-based exams and written assignments with a mean of 4.44 (Always), ensuring that technology-driven assessment methods maintain the integrity and timeliness of feedback delivery with a mean of 4.38 (Always), enhancing students' access to instructional materials and resources in a timely manner through technology-driven means with a mean of 4.38 (Always), and adjusting lesson plans or teaching strategies in real time to maintain timeliness when unexpected challenges arise during instruction also with a mean of 4.38 (Always). Additional indicators within the "Always" range include the impact of traditional assessment methods on the timeliness of providing feedback to students on their progress and performance with a mean of 4.31, and the observation that traditional teaching methods often result in delays in providing feedback to students with a mean of 4.25.

In contrast, three indicators were interpreted as "Often," namely noticing differences in the timeliness of completing collaborative projects or assignments using technology-driven methods compared to traditional methods with a mean of 4.19, the perceived impact of traditional teaching methods on the timeliness of addressing individual student needs or providing additional support with a mean of 4.06, and the lowest mean score of 4.06 (Often) on the statement "Do you ensure that students have timely access to technology resources needed for learning both in and out of the classroom?" This means that participants must adopt innovative teaching strategies with the use of digital resources to improve learning outcomes and student success, while the lower ratings on access-related items suggest that timeliness in the broader sense is sometimes constrained by resource availability rather than by the willingness of teachers to use technology. Liu et al. (2021–2022) identified that technology-driven learning increases the cognitive understanding and learning achievements of students, and added that ICT-incorporated teaching-learning practices also enable learners to stay connected with their instructors and peers through various social media platforms, help students resolve their academic challenges, and keep them participating actively in the learning activities, which strongly aligns with the present finding that timely communication through technology obtained the highest rating of 4.69 while access-related indicators registered lower, signaling the need to ensure that the conditions for sustained learner access keep pace with teachers' communication and instructional readiness.

Inferential analysis

Relationship among quality, efficiency, and timeliness as basis for content pedagogy

Table 6 displays the Pearson Correlation results testing the relationship among quality, efficiency, and timeliness of the traditional and technology-driven teaching approaches at Lawa-an Integrated School as a basis for content pedagogy, with the analysis based on a sample size of $N = 80$ for each pairwise correlation. The results reveal a Pearson correlation coefficient of 1 along the diagonal indicating each variable's perfect correlation with itself, while the

inter-variable correlations show that quality and efficiency yielded a correlation coefficient of 0.357 with a significance value of 0.001, which is significant at the 0.01 level (2-tailed) as denoted by the double asterisk; quality and timeliness yielded a correlation coefficient of 0.233 with a significance value of 0.038, which is significant at the 0.05 level (2-tailed) as denoted by the single asterisk; and efficiency and timeliness yielded the strongest correlation coefficient of 0.757 with a significance value of 0.000, which is also significant at the 0.01 level (2-tailed). In all three pairwise comparisons, the obtained significance values were lower than the corresponding alpha thresholds, with $p = 0.001 < 0.01$ for quality and efficiency, $p = 0.038 < 0.05$ for quality and timeliness, and $p = 0.000 < 0.01$ for efficiency and timeliness, leading to the conclusion that there exists a significant positive relationship among quality, efficiency, and timeliness of traditional and technology-driven teaching approaches at Lawa-an Integrated School, with the strongest association observed between efficiency and timeliness ($r = 0.757$, $p = 0.000$), a moderate-to-low association between quality and efficiency ($r = 0.357$, $p = 0.001$), and a low but still significant association between quality and timeliness ($r = 0.233$, $p = 0.038$).

These correlation values imply that as one of these dimensions increases, the others also tend to increase, with the particularly strong relationship between efficiency and timeliness suggesting that practices which streamline instruction, assessment, and feedback delivery are closely linked to the teachers' ability to act in a timely manner across both traditional and technology-driven contexts, while the significant though weaker correlations of quality with efficiency and timeliness indicate that improvements in instructional quality are systematically, though more modestly, accompanied by gains in how efficiently and how promptly instruction is delivered. The results further imply that technology-driven approaches enhance the effectiveness of traditional teaching methods, leading to improved learning outcomes, increased engagement, and optimized resource allocation within educational settings, since the simultaneous strengthening of quality, efficiency, and timeliness reflects an integrated pedagogical environment rather than three isolated capacities. This integrated character is supported by Schmid and Petko (2019), who noted that the use of educational technologies in personalized learning does not affect a student's self-accessed digital skills although it may influence the student's process of language acquisition, and by Ayale-Perez and Joo-Nagata (2019), who observed that students share a similar digital cyber-culture in the context of pedagogy, both of which provide a contextual rationale for why the three dimensions move together rather than independently. Furthermore, Akram et al. (2021) and Chen et al. (2018) argued that technology-incorporated instructional practices not only enhance the quality of teaching but also enable students to develop their skills, boost their motivation, and enhance their knowledge and information efficiently, directly reinforcing the present correlation results in which efficiency emerged as the dimension most strongly linked to the other two. Lastly, Thaheem et al. (2021) emphasized that during the COVID-19 global crisis, when the entire world's activities across all domains of human lives became restricted, ICT played a supporting role in sustaining teaching-learning activities, which strengthens the practical relevance of the finding that quality, efficiency, and timeliness are interdependent and mutually reinforcing components of effective pedagogy at Lawa-an Integrated School.

Synthesis of findings

Taken together, the findings of this study provide a coherent and empirically grounded response to the objectives that guided the investigation into the traditional and technology-driven teaching approaches at Lawa-an Integrated School as a basis for content pedagogy, drawing from the responses of 80 teacher-participants. The descriptive analysis established that

the level of teaching approaches in terms of quality obtained a grand mean of 4.57 (Always), with the highest indicator being content mastery at 4.75 and the lowest being traditional assessment of student understanding at 4.40, both within the "Always" range; that the level of teaching approaches in terms of efficiency obtained a grand mean of 4.33 (Always), with the highest indicator being the accuracy and efficiency of technology-driven assessment tracking at 4.63 and the lowest being the utilization of technology to streamline assessment and feedback at 3.94 (Often); and that the level of teaching approaches in terms of timeliness obtained a grand mean of 4.31 (Always), with the highest indicator being timely communication of updates and announcements through technology at 4.69 and the lowest being the assurance of timely student access to technology resources at 4.06 (Often). The inferential analysis through the Pearson Correlation Signed Rank Test confirmed significant positive relationships across all three pairings, namely quality and efficiency at $r = 0.357$, $p = 0.001$ significant at the 0.01 level, quality and timeliness at $r = 0.233$, $p = 0.038$ significant at the 0.05 level, and efficiency and timeliness at $r = 0.757$, $p = 0.000$ significant at the 0.01 level, indicating that the three dimensions move together and that an increase in one is meaningfully associated with increases in the others.

Collectively, these findings address the research objectives by demonstrating that teachers at Lawa-an Integrated School operate at consistently high levels of quality, efficiency, and timeliness, that these levels are achieved through the deliberate integration of traditional and technology-driven approaches anchored in strong content mastery, and that the three dimensions are statistically interrelated rather than independent, with the strongest connection found between efficiency and timeliness. The study contributes to the field by reinforcing the perspectives of Watson and Rockinson-Szapkiw (2021), Lin et al. (2017), Jomezai et al. (2021), Liu et al. (2021–2022), Schmid and Petko (2019), Ayale-Perez and Joo-Nagata (2019), Akram et al. (2021), Chen et al. (2018), and Thaheem et al. (2021), all of whom emphasized that technology integration, when grounded in sound pedagogical orientation, enhances instructional quality, accelerates the delivery of instruction and feedback, and sustains learning even under challenging conditions. These insights hold practical significance for school administrators, curriculum planners, and policy makers, as they affirm the need to strengthen the lower-rated areas of utilizing technology to streamline feedback delivery and ensuring timely student access to technology resources, while preserving the strong foundation of content mastery and balanced methodology already evident among the participants. The discussion logically prepares the reader for the subsequent chapter of the manuscript, which will present the summary of findings, conclusions, and recommendations directed toward enhancing the content pedagogy framework at Lawa-an Integrated School and similar educational contexts.

CONCLUSION

The results of this study reveal a strong positive correlation between traditional and technology-driven teaching approaches at Lawa-an Integrated School, which served as the basis for content pedagogy. Both traditional and technology-driven teaching approaches require educators to possess a deep knowledge and thorough understanding of the content of their lessons in order to effectively teach the learners. Beyond this foundational requirement, the adoption of technology has been shown to significantly enhance the delivery of lessons and to optimize the learning outcomes of students, thereby reinforcing the value of integrating modern tools into established pedagogical practices.

The use of technology-driven assessment methods and performance evaluation of learners, particularly in terms of quality, efficiency, and timelines, has resulted in better and faster monitoring of learners' progress. In contrast, traditional teaching methods have been

found to be more time consuming when compared to technology-driven methods. Embracing technology in education therefore not only enhances the accuracy and efficiency of assessment but likewise helps save valuable time for both educators and students. Moreover, utilizing technology in communication can improve teaching strategies by fostering better collaboration, enhancing feedback, and increasing overall efficiency within the educational process. The significant relationship established between traditional and technology-driven approaches further signifies that the integration of technology improves the effectiveness of traditional teaching methods, enhances learning outcomes, increases engagement, and optimizes resource allocation within educational settings, thereby affirming the complementary nature of these two pedagogical orientations.

In view of these findings and conclusions, several recommendations are advanced to sustain and further strengthen the integration of technology within the educational process. Students must embrace technology and become proficient in its use for educational purposes, while staying informed about communication channels and actively engaging with announcements and updates relevant to their academic life. Parents, in turn, must familiarize themselves with the technology platforms used for communication by the school, remaining connected and regularly checking for updates so as to stay well-informed about their child's education. Educators must continue technology-driven teaching practices to enhance communication and engagement, while also providing training and support for both students and parents to ensure the effective use of technology in learning. Principals must encourage and support educators in adopting technology for communication and announcements, and they must allocate adequate resources for technology infrastructure and training to facilitate effective implementation across the school. Finally, future researchers are encouraged to explore further the impact of technology integration on various aspects of education, including teaching methods, assessment practices, and communication processes, in order to deepen the understanding of how technology can continually transform the educational landscape. Taken together, these conclusions and recommendations underscore that the harmonious integration of traditional and technology-driven approaches is essential in advancing content pedagogy and in cultivating a more engaging, efficient, and effective learning environment for both educators and learners.

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